NAROPA UNIVERSITY

2014-15 COURSE CATALOG

Please direct all admissions-related correspondence to:

Office of Admissions
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naropa.edu

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Naropa University is accredited by the Higher Learning Commission.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60602-2504
312-263-0456; Fax 312-263-7462
www.ncahighered.com

Naropa University is committed to equality of educational opportunity. The university does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national or ethnic origin, religion, disability, veteran’s status, sexual orientation, gender identity, or gender expression.
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Naropa University Mission Statement

Inspired by the rich intellectual and experiential traditions of East and West, Naropa University is North America's leading institution of contemplative education.

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

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

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

About Naropa

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

—Judy Lief, trustee and former Naropa University president

A Naropa University Education

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

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

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

From this self-understanding comes an ability to appreciate the value of another’s experience.

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

Accreditation

Naropa University is accredited by the Higher Learning Commission. [www.ncahighered.org].

Students

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

Faculty

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

Campuses

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

The city of Boulder, twenty-five miles northwest of Denver, is situated against the foothills of the Rocky Mountains. Boulder is a cosmopolitan city of 100,000. The city offers a variety of cultural resources and supports several theater and dance companies and a symphony orchestra. A number of Boulder-based schools offer a range of specialized training in the health fields. These institutions provide variety in Boulder’s educational environment.

History

Naropa was founded in 1974 by Chögyam Trungpa Rinpoche, a lineage holder of the Kagyü and Nyingma Buddhist traditions. A scholar and artist as well as meditation master, Trungpa Rinpoche has become widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of Naropa, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholastic and artistic disciplines. Naropa University is inspired by Nalanda University. Established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the fifth to the twelfth centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation provided an environment in which scholars, artists, and healers from many Asian countries and religious traditions came to study and debate. Nalanda was known for its joining of intellect and intuition and of spiritual inquiry and intellectual rigor, and for the atmosphere of mutual appreciation and respect among different contemplative traditions.

The university takes its name from Naropa, the eleventh-century abbot of Nalanda University and a great Buddhist scholar, teacher, and practitioner. Naropa was renowned for bringing together scholarly wisdom and meditative insight.

Naropa Seal

The Naropa University seal was designed by Naropa’s founder, Chögyam Trungpa Rinpoche, on whose teachings the school’s philosophies are based; thus, its meaning speaks to the Naropa experience with simultaneous relevance to the school’s history and its present-day form.

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

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

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

Admissions

Campus Visits

Prospective students are strongly encouraged to visit campus. Campus visits can be scheduled online through the Admissions web site or by contacting the Events and Visitation Coordinator at admissionsevents@naropa.edu or by phone at 1-800-771-6951. Campus visit options include a campus tour, group informational session, or an individual appointment with an admissions counselor, and class visitations (by appointment only).

Undergraduate Admission

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

Priority Deadlines

Naropa University uses a rolling admissions policy and a priority deadline as the initial deadline for receiving completed applications. Applicants may apply as early as September for spring and fall admission. Applications received between September 1 and the priority deadline will be given equal consideration. Applications received after the priority deadline will be reviewed on a rolling space-available basis. All new and transfer students may apply for either the fall or spring semester.

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

January 15 for fall semester admission
Undergraduate Admissions Requirements

1. Parts A and B of application form.
2. $50 nonrefundable fee in the form of a check or money order payable to “Naropa University” or an online credit card payment. The applicant’s name must be clearly indicated on the check.
3. Part C – One essay (must be typed).
4. Official high school transcript(s) for both first-time first-year applicants as well as any transfer applicant.
5. Official copy of a GED (if the applicant does not have a high school diploma). If the applicant received a GED but also took courses at a high school, the official transcript from that high school is also required (see #4).
6. Official college transcripts for every university attended even if no credits were earned (must be sent directly to Naropa University or sent by applicant in an envelope sealed by the registrar).
7. Letter of recommendation: One from a teacher or someone who knows the applicant well other than a family member, significant other, or current or former therapist.
8. A phone or in-person interview is optional for all applicants.
9. Submission of creative work—poetry, art slides, music—is optional.
10. Test scores: Original score reports for the ACT and/or SAT tests are optional. Naropa University’s ACT code is 4853; SAT code is 0908.

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

On Campus Housing

Students who are under the age of twenty-one and who have earned less than thirty (30) credits are required to live in Naropa University student housing.

Residency Requirements

Students can enter Naropa as an undeclared student or can declare a major. Each major area has designated prerequisite courses for that particular area of study. Students are encouraged to take those prerequisites at the earliest opportunity if interested in pursuing a particular major. Please see the details for specific majors to learn more. Of the 120 total semester credit hours required for a bachelor’s degree, Sixty (60) credit hours must be taken at Naropa University. Students are required to take their first semester of courses on campus.

Establishing Transfer Credits

College-level courses completed at regionally accredited colleges/institutions accredited by agencies recognized by the U.S. Department of Education with a grade of at least “C” or better are eligible to be counted toward transfer credit. A maximum of 60 credits will be accepted. A pass, credit, or satisfactory grade cannot be accepted unless the transcript states it is equal to a “C” or better, unless accompanied by an equivalent narrative evaluation that clearly indicates strong academic performance in the course. A maximum of 30 technical or vocational credits will be accepted. No physical education credits will be accepted unless they resemble courses offered at Naropa.

No contemplative practice credits will be accepted to fulfill core requirements; these may only be applied as electives. Naropa does not award transfer credit for remedial courses taken in college. Once credit has been transferred, it cannot be removed from the student’s record. With the exception of Interdisciplinary Studies, up to six transfer credits may be used to count toward major requirements. Up to nine transfer credits can be used to fulfill the Interdisciplinary major requirements. See specific majors for more information on major requirements. No transfer credit will be used toward minor requirements.

Transfer work from universities that operate on the quarter system will be converted to Naropa’s semester system by this ratio:

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Students with prior Bachelor’s degrees will begin their Naropa studies with zero credits.

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

1. College Level Examination Program

The College Level Examination Program is a national program administered by the College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work, using the minimum passing score recommended by the American Council on Education. All transferring credit, including college transcripts, AP, IB, CLEP, DSST/Dantes, and military transcripts, must be submitted during the admissions process and evaluated prior to matriculation.

For more information about the College Level Examination Program, including a list of exams, exam centers, and registration information, please visit www.collegeboard.com.
2. Advanced Placement and International Baccalaureate

Naropa University accepts both advanced placement and international baccalaureate credit. AP exams with a score of 3, 4, or 5 are granted 3 semester credits each.

- AP exams may be used to fulfill core requirements with the exception of COR115 Writing Seminar II.
- IB Diploma: 30 college credits and sophomore standing will be given if all six examinations received a score of 4 or above. If any exam score was under 4, 6 college credits will be given for HL scores above a 4 and 3 college credits will be given for every SL score above a 5.
- For students who took IB courses but did not seek an IB Diploma, 3 college credits will be given for HL scores of 4 or above. No college credits will be given for SL scores.

3. DSST/DANTES EXAMS

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

4. Military Transcripts

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

Applicants Educated Outside the United States

Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education evaluated by a professional evaluation service and forwarded to the Naropa Office of Admissions for evaluation with other application materials. This evaluation must be a complete course-by-course evaluation. (See “International Student Admission” section for a list of agencies).

Transcript Evaluations

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

Tuition Deposit

Once a student is accepted, a nonrefundable, nontransferable deposit of $250 must be paid by May 1 (for fall admission) or November 15 (for spring admission) to reserve a space in the program. If the applicant is accepted after these dates, the deposit must be paid within three weeks of acceptance. This deposit will be applied toward the first semester’s tuition.

Deferrals

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

1. Applicants must complete their application and be accepted in order to request a deferral. They may not defer their application prior to an acceptance status.
2. Accepted students must send their request for deferral to the Office of Admissions via email or a letter.
3. If denied, the student may reapply for admission at another time.
4. If approved, the student may not attend another college in the time off and must pay the confirmation deposit at the appropriate time.
5. Students who have already paid their deposit, prior to deferring, must forfeit the $250.

Certificate Programs

Applicants who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in Contemplative Psychology, Music, Religious Studies, Traditional Eastern Arts: Yoga Teacher Training, and Visual Arts. These programs enable students to study subjects offered at the undergraduate level intensively without having to meet the 60-semester-credit residency, general education, or contemplative arts requirements. Certificate programs require one year of study (30 semester credits) with the exception of the Traditional Eastern Arts program, which takes two years to complete. At least 12 semester credit hours must be taken in the field in which the certificate will be awarded. Certificate programs are awarded at the discretion of individual academic programs, and financial aid may be available. Please call the Office of Admissions for more information.

Changing a Major or Program

From a Certificate to an Undergraduate Program

Current students who wish to change from a certificate to an undergraduate program must have their admissions application reviewed. Additional materials may be required. Students may contact the Office of Admissions for more details.
From a Visiting Student to a Degree Student

A visiting student may apply to become a degree-seeking student at Naropa after spending a semester or year as a visiting student. Application materials from the previous application may be used and no additional fee is required. The student must complete any supplemental application materials required by the program. Admission is not guaranteed. If accepted, the student needs to pay another $250 confirmation deposit.

Graduate Admission

In keeping with its philosophy of contemplative education, Naropa University’s graduate school values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. Thereby, the admissions review process considers each applicant in a holistic fashion.

Applicants who seek to build a solid and competitive application typically have a strong academic background, a thorough knowledge of the program area, foundational experience [work or volunteer] that has developed a hands-on understanding of the field, understanding of contemplative practice, dynamic interpersonal and group interaction skills, and personal readiness.

Priority Deadlines

Naropa University uses priority application deadlines in order to encourage applicants to apply in a timely manner. In addition, certain programs require an admissions interview (over the phone or an on-campus interview). Please check the Office of Admissions website for specific details. We strongly encourage early submission of all application materials to receive the greatest chance to be considered for an admission into your chosen program and financial aid eligibility.

All applications received after the priority application deadline will continue to be reviewed until the school year begins or until programs are full. To ensure fairness, applications received after the priority deadline will be reviewed in the order in which they are received. If you are applying after the priority deadline, please check the Office of Admissions website to ensure that your program is still accepting applications.

Graduate Admissions Requirements

Bachelor’s degrees from regionally accredited universities and institutions accredited by agencies recognized by the U.S. Department of Education per specific program approval are required for admission to all graduate programs. Any bachelor’s degree completed outside of the U.S. will require an international education evaluation (see International Student Admissions section).

A completed graduate application consists of:

1. Completed application form.
2. $60 nonrefundable fee.
3. Three-to-five-page typed statement of interest.
4. Résumé.
5. Two letters of recommendation (one academic and one professional are preferred). Please note: Recommendations from family members, friends, or current or former therapists will not be accepted.
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor’s degree, sent directly to the student or Naropa’s Office of Admissions with the application. The official transcript must be in an unopened envelope, sealed by the registrar of the college.
7. Supplemental application materials may be required by specific programs.
8. Proof of prerequisites as may be required by specific programs.
9. Manuscripts and portfolios as may be required by specific programs.
10. Auditions as may be required by specific programs.

Applications may not apply to more than one Naropa graduate program at a time.

See program descriptions for information on supplemental requirements.

Submitting Application Materials

The Office of Admissions strongly recommends that applicants submit one envelope containing all of the supplemental application materials (including the letters of recommendation and the sealed official transcripts).

Applications will be reviewed once the Office of Admissions receives all of the aforementioned materials. For many programs, selected applicants are required to come to campus for an admissions interview. If international applicants are invited for an in-person interview, they are strongly urged to come to campus; however, a telephone or Skype interview may occasionally be substituted.

Establishing Transfer Credits

Naropa University’s graduate programs may accept up to 6 semester units of transfer credit from other regionally accredited universities and institutions accredited by agencies recognized by the U.S. Department of Education per specific program approval. Transfer credits used to fulfill a previous graduate degree will not be accepted toward a degree at Naropa. Approval of transfer credit is at the discretion of each program. Decisions will be made on a case-by-case basis. Credits must have been earned within five years of application to Naropa and must carry the grade of “B” or better. Pass (P), Credit (CR), or Satisfactory (S) work will not be accepted. Credits must come from regionally accredited universities and institutions accredited by agencies recognized by the U.S. Department of Education per specific program approval (international on a case-by-case basis) and no credit will be awarded for contemplative practice courses.

Transfer credit will not be removed from a Naropa transcript once posted. For this reason, students are strongly encouraged to work
closely with the program to understand how the transfer credits fit into the student’s academic journey at Naropa.

Applicants Educated Outside the United States and All International Students

Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education evaluated by professional evaluation services and forwarded to the Naropa Office of Admissions for review. This evaluation must be a complete course-by-course evaluation (See “International Student Admission” section for a list of agencies).

Please note: International applicants who have completed their undergraduate degree at an accredited U.S. institution do not need to provide an evaluated transcript.

Deferral Policy

Completed applications may be deferred for up to one year by notifying the Office of Admissions in writing. Please note that the application must be complete with no outstanding pieces. Those applicants who have already been accepted into a graduate program or who have made a confirmation deposit to enroll in a graduate program may defer their application but they will lose their confirmation deposit. Academic programs may review the application and potentially re-interview the applicant for admission the following year.

Moving from One Graduate Program to Another

Students who are enrolled in either of the MA in Religious Studies or Master’s of Divinity programs may petition to switch programs per faculty approval. If the student is granted the change in program, the student must complete a Change of Major form available under Student Forms on MyNaropa and see their Academic Advisor for internal procedures.

Students enrolled in all other graduate programs who are interested in moving from one Naropa graduate program to another must complete a new application process through the Office of Admissions. Once the application is complete and submitted, it will be reviewed by the academic program. The program will make three decisions: (1) acceptance/denial; (2) amount of credit that will transfer from one program to the other; and (3) which semester the student may begin studies at Naropa.

International Student Admission

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

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

English Proficiency

Naropa University requires either the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) as proof of English proficiency for applicants whose native language is not English, regardless of citizen status. Test scores are part of the application packet and must be received before the application will be considered complete and eligible for review. The minimum language test scores accepted by the Naropa University: 80 internet-based TOEFL, 550 paper-based TOEFL, or 6.5 IELTS. Some graduate programs require higher minimum language test scores for non-native English speakers. Please see chart below for specific program requirements and minimum sub/band scores.

Possible Exemptions

Undergraduate

First year students are exempt from submitting TOEFL or IELTS if they have the following: Secondary/high school diploma from a school where the language of instruction is English

Transfer Students: Applicants who have earned at least 30 semester hours of transferrable credits from a college or university where English is the universal language of instruction and examinations are exempt from submitting TOEFL/IELTS.

Graduate

Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is English. These applicants must have attended an English-medium university for all years of study toward the degree program. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other application requirements.

For information about the TOEFL exam, please visit www.ets.org/toefl
For information about the IELTS exam, please visit www.ielts.org

English Proficiency Requirement by Program

• All Undergraduate Programs
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Graduate School of Psychology
  All programs: Contemplative Counseling; Somatic Counseling; Body Psychotherapy; Dance Movement Therapy; Transpersonal Counseling; Art Therapy; Counseling Psychology; Wilderness Therapy; Transpersonal Psychology; Ecopsychology
  • TOEFL Internet/Paper - 88/570
• TOEFL Minimum Subscores Internet/Paper - 20/55
• TOEFL-Paper Minimum TWC (Test of Written English) - 4
• IELTS - 7.0
• IELTS Minimum Individual Band Score - Listening 7.0; Reading 6.0; Writing 6.0; Speaking 6.0

• Contemplative Education
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Creative Writing & Poetics
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Environmental Leadership
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Religious Studies
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Masters of Divinity
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

• Theater
  • TOEFL Internet/Paper - 80/550
  • TOEFL Minimum Subscores Internet/Paper - 20/55
  • TOEFL-Paper Minimum TWC (Test of Written English) - 4
  • IELTS - 6.5
  • IELTS Minimum Individual Band Score - 6.0

Education Records
All records of secondary and postsecondary education earned at non-U.S. institutions must be translated into English and professionally evaluated by one of the following professional evaluation services and forwarded to the Naropa Office of Admissions for evaluation with other application materials.

1. Global Academic Evaluators (aevaluators.com, 720-298-9564)
2. AACRAO International Education Services (ies.aacrao.org, 202-296-3359)
4. World Education Services (www.wes.org, 212-966-6311)
5. Other NACES Accredited Evaluation Service (http://www.naces.org/members.htm)

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

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

For residential students, the required amount of support for the 2014–15 school year is $41,307. Students must complete the Source of Funds Statement for International Students. For low-residency program students who plan to apply for student visas, documentation is required. Naropa University also requires a copy of the first page of the student’s valid passport.

Dependents
Students planning to bring dependents must document an additional amount of funding: $6,381 for a spouse and $6,006 for each dependent. In addition, the Office of Admissions will need the following information on each dependent: first and last name, birth date, country of birth, country of citizenship, and a copy of the first page of their valid passport.

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

• In U.S. dollars drawn from a U.S., Canadian, or United Kingdom bank.
• The equivalent of $250 U.S. drawn on a U.S. bank or wired from an international bank, in coordination with the Office of Admissions.
• Credit Card Option Available.
International students who have met all conditions for admission and have been issued an I-20 may use it to apply for an F-1 student visa at a U.S. consulate in their home country. International students must attend courses full time and remain in good academic standing. Full time is defined as 9 credits per fall and spring semester for graduate students, and 12 credits per semester for undergraduate students.

Naropa University has an international student advisor who is available to assist international students in understanding their obligations under their immigration status and to help them use the resources available to them to pursue their educational and career goals.

Employment

International students on F-1 or J-1 visas may be employed on campus. Under certain conditions they may do practical training off campus related to or required by their academic programs (with the approval of the international student advisor).

Transfer Students

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

Health Insurance

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

Other Ways of Attending Naropa

Visiting Student Program

This program is for undergraduate students who would like to spend a semester or year at Naropa as a full-time student. To study at Naropa University as a visiting student for longer than one year, the student must reapply. Visiting students must apply for admission using the visiting student application. They will work with an Academic Advisor to choose classes and work out details between the two educational institutions. Consortium agreements may be created to allow an exchange of some financial aid. This program is for full-time students only. A visiting student may apply to become a degree-seeking student at Naropa after spending a semester or year as a visiting student. Application materials from the previous application may be used and no additional fee is required.

Part-Time, Non-Degree Student

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

Dual Enrollment

Students currently enrolled in high school who want to take a course at Naropa must apply for admission using the visiting student application and gain written permission from the program chair via the Dean of Admissions. Not all courses are open to high school students.

Extended Studies

Naropa University Extended Studies supports Naropa’s mission in the larger community by offering workshops, lectures, conferences, online courses and professional development programs. Graduate and undergraduate courses are available at a reduced tuition rate if not taken for credit. Letters of attendance are available upon request for selected programs. There is no admission process for those wishing to pursue noncredit study at the university. However, certain professional development programs do require an application to be submitted to the program director. Students taking classes on a noncredit basis do not receive course work evaluation or transcript services. To check on current offerings, visit the Extended Studies webpage: (http://www.naropa.edu/academics/extended-studies/index.php). To register, visit the Public Registration tab on MyNaropa (https://my.naropa.edu/ICS/).

Naropa Online Campus

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

• Applicants who would like information about pursuing a low-residency graduate degree at Naropa may visit the Admissions section of www.naropa.edu, may email admission@naropa.edu, or may call 303-546-3572 or 1-800-772-6951 (outside the 303 area code).
• Students who would like to take an online course and have registration questions may call 303-546-3511 or email registration@ecampus.naropa.edu.
• Students who have questions about online learning may call 303-245-4702 or email inquiry@ecampus.naropa.edu with “Naropa Distance Learning Inquiry” in the subject line.

Paying the Bill

Tuition Payment Plan
Students unable to pay their balance in full by the due date may elect to enroll in a payment plan that divides the remaining unpaid balance over four payments. See www.naropa.edu/tuitionfees or contact the coordinator of student accounts for details.

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

Tuition and Fees
• Graduate Tuition: $975/credit
• Undergraduate Tuition: Full-time (12–18 credits/semester): $14,900/semester. If less than 12 credits/semester: $975/credit; If more than 18 credits/semester: $14,900 plus $975/credit for each credit more than 18 credits
• Audit: $30/credit
• Graduation Fee: $30

Deposits
• New Student Confirmation Deposit: $250 (nonrefundable if student does not matriculate)

Mandatory Fees per Semester
• Registration Fee (fall and spring): $250 (for graduate students and part-time undergraduates)
• Registration Fee (summer): $120
• RTD Bus Pass Fee (subject to change by RTD) for on-campus students: $60
• Activity Fee for full-time students: $25

Late Fees
• Late Application for Graduation: $25
• Late Graduation Clearance Form: $45
• Tuition Payment Late Fee: $50 (+18% annual interest, compounded monthly)

Processing Fees
• Payment Plan Setup Fee: $50/semester
• Payment Plan Late Payment: $15/late payment
• Returned Check Fee: $20
• Duplication Student File (per page): $1
• Maximum Student File Duplication Fee: $30

Financial Exception Processing Fee: up to $50 (if deemed applicable by the Policy Committee)

Transcript Fees
• Unofficial Transcript: available on MyNaropa for no cost: $0
• Official Transcript: $5
• Electronic Official Transcripts: $1.75
• Rush Electronic Official Transcripts: $3.50

Special Charges [in addition to transcript fee]
• 24-Hour Service: $7
• Rush Overnight Delivery USPS - US only: $34
• Standard FedEx Delivery - US only: $27

Diploma Services
• Replacement Diploma: $30
• Rush Replacement Diploma: $50
• Apostille/Diploma: $40
• Rush Apostille/Diploma: $60

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

Financial Aid
University-funded financial aid programs, in coordination with federal financial aid programs, provide assistance to students enrolled in Naropa’s degree programs. Approximately 70 percent of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships, assistantships, and grants.

Scholarships and Grants
Institutional Scholarships for Degree Students
All Naropa scholarships are need-based and are open to international students unless stated otherwise. Applicants for scholarships listed in this section must, unless otherwise indicated: (1) apply for financial aid by completing either the Free Application for Federal Student Aid (FAFSA) or the International Student Financial Aid Application by March 1; (2) have a completed admissions application on file for one of the university’s degree
programs; (3) submit scholarship application materials to the financial aid office; (4) be a full-time student at the time of receiving the award (scholarships for graduate students may be pro-rated based on halftime status); (5) maintain a 3.0 cumulative GPA (undergraduate students) or a 3.5 cumulative GPA (graduate students). Scholarship applications are due April 1, and awards are announced in early May, unless otherwise indicated.

General Scholarships and Grants

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

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

W.E.B. DuBois Scholarship
Awarded yearly to one graduate or undergraduate student who identifies with or has experience working with populations of color. Students of color are strongly encouraged to apply. This scholarship is available only to U.S. citizens and permanent residents.

Charles B. Edison Jinpa Scholarship
Awarded yearly to one or two returning graduate or undergraduate students who are U.S. citizens or permanent residents and who identify with or can demonstrate experience working with underrepresented populations. Students from underrepresented populations are strongly encouraged to apply.

Federal Pell Grant
Through this federal need-based grant, students may be awarded anywhere from $595 to $5,730 for the academic year.

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

Honor Scholarship
Awarded to a limited number of entering, undergraduate, and graduate students from all programs who are deemed outstanding based on their admission applications. Undergraduate students without need may also be considered.

International Student Scholarship
Awarded annually to an international graduate or undergraduate student who has financial need and who does not qualify for US federal aid.

Monastic Scholarship
Awarded annually to an international graduate student who is ordained as a monk or nun of any religious order, who has financial need, and who does not qualify for US federal aid. The scholarship will cover up to a maximum of $25,000 in tuition and fees.

Marvin I. Naiman Scholarship
Awarded annually to an undergraduate of nontraditional age (i.e., 23 and over).

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

Presidential Scholarship
Awarded to a limited number of entering undergraduate and graduate students deemed exceptional based on the student’s admission application. Undergraduate students without need may also be considered.

Gerald Red Elk Scholarship
Awarded to one undergraduate student at a time who identifies with or can demonstrate experience working with Native American populations. Native American students are strongly encouraged to apply.

General Scholarships and Grants

Program-Specific Scholarships

Ted Berrigan Scholarship
Awarded annually to a returning MFA student in Creative Writing and Poetics.

Martha Bonzi Scholarship
Awarded to one entering MA student in Religious Studies per year. The Martha Bonzi Scholarship is based on motivation to serve others and academic performance.

John W. Cobb Scholarship
Awarded annually to one undergraduate student engaged in the study of peace.

Robert Creeley Scholarship
Awarded annually to a returning MFA student in Creative Writing and Poetics.

Corinne Davis Scholarship
Awarded to one first-year and one second-year MA Contemplative Education student to assist with housing costs.

The Summer Writing Program Scholarship in memory of kari edwards
Offered annually to a credit or non-credit, degree or non-degree student accepted into Naropa University’s Summer Writing Program. Eligible applicants must be a U.S. citizen or permanent resident, and be involved in gender activism and writing experimental works.
Louise Fabbro Memorial Scholarship
Awarded to one or more MA Contemplative Psychotherapy students in their third year of study.

Allen Ginsberg Graduate Fellowship
The fellowship covers full tuition and fees and provides an $8,000 stipend for teaching and other duties for a full-time student in Creative Writing and Poetics for two years of study.

Francis Harwood Scholarship
The Francis Harwood Scholarship is awarded to one outstanding Environmental Studies student each year based on the program’s recommendation.

Anselm Hollo Graduate Fellowship
The fellowship covers full tuition and fees and provides an $8,000 stipend for teaching and other duties for a full-time student in Creative Writing and Poetics for two years of study.

Christopher Hormel Scholarship
Awarded to a returning student in MA Contemplative Psychotherapy exhibiting financial need and academic promise.

Zora Neale Hurston Award
Awarded to selected credit or non-credit, degree or non-degree students who identify with or have experience working with people from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. Students from diverse cultural and ethnic backgrounds are strongly encouraged to apply.

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

Jack Kerouac Scholarship
Awarded annually to a returning MFA student in Creative Writing and Poetics.

Bernie Marek Scholarship
Awarded to one or more Art Therapy students who exhibit academic and artistic ability.

Leslie Scalapino Award
Awarded annually to an MFA Creative Writing and Poetics student attending the Summer Writing Program who has a body of work in the field of experimental postmodern women’s poetry and poetics. Eligible applicants must be a United States citizen or permanent resident.

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

Anne Waldman Graduate Fellowship
The fellowship covers full tuition and fees and provides an $8,000 stipend for teaching and other duties for a full-time student in Creative Writing and Poetics for two years of study.

Owen Weber-Weinstein Scholarship
Awarded to two students in Wilderness Therapy or Religious Studies.

Colin Wolcott Music Scholarship
Awarded to one or two outstanding undergraduate music students each year by Naropa’s Music Program.

Lucien Wulsin Scholarship in the Performing Arts
Awarded to two or more incoming or returning MFA in Theater or BFA in Performance students who are US citizens or permanent residents.

Hiro Yamagata Scholarship
Awarded as part of the recipient of the Anne Waldman Fellowship.

Financial Aid for International Students
International students are eligible for Naropa student employment, graduate assistantships, Naropa University Grants, and institutional scholarships. Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants should complete the International Student Financial Aid Application by March 1 for the next academic year.

International Student Scholarship
Awarded annually to an international graduate or undergraduate student who has financial need and who does not qualify for U.S. Federal aid.

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

Institutional Scholarships for Nondegree Students
Nondegree students need to complete the FAFSA or the International Student Financial Aid Application and are reminded to include Naropa’s Title IV code 014652, on the FAFSA.
The Summer Writing Program Scholarship in memory of Kari Edwards
Offered annually to a credit or non-credit, degree or non-degree student attending Naropa University’s Summer Writing Program. Eligible applicants must be a U.S. citizen or permanent resident, and be involved in gender activism and writing experimental works.

Zora Neale Hurston Award
Awarded to selected credit or non-credit, degree or non-degree students who identify with or have experience working with people from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. Students from diverse cultural and ethnic backgrounds are strongly encouraged to apply.

Institute of American Indian Arts
The Institute of American Indian Arts in Santa Fe, New Mexico. Awarded annually to one undergraduate who will be attending the Summer Writing Program (SWP). The award covers full tuition as well as housing costs for the four week duration of the SWP.

Outside Financial Resources

CIC-TEP
Naropa University is a member of CIC-TEP (The Council of Independent Colleges-Tuition Exchange Program) which provides a way for students from families of full-time employees of CIC participating institutions to attend other CIC participating institutions tuition-free. Students contact their home college’s human resources office for more information.

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


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

State Scholarships and Grants
Eligible undergraduates who are Colorado residents may qualify for Colorado Student Grants or Colorado Work Study. Students who are residents of other states should contact their state’s department of education to determine if they qualify for scholarships or grants from their state.

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

Other Aid Programs

AmeriCorps
This program awards federal dollars in the form of education vouchers to U.S. citizens and permanent residents completing unpaid service work with nonprofits, schools, public agencies, and community and faith-based groups. To learn more about applying your voucher to educational expenses at Naropa University contact finaid@naropa.edu.

Federal College Work-Study
Federal College Work-Study is a federally-funded work program that is awarded to undergraduate students as part of a need-based financial aid package. Eligible students can work up to 20 hours per week within the university. Community Service Federal Work-Study positions may also be available at nonprofit organizations outside the university.

Federal Loans
Students may be awarded Direct Subsidized and Unsubsidized Loans, Federal Perkins Loans, Direct PLUS Loans for graduate students, and for parents of dependent undergraduates.

Graduate Assistantships
Graduate assistantships are available and will be listed at http://www.naropa.edu/about-naropa/employment/student-employment/graduate-assistantships.php

Naropa Student Employment
This is a university-funded work program available to international students. International students may not work off campus. See available positions at http://www.naropa.edu/about-naropa/employment/student-employment/index.php

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

U.S. Citizens or Eligible Noncitizens
(International students should see the Financial Aid for International Students section.)

1. Free Application for Federal Student Aid (FAFSA)
The first step in applying for financial aid is to complete the Free Application for Federal Student Aid at www.fafsa.gov for the appropriate academic year. New students do not have to wait until an admissions application is on file to complete the FAFSA; however, the student must be accepted in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA based on completed tax information by March 1.

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

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

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

If students are enrolled less than half time (6 credits) for any semester, including summer, they are not eligible for financial aid for that semester. Exceptions: (1) Pell-eligible undergraduates may be eligible for partial Pell grants even if enrolled less than half time; (2) some internships may meet the criteria for halftime status for Federal loan eligibility. Students who are registered for extended thesis or manuscript are not eligible for financial aid.

Students must complete an exit interview upon leaving the university or dropping below halftime status.

Consortium Agreement and Financial Aid
Naropa and CU-Boulder have partnered to give Naropa students the opportunity to take advantage of CU-Boulder’s extensive course offerings at either a flat fee rate or at an in-state rate via a consortium agreement for Naropa students taking classes concurrently at CU and Naropa. Details are available on the “Forms” page under “Registration” on MyNaropa.

A Naropa student spending a semester as a visiting student at another institution through a consortium agreement may be considered for Federal Pell Grants, Direct Subsidized/Unsubsidized loans, and Direct PLUS loans, but will not be eligible for any campus-based aid or institutional aid.

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

Appeals of Financial Aid Rulings
All students have the right to appeal a financial aid ruling, or appeal for more aid than was awarded in the financial aid eligibility letter. All appeals must be made in writing to the Financial Aid Office. Supporting documentation may be requested as necessary. The Financial Aid Office will review the appeal and notify students in writing if the appeal has been approved or denied. If any changes are made to their financial aid eligibility, they will be able to view the revisions on MyNaropa. Decisions made regarding an appeal apply to the current academic year only.

Withdrawals & Returns of Title IV Funds
Federal and institutional financial aid funds are awarded to a student based on the assumption that the student will attend school for the entire semester for which the aid is awarded. According to federal law, the financial aid office must recalculate Title IV financial aid eligibility for a student who withdraws from all classes, drops out, is dismissed or takes a leave of absence prior to completing more than 60% of a semester. The financial aid office will calculate the amounts of “earned” (can keep) and “unearned” (must return) aid. Funds are then returned to the appropriate programs and this may result in a bill to the student for any tuition and fees still owed after the required return of financial aid funds.

Satisfactory Academic Progress
Students must maintain satisfactory academic progress in order to retain eligibility for financial aid.

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

Living Expenses
Living expenses in Boulder are estimated to be approximately $1,500 per month.
Please feel free to contact the Financial Aid Office with any questions, concerns, or for additional information. Phone 303-546-3509; Fax 303-546-3536; finaid@naropa.edu; www.naropa.edu/tuitionfees
Academic Information

Using the Policies in this Catalog

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

Exceptions to Academic and Financial Policies

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

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

If a student would like to appeal the decision made by the exceptions committee, s/he may submit an appeal. Any appeal must include additional documentation than what was included in the original exception request. All appeals must be received by the registrar’s office within 90 days of the decision letter regarding the original exception request.

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

Academic Year

Naropa University operates on the semester system. Academic credit is awarded in terms of semester credit hours. One semester credit hour represents at least fifteen hours of classroom contact.

The academic year has two fifteen-week semesters, fall and spring. In addition, some graduate programs also have a required summer session. Please see individual programs for details. The summer session generally runs for eight weeks.

Credit Hour Policy

In accordance with federal policy, Naropa University defines a credit hour as the amount of work represented in the achievement of learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work [i.e., Carnegie Unit Credit Hour].

Contact/Meeting Hours Required per Credit

<table>
<thead>
<tr>
<th>Credits awarded</th>
<th>Minimum contact time per week for 15 weeks</th>
<th>Minimum instructional time per semester</th>
<th>Minimum Out-of-Class Student Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 contact hour</td>
<td>15 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>2</td>
<td>2 contact hours</td>
<td>30 hours</td>
<td>60 hours</td>
</tr>
<tr>
<td>3</td>
<td>3 contact hours</td>
<td>45 hours</td>
<td>90 hours</td>
</tr>
<tr>
<td>4</td>
<td>4 contact hours</td>
<td>60 hours</td>
<td>120 hours</td>
</tr>
</tbody>
</table>

Other Curriculum Delivery Modes

At least an equivalent amount of work is required for differently formatted academic courses such as: summer terms, laboratory work, internships, practica, Independent Study, distance, studio work, weekend workshops and any other academic modalities that lead to the awarding of credit hours.

Academic Advising

Each student is assigned an Academic Advisor. With the help of the Academic Advisor, each student is responsible for ensuring that all program and university academic requirements are met for degree completion. The Academic Advisor guides the student throughout the academic program and helps ensure that the student is working toward satisfying all degree completion requirements while developing a coherent curriculum. Advisors review course selections for the student before each semester’s registration and consider requests for Independent Study and private music lessons. The Academic Advisor for an undergraduate student is responsible for overseeing requirements not only within the student’s major, but also all other BA requirements. The Registrar’s Office makes a final evaluation of the student’s academic record when the student applies for degree completion.
Preregistration

All returning degree-seeking students may register during the fall semester for spring courses, and during the spring semester for summer and fall courses.

During preregistration advising, students meet with their advisors who review transcripts and program requirements. The advisor reviews course selections, clears the student for registration, and signs any forms that may be required (such as those for Independent Study or private music lessons). Students then register via the web at their designated times. Students cannot register themselves for Independent Study courses, private music lessons, or consortium agreement courses. The registration office registers these courses when the completed application is received by the drop/add deadline.

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

Courses

Course Registration

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

New undergraduate students who are scheduled to begin in the fall semester will register over the summer with assistance from an undergraduate advisor using Naropa’s student portal, MyNaropa. Students will receive a letter from the registrar’s office with registration instructions, along with additional materials that will help in preparing them for registration. Included in this letter will be contact information to set up a summer registration session, over the phone, with an undergraduate advisor. Spring undergraduate students will be given MyNaropa and student email information, as well as registration assistance, during orientation.

New graduate students will receive a letter from the registrar’s office with registration instructions, along with additional materials that will help in preparing them for registration. Included in this letter will be the specific time for which students are scheduled to register via MyNaropa. Incoming graduate students will also receive information from their program with specific information on the courses for which they need to register.

Graduate and Undergraduate Course Levels

Naropa University’s courses are designated as graduate (500 and above) and undergraduate (100–499) and have course work and expectations corresponding to those levels. Because of this, graduate students may not, under any circumstances, take undergraduate-level courses to fulfill any requirements for their graduate degree.

Undergraduate junior- or senior-level students may take graduate courses [courses with only a graduate number] toward their undergraduate degree only with the permission of their advisor, the instructor, and their major school director. Programs reserve the right to approve or deny undergraduate participation in graduate courses. Undergraduate students should check carefully with their advisor and their major programs(s) to ensure that the courses will fit into their degree. Graduate-level courses taken by an undergraduate may not count toward a graduate degree at Naropa (the course may not be used to satisfy two degrees).

Repeating Courses for Credit

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

Drop/Add Period

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

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

Withdrawal Period

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

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

Drop, Add, and Withdrawal Schedule for Most 15 Week Courses

<table>
<thead>
<tr>
<th>Fall and Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>First 9 days</td>
</tr>
<tr>
<td>Days 10-15</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7-15</td>
</tr>
</tbody>
</table>

Wait Lists

A student attempting to register for a class that has no available seats may choose to be placed on a wait list. As openings occur, the student will be registered for the course and will be notified by Naropa email. Students are responsible for checking their email and MyNaropa regarding wait-listed courses. Failure to do so will not relieve students of academic or financial responsibility for the course.

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

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

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

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

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

Jury Duty

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

No-Shows

If a student fails to drop or withdraw from courses or workshops for which the student has registered and is no longer attending, the student will receive the grade of “F.” The student is liable for full tuition and fees for those courses, regardless of whether the student attended the courses.

Registration Holds

A student with outstanding financial obligations to the university will not be permitted to register until payment has been made or arranged with the coordinator of student accounts. Such obligations include, but are not limited to, tuition and fees, transportation fines, library fines, and loan payments.

Changing a Course Status

From Credit to Audit

If the course has seats available and a student wants to audit, the student must drop the course via MyNaropa during the drop/add period for the course and submit an audit form to Student Administrative Services within one week of the drop/add period for that course.

From a Letter Grade to Pass/Fail

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

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

Courses Requiring Prerequisites or Permission
If a course listing stipulates that a prerequisite is necessary or permission of the instructor or program is required, it is the student’s responsibility to comply with this requirement. Failure to do so will jeopardize completion of the course. To gain permission to be in a course for which a student has not met the prerequisite or course requirement, the student should contact the faculty teaching the course. After obtaining authorization, the student must register for the course via MyNaropa.

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

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

Schedule to Add and Drop Most Workshops

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>What Appears on Transcript</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 11:59 p.m. on the Thursday before the workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% Tuition 100% Fee</td>
</tr>
</tbody>
</table>

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

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

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

Independent Study
Independent study is a semester-long course in which a student works with a Naropa faculty supervisor to present work reflecting the student’s independent research and learning on a particular topic. The design of the project and its schedule for completion, including deadlines and meetings with the faculty supervisor, are required for approval of the project, and are the student’s responsibility. The student is awarded credit based on following the proposed schedule, making and keeping appointments with the faculty supervisor, and on the quality of the academic work submitted to the faculty supervisor. Neither approval nor credit is given retroactively. The regular tuition is assessed. The student must submit the approved supplemental Independent Study application with the signatures of the school director and the advisor. If a student is planning to take an Independent Study, the student
must begin the process the semester prior. All Independent Study proposals must be submitted to the Director of the school hosting the Independent Study course by December 1 for spring semester courses, May 1 for summer semester courses, and August 15 for fall semester courses. The form and proposal must be submitted to Student Administrative Services by the last day of drop/add. Late adds are not permitted. It is the student’s responsibility to finish the work in time for it to be evaluated and graded; and for the grade to be submitted to the registrar by the grade due date of the semester in which the student is registered for the course. The student is responsible for all policies and procedures as outlined in the Application for Independent Study form.

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

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

Audited Courses—Fall and Spring Only
Any current degree-seeking or full-time visiting student, as well as any alumnus who has earned a degree from Naropa, may audit courses that have been designated as available to audit by the Schools, and for which they have received instructor permission. It is up to the individual instructor whether or not to allow auditing students to sit in on a class.

Students do not receive credit for audited courses. An automatic grade of “AU” is given, regardless of attendance or completed course work. To audit a course, a student or alumnus must first confirm that the course is available to audit using the Courses Available for Audit schedule found on MyNaropa and also available from the Office of Student Administrative Services [SAS]. Audit forms are available under Student Forms on MyNaropa and must be submitted to SAS, complete with required signature(s), within one week of the end of the drop/add period for the course. The fee to audit a course is $30 per credit.

Audit forms received for classes in which the student is currently registered, or has withdrawn from, will not be processed.

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

Private Music Lessons
Music majors are allowed to take up to 3 credits of Private Music Lessons per semester, up to a total of 18 credits, on their primary instrument or in their primary subject area as determined in consultation with the Music program. Private Music Lessons on secondary instruments, or in secondary subject areas, will be considered on a case-by-case basis and must be approved by the Music program.

Students who have declared a major in Interdisciplinary Studies may register for up to 3 credits of Private Music Lessons per semester, up to a total of 9, when lessons are an integral part of the student’s degree program, with the approval of faculty from the Interdisciplinary Studies program.

All non-Music or non-Interdisciplinary Studies students may take up to 3 credit hours of Private Music Lessons total. No student may take Private Music Lessons in a subject currently covered by a Naropa course. Only Music majors focusing on voice as their primary instrument will be allowed to register for private voice lessons. All other students interested in studying voice should register for Naropa Chorus, which includes instruction in vocal technique.

All private music lesson applications are subject to approval by the Music program and budgetary restrictions. Applications must be received by a deadline set each semester.

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

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

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

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

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

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

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

Requirements for Degree Completion

Undergraduate Study
Naropa University offers the following undergraduate degrees:

Bachelor of Arts
Bachelor of Fine Arts

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

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

In-Residence Requirement and Transfer Credit
Undergraduate students must take at least 60 credits in residence at Naropa. Credit earned through an exam or transferred from another regionally accredited college/institution accredited by agencies recognized by the U.S. Department of Education (including courses taken through consortium agreement) does not count toward in-residence credits. The first semester a student is matriculated at Naropa must be taken on campus.

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

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

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

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

Graduate Study
Naropa offers the following graduate degrees:

Master of Arts
Master of Divinity
Master of Fine Arts

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

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

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

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

Full-, Three-quarter, and Half-time Status

Enrollment status is used for federal government reporting purposes to determine, among other things, eligibility for financial aid and deferment of financial aid loan repayments. The minimum credit requirements that follow apply to all sessions (fall, spring, and summer), and do not, in any way, prohibit a program from requiring that more credits per semester be taken. The minimum credit requirements refer only to courses taken for credit. Wait-listed courses and courses taken for noncredit or audit are not considered in determining full-, three-quarter, and half-time status. International students should contact the international student advisor before making any changes to enrollment status.

Undergraduate

Fall, Spring, and Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more</td>
</tr>
<tr>
<td>Three-quarter</td>
<td>9 - 11.9</td>
</tr>
<tr>
<td>Half-time</td>
<td>6 - 8.9</td>
</tr>
</tbody>
</table>

Graduate

Fall, Spring, and Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>9 or more</td>
</tr>
<tr>
<td>Half-time</td>
<td>6 - 8.9</td>
</tr>
</tbody>
</table>

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

Special Student Status:

Master’s Paper, Thesis, Manuscript, Internship

If a graduate student has not finished the required master’s paper, thesis, manuscript, or internship, the student must register for a 0.5-credit extended paper, extended thesis, extended manuscript or internship course for each semester the project remains unfinished until the student officially graduates.

Students registered for 0.5 credits extended master’s work will be verified at half-time status, but are not eligible for federal or institutional aid. During this time, students are not eligible to be on a leave of absence. This special student status may be granted for as many semesters as are remaining within the time limit for completing the degree. There is no need to register for extended master’s work courses during the summer unless the student is planning to complete the work during the summer session.

Please note, students registered for required internship courses may be considered half time and may be considered for financial aid, even if registered for less than 6 credits, if the student’s internship coordinator can verify that the student is working a minimum of 18 hours a week [270 hours per semester] at the internship site.

It is the student’s responsibility to finish the work for all courses in time for it to be evaluated and graded and for the grade to be submitted to the registrar by the grade due date of the semester for which he or she is registered.

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

SP = Satisfactory progress

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

I/F = Incomplete/Failure

For unusual, extenuating circumstances when only a small portion of the work remains to be completed.

Students are not eligible to receive the grade of “1/F” at the end of the fall semester. They are eligible to receive the grade of “1/F” at the end of the spring semester in order to continue working on their project during the summer if an extended master’s work course is not offered over the summer. If a student has not finished the work in time for it to be evaluated and graded and the grade to be submitted to the registrar by the grade due date of the summer session, the student must register for another extended master’s work course during the following fall. The “1/F” grade should then be changed to “SP.”

Grading

Naropa does not believe that grades are the single most important measure of education; therefore, the university does not determine or publish a dean’s list, nor does it confer degrees cum laude. However, grades remain an important indicator of a student’s academic performance, as well as a useful tool for communicating educational accomplishments to others through transcripts. The student’s instructor is required to clearly state the criteria for grading in the course syllabus at the beginning of the course, and it is the student’s responsibility to understand the syllabus.

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

Course instructors have the responsibility for assessing the quality of student accomplishment, according to criteria and procedures stated in the course syllabus.

Undergraduate Grading Scale

A = Excellent
B = Good
C = Acceptable
D = Poor  
F = Failure  

For undergraduate students, a grade of "C" is the minimum for required courses in the student’s major, minor and core area fields of study. A grade of "D-" is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which he or she receives the grade of "F." 

For calculating a grade point average, the numerical equivalents of each grade are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Graduate Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C+</td>
<td>[or lower] = Failure</td>
</tr>
</tbody>
</table>

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

**Incomplete**

Naropa allows a grade of incomplete/failure (I/F), which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. I/F grades are appropriate when (1) there are extenuating, exceptional circumstances, and (2) only a small portion of the course requirement remains to be completed. I/F grades are assigned by the instructor at his or her discretion. If the instructor agrees to grant an I/F grade, a form must be completed, signed by the student and the instructor, and submitted to Student Administrative Services before a grade can be entered as Incomplete/Failure. 

I/F grades allow students one additional semester to complete the work. Unless noted otherwise by the faculty, course work for Incomplete grades given in the spring or summer semester is due by the end of the following fall semester. Course work for Incomplete grades given in the fall semester is due by end of the following spring semester. The instructor may set an earlier deadline for submission of course work at his or her discretion. It is the student's responsibility to finish the work in time for it to be evaluated and graded, and for the grade to be submitted to the registrar by the grading deadline of the following semester. Failure to complete the work by the deadline will most likely result in a final grade of "F" for the course. Extensions of time are considered only for fully documented medical or family emergencies or other extenuating circumstances. 

**Pass/Fail**

All required courses in the student’s major, minor, and core area requirements must be taken for letter grade, except for courses such as group process, where letter grades are inappropriate, and for courses the program has designated as pass/fail. Elective courses may be taken on a pass/fail basis, with the student’s Academic Advisor’s approval. For undergraduate pass/fail courses, all grades of "C-" and above convert to a final, reported grade of "P." For graduate pass/fail courses, grades of "B-" and above convert to "P." A grade of "F" does not affect the student’s grade point average. A grade of "F" lowers the student's grade point average. 

The pass/fail option must be selected during the registration and drop/add periods. A student who wishes to change a course to pass/fail must complete a form and submit it to Student Administrative Services. 

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

**Other Grades**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
<tr>
<td>NC</td>
<td>Noncredit</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress [used only in master’s work and extension courses]</td>
</tr>
</tbody>
</table>

**Unreported Grades**

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

**Grade Disputes**

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

The deadline for submission of a grade change as a result of a grade dispute, is the end of the semester following the semester in which the grade was assigned (e.g., for fall semester grades, the end of the following spring semester).

Declaration of Major or Minor

Declaration of Major

Students can declare a major at any time. Each major area has designated prerequisite courses for that particular area of study. Students are encouraged to take those prerequisites at the earlier opportunity if interested in pursuing a particular major. Please see the details for specific majors to learn more.

Changing from One Undergraduate Major to Another

Students who wish to change from one undergraduate major to another must fill out an Application to Declare a Major form (available under Student Forms on MyNaropa). The student's current program advisor and new Faculty Program Coordinator or School Dean must sign this form. Completed forms must be submitted to the Student Administrative Services Office. This process must be completed at least one full semester before a student's graduation date.

Changing from an Undergraduate to a Certificate Program

Students who wish to change from an undergraduate degree program to a certificate program must fill out an Application to Declare a Major form (available under Student Forms on MyNaropa). The student's current advisor and prospective Faculty Program Coordinator or School Dean must sign this form. Completed forms must be submitted to the Student Administrative Services Office at least one full semester before graduation to ensure all requirements are met.

Declaration of Minor or Concentration

Minors and concentrations are declared using a form that must be submitted to Student Administrative Services. Students should see program sections and their advisor for details on available minors and concentrations.

Academic Standing, Satisfactory Academic Progress, Probation, and Suspension

Academic Good Standing

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

Academic Probation

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

Academic Progress

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

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

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

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

Academic Suspension

Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts.

Once on academic suspension, a student is not allowed to enroll in credit courses at the university. To initiate an appeal to be reinstated to the university following suspension, a student must write a letter concerning the situation to the provost and must complete any outstanding course work, such as courses that still have a grade of "I/F" (incomplete). A review committee is then formed to evaluate the situation. The committee consists of the student’s Academic Advisor, the provost, the dean of students, and the director of financial aid (if the student receives financial aid).

Students can avoid probation and suspension by seeking help from instructors, Academic Advisors, tutors, and fellow students before their status is at risk. The earlier students seek support, the more
likely they are to avert problems. Students should contact Student Affairs for referrals or specific assistance.

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

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

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

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

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

The Effect of Incompletes or Course Work Not Yet Taken
With the exception of some graduate programs, all other students may participate in spring commencement if they have no more than 3 credits left to complete the degree. Writing and Poetics students who have 8 credits of Summer Writing Program courses may participate in spring commencement prior to the completion of those courses. To be included in the ceremony, the student must indicate this desire on the Graduation Application found on MyNaropa. Commencement details are handled by the office of student affairs.

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

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

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

A leave of absence should be applied for during the semester prior to departure. The deadline to apply for a leave of absence is the end of the drop/add period during the first semester in which the student is not registered for courses.

A student who is registered for the current semester but who wishes to take a leave of absence in the current semester is encouraged to drop his or her classes and begin the process of applying for a
A student who has received financial aid must complete an exit interview with the financial aid office before taking a leave of absence. A student taking a leave of absence must also be cleared of any obligations to the library, transportation office, and tuition cashier. Failure to meet these obligations may prevent a student from registering for future semesters, receiving an official transcript, or other services from the university. Past due accounts may be sent to collections.

A student who fails to register for the current semester and who does not file for a leave of absence will be considered an “Unknown Withdrawal” after the last day of the drop/add period.

Returning From a Leave of Absence

If a student is returning to a program after an authorized, unexpired leave of absence, the student should contact his or her Academic Advisor, as well as the registration office, stating the semester returning. It is not necessary to reapply through the Admissions Office.

Students may preregister with other returning students during the preregistration period for the following semester (during April to return in the fall semester or during November to return during the spring semester).

Withdrawal After a Leave of Absence

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

Special Consideration for Graduate Students

Graduate students who have completed all their course work but not the master’s thesis, paper, or manuscript are not eligible for leaves of absence. Instead, they must register for a 0.5 credit extended thesis, extended paper, or extended manuscript course for every semester that elapses until the master’s work is completed.

Permanent Withdrawal From the University

If a student decides to leave Naropa and has no intention of returning, the student must complete the Request for Withdrawal form from Naropa University, available on MyNaropa. A student who has received financial aid must complete an exit interview when withdrawing from the university. The student is also responsible for ensuring that any outstanding obligations to the library, transportation office, and tuition cashier have been met.

Withdrawal Procedure: A student should apply for withdrawal from the university during the semester prior to departure. A student who is registered for the current semester and wishes to withdraw from the University is encouraged to drop his or her classes and begin the process of applying for withdrawal from the university before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which he or she withdrew. Students must be sure to drop or withdraw from all classes they do not plan to complete, including classes for which they have preregistered. Failure to drop or withdraw from classes a student is no longer attending will result in being charged for full tuition and grades of “F” on his or her transcript.

The deadline to submit the completed Request for Withdrawal form to Student Administrative Services is the end of the withdrawal period for the semester in which a student intends to withdraw. A student who fails to register for the current semester and who does not file for a withdrawal from the university will be considered an “Unknown Withdrawal” after the last day of drop/add. After the last day to withdraw from classes, withdrawal requests can no longer be accepted for the current semester.

Unknown Withdrawal

Students who fail to register by the drop/add period of a semester will have their academic status changed to “Unknown Withdrawal.” Students in this status will have until the end of the withdrawal period of the semester in question to request a leave of absence or a formal withdrawal from the university. Failure to request a leave of absence by the end of the withdrawal period will result in the student having to submit an Intent to Return form or to re-apply if the student wishes to continue studies at Naropa.

Withdrawal and Financial Aid

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

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

Medical and family emergencies may entitle a student to the grade of “Withdraw” (W) for courses. The student must complete the Exception to Policy/Emergency Withdrawal form and a health care professional must complete the Medical Documentation form (in the case of a medical or mental health emergency). The majority of family emergencies are due to death or illness in the student’s immediate family. In those cases, students must provide proof of the family emergency in the form of a letter from a health care professional or a death notice. Other documentation may be
accepted under certain circumstances. The student must provide
documentation that clearly shows that the student was unable to
complete his or her work due to the emergency. The documentation
will then be reviewed by the university. Tuition may be prorated in
proportion to the portion of the semester actually attended. Students
who do not plan to return the following full semester must apply for
a leave of absence to hold a place in the program until the student
is able to return.

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

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

Reinstating Current Student Status after Withdrawal
A student who has formally withdrawn from Naropa, or whose
status has been changed to Unknown Withdrawal, may return to
the university within one year without penalty if he or she was in
academic good standing with no pending disciplinary action at the
time of leave, is within his or her maximum time to graduate, and
has not previously used up his or her allotment of leave of absence
time. Students who are not in good academic standing may return
to the program with approval from their program. The student must
inform his or her Academic Advisor of intent to return. The advisor
will work with the student to complete an Intent to Return form
that must be signed by both the advisor and the student before
the student's status is reinstated. The time away will be considered
leave of absence. Before being eligible to register for classes, the
student must clear any holds that may have been placed for failing
to meet obligations to financial aid, the library, the transportation
office or tuition. The student must register before the last day of
add/drop for the term.

A student who is beyond his or her deadline to graduate, or
has already used up his or her leave of absence allotment, must
reapply to the university in order to continue (see Readmission).

Readmission
If a student left the university and is currently beyond his or her
original deadline to graduate, or has already used up all available
time to take a leave of absence, he or she must reapply to the
university.

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

Student Records

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

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

Change of Name
If a student changes his or her name, the student must submit a
Request for Name Change form, along with official documentation,
to the Office of Student Administrative Services. Identification
showing both the old name and the new name is required.
Acceptable documentation includes a passport, a court order
for legal name change, a Social Security card reflecting the new
name, or a marriage certificate (if the full legal name is shown
explicitly on the certificate).

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

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

Transcripts for Recent Graduates
Two copies of the student's official transcripts are mailed after final
grades have been verified and after other degree audit checks are
completed, normally eight to ten weeks after the end of the final
semester. Official transcripts verifying the degree can be mailed
earlier, after final grades have been confirmed, normally four weeks
after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing.

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<tr>
<th>Transcript Fees</th>
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<td>Official Transcript</td>
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### Additional Charge for 24-Hour Service
$7

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<table>
<thead>
<tr>
<th>Additional Charge for Standard FedEx Delivery - US Only</th>
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</thead>
<tbody>
<tr>
<td>$27</td>
</tr>
</tbody>
</table>

**Transcript Holds**

A hold will be placed on records if a student has not met obligations to the university. Such obligations include, but are not limited to, tuition and fees, transportation fees, library fines, and loan payments. Transcripts may also be withheld for nonfinancial reasons, such as failure to apply for degree completion. Official transcripts will not be released by the university, to a student or any other person or organization authorized, until all outstanding financial obligations to the university have been met. Once a student’s obligations have been fulfilled, transcript requests can be processed.

**Other Student Records**

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

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

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

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

**Disputing Records**

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

**Family Educational Rights and Privacy Act of 1974**

Naropa University makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This act is designated to protect the privacy of educational records, to establish a student’s right to review and inspect student records, and to provide guidelines for the correction of inaccurate information through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the act. Student rights begin upon matriculation, which begins at Naropa after the student has attended any part of a for-credit course as a degree-seeking student or after the first day of classes in the student’s first semester, whichever comes first.

The policy permits disclosure of educational records under certain limited circumstances and routine disclosure, at the university’s discretion, of information referred to as directory information: name, permanent and local addresses, 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. The student has the right to prevent the disclosure of directory information by filing a request in the Office of Student Administrative Services on a Nonrelease of Directory Information form provided by that office. Such requests remain in force until rescinded in writing by the student, former student, or graduate. A copy of the complete policy and procedures may be obtained in the Office of Student Administrative Services. If a student’s records are subpoenaed by a court, Naropa is legally obliged to release them. In the event of a request, Naropa will make every effort to inform the student involved unless the university is legally bound by the terms of a subpoena not to inform the student. Questions concerning the Family Educational Rights and Privacy Act should be referred to the registrar or the dean of students.

**Student Right to Know**

As required by the Clery Act, Naropa’s annual campus crime report as well as policies regarding crime on campus can be found at naropa.edu/studentlife/.

### Requirements for Graduation

#### Undergraduate Study

Naropa offers the following undergraduate degrees:

- Bachelor of Arts
- Bachelor of Fine Arts

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

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

In-Residence Requirement and Transfer Credit

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

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

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

Classification of Students

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours</th>
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<tr>
<td>First-Year Student</td>
<td>0–29.5 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30–59.5 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60–89.5 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90–120 hours</td>
</tr>
</tbody>
</table>

Graduate Study

Naropa offers the following graduate degrees:

Master of Arts
Master of Divinity
Master of Fine Arts

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

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

Requirements

First-time college students are required to take COR113, First-Year Seminar instead of COR130, Contemplative Learning Seminar and COR150, Diversity Seminar. The Contemplative Practice Seminar and the Body/Mind Seminar must be taken at Naropa University. No transfer credit will be accepted or applied toward these core seminars. Writing Seminar II cannot be fulfilled with any AP or CLEP scores. Only research-based writing classes will fulfill this core seminar.

Seminars

- COR110 Writing Seminar I: Art of the Engaged Writer [3]
- COR115 Writing Seminar II: Art of the Scholar [3]
- COR220 Community-based Learning and Action [3]

Plus either:

- or
- COR130 Contemplative Learning Seminar: Naropa’s Roots and Branches [3]
- COR150 Diversity Seminar [3]

SUBTOTAL 15

Artistic Process (choose 3 credits)

Courses in Artistic Process approach art forms as a practice, igniting one’s creative possibilities through discovery, delight, and creating art in a contemplative way. The focus is on the self-expression of one’s inner artist infused with informed articulation of art as a means to engage with the world.

- ART101 2-D Design: Art Techniques and Experimentation [3]
- ART102 Pottery [3]
- ART116 Photography I [3]
- ART125 Introduction to Drawing [3]
- ART132 3-D Ephemeral Media [3]
- ART155 Figure Drawing [3]
- ART180 Sculpture [3]
- ART245 Introduction to Painting: Realism [3]
- ART311 Mixed Media [3]
- ART431 Advanced Studio Practice [3]
- ART440 Warrior Artist: Risk and Revelation in Studio Art [3]
- MUS230 Improvisation [3]
- MUS400 Composition [3]
- PAR210 Acting Studio I [3]
- PAR220 Dance Studio I [3]
- PAR222 Dance of Africa I [3]
- PAR231 Articulating Sound: Voice & Speech [3]
- PAR301 Acting Ensemble [3]
- PAR302 Dance Ensemble [3]
- PAR330 Verse Interpretation [3]
- PAR331 Prose Interpretation [3]
- REL250 Spirituality and Creative Expression [3]
- TRA114 Indian Devotional and Raga Singing [3]
- TRA120 Ikebana/Kado [3]
- WRI234 Creative Reading and Writing [3]

Body/Mind Practice (choose 3 credits)

The knowledge of life that comes from the experience of the unified wholeness of mind and body is both dynamic and direct. This is the meaning of “yoga”—which fully joins mind and body. We train in developing this knowledge through disciplines emphasizing both stillness and movement, sound and silence. This training strengthens our capacity to feel sensation, heighten perception, appreciate impermanence, and remain open and responsive equally to pleasure and discomfort. Through such training, students deepen clarity of awareness, our kindness toward ourselves, and empathy for others. These gifts will support the aspiration to contribute to the world in a creative and skillful way.

- PAR100 Wisdom of the Body [3]
- PAR230 Preparing the Voice: Breathing Is Meaning [3]
- PSYB208 Embodying Process and the Individual [3]
- PSYB255 Body-Mind Centering [3]
- REL158W The Breeze of Simplicity: Meditation Weekend [1]
- REL160 Meditation Practicum I: Freeing the Mind [3]
- REL255W Opening the Heart: Meditation Weekend [1]
- REL271 Centering Prayer as Christian Contemplation [3]
- REL390W Shambhala Training I [1]
- REL391W Shambhala Training II [1]
- REL392W Shambhala Training III [1]
- TRA100 Shambhala Meditation Practicum [3]
- TRA105 Tai Chi Ch’uan: Level I [3]
- TRA110 Aikido I [3]
- TRA114 Indian Devotional and Raga Singing [3]
- TRA120 Ikebana/Kado [3]
- TRA133 Yoga I [3]
- TRA260 Mudra Space Awareness [3]

Cultural & Historical Studies (choose 3 credits)

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

- ANTH250 Regional Seminar [4]
- ART301 World Art I: Ancient to Middle Ages [3]
- ART351 World Art II: Medieval and Modern Transformations [3]
- EDU245 Education, Culture, and Critical Pedagogy [3]
- ENV207 History of the Environmental Movement [3]
• ENV245 Geography: Pilgrimage and Sacred Landscape (3)
• ENV253 Environmental Economics (3)
• MUS250 Music Appreciation: Music of the Old World, the New World, and Beyond (3)
• MUS255 Introduction to World Music: The Music of Japan (3)
• MUS255 Introduction to World Music: The Music of India (3)
• MUS260 Listening to Jazz (3)
• PAX250 Introduction to Peace and Conflict Studies (3)
• PAX315 Gender, Politics, and Social Change (3)
• PAX335 Socially Engaged Spirituality (3)
• PAX340 Conflict Transformation: Theory and Practice (3)
• PAR240 Re-Thinking the History of Performance: From Antiquity to 1700s (3)
• PAR241 Art Movements of the 20th Century: The Movers, Shakers, and Rule Breakers (3)
• REL210 Religion & Mystical Experience (3)
• REL212 Queer Theory, Feminism, and Religion (3)
• REL348 Buddhism in America: Dharma Comes West (3)
• REL355 Sanskrit in the Sacred Traditions of India (3)
• WRI210 Literary Studies (3)

### Science & Sustainability (choose 3 credits)

Science connects us to the world in meaningful ways, expanding horizons of understanding and engaging the mystery of our universe. Courses in science and sustainability invite students to experience the complexity and beauty of natural systems through diverse modes of inquiry including empirical, observational, and quantitative/mathematical investigation. Science emphasizes direct observation, the importance of evaluating evidence to guide theory, and the application of theory to promote sustainability. Scientific literacy is essential to mature and active citizenship.

- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV223 Field Ecology (3)
- ENV236 Green Building (3)
- ENV260 Introduction to Permaculture (3)
- PSYB100 Anatomy (3)
- PSYB101 Introduction to Western Psychology (3)
- PSYB234 Perception (3)
- PSYB239 Nutrition (3)
- PSYB329 Approaches to Healing (3)

### World Wisdom Traditions (choose 3 credits)

Through courses in World Wisdom Traditions, students inquire into the wisdom that resides in the religions of many different human communities. They investigate the relationship between their own experience and ancient and contemporary teachings, exploring the relevance of those teachings for their lives. Students in world wisdom courses develop knowledge of the complex histories, lineages, sacred texts and stories, rituals, and ethics of the world’s wisdom traditions.

- ENV245 Pilgrimage and Sacred Landscape (3)
- REL150 Buddhist Journey of Transformation: An Introduction (3)
- REL210 Religion & Mystical Experience (3)
- REL229 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL240 Foundations of Buddhism (3)
- REL247 Embodying Sacred Wisdom: Modern Saints (3)
- REL250 Spirituality and Creative Expression (3)
- REL314 Contemplative Islam (3)
- REL323 Religious Experience in Africa (3)
- REL330 Contemplative Hinduism (3)
- REL334 Hindu Yoga-Tantra (3)
- REL345 Zen Buddhism (3)
- REL346 Wisdom and Compassion: The Buddhist Path (3)
- REL349 Tibetan Buddhism (3)
- REL376 Inner Oral Tradition of the Torah (3)
- TRA252 Taoism (3)

### Required Courses

**COR110**

Writing Seminar I: Art of the Engaged Writer (3)

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

**COR113**

First Year Seminar: Self and Community in a Complex World (6)

An integrative introduction to contemplative education at Naropa University. In this course, students explore the basic perspectives and practices of contemplative education, and how this approach can be applied to real world problems. Students are asked to grow their self-awareness and understanding of the world through introspection, academic reflection and through encountering difference. Students develop a solid foundation for success in this introduction to college life and the specific methods and disciplines of a Naropa education.

**COR115**

Writing Seminar II: Art of the Scholar (3)

In Writing Seminar I, students focused their writing on “starting where you are,” what Chogyam Trungpa Rinpoche calls “having to meet yourself,” and then developed critical thinking and writing skills. In Writing Seminar II, students meet themselves not only as writers, but also as burgeoning scholars and as engaged learners to explore the richness of our humanity. They practice the art of scholarly investigation that will support their undergraduate education. We read one key humanities-oriented text that spurs a multidisciplinary research investigation, incorporating research
strategies and presentation skills along the way. Students in all sections practice the basics of scholarly investigation and argumentation, building a set of skills they will need and will refine throughout their undergraduate education. The semester culminates in a ten- to twelve-page research paper, the topic of which is suggested through class discussions. Students enrolling in Writing Seminar II must have taken and passed Writing Seminar I or the equivalent.

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

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

COR215
Leadership and Service: Alternative Break (3)
Students in this course deepen their understanding of the theoretical and practical means of engaging in social action, social change, and coalition building. Through weekly classes and participation in a week-long, intensive service-learning trip over their Spring Breaks, students examine the possibilities and limitations of service and service-learning while exploring group dynamics and examining the historical, contemporary, social, political, and cultural dynamics relevant to the service site. Course fee.

COR220
Community-based Learning and Action (3)
The purpose of this course is to engage “big questions” and issues through community-based learning. The course is designed as a laboratory for students to identify and articulate their own values, commitments and gifts and to deepen their understanding of local and global initiatives that foster social justice, innovation and environmental sustainability. Joining theory and practice, we explore practices that range from bearing witness and loving kindness to social entrepreneurship, storytelling, service learning and political participation. We extend the classroom into the community through field trips and partnerships with local community groups and invite scholars, activists and community leaders from diverse locations into the classroom. Assignments are designed to cultivate inner resources such as curiosity, courage, and resilience and to enhance knowledge and skills to address real-world challenges. While the topics may vary by semester, class projects aim for reciprocity, maximizing the potential for student learning and benefitting local communities. Course fee.

COR450
Internship (3)
The internship provides students with opportunities to deepen their understanding of the practical means of working for social change by working on projects that require a range of skills—grassroots organizing, coalition building, lobbying, policy research, grant-writing, and fundraising. Students may pursue internships that build on prior experience or pursue a new direction. A wide range of internships are possible, although only sites that are committed to providing an education experience and can meet Naropa’s additional requirements are candidates. This course is co-scheduled with PAX450. Prerequisites: COR113 or COR130.

LCOR110
Practice and Community I (3)

LCOR120
Cultural Immersion: Nepal/India (6)

LCOR121
Spanish Language Immersion (6)

LCOR125
Wisdom Traditions of Nepal/India (6)

LCOR126
Cultural Immersion: Latin America (6)

LCOR140
The Whole Human Being (6)

LCOR155
The World as Classroom (6)

LCOR160
Being the Change (3)
Graduate School of Psychology

School Dean MacAndrew Jack
Administrative Specialist Anne Howland

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

Graduate Degrees

- Contemplative Psychotherapy
- Somatic Counseling Psychology
  - Body Psychotherapy
  - Dance/Movement Therapy
- Transpersonal Counseling Psychology
  - Counseling Psychology
  - Art Therapy
  - Wilderness Therapy
- Transpersonal Psychology: Ecopsychology

Graduate Programs

MA in Psychology: Contemplative Counseling Psychology

MA Contemplative Psychotherapy is a unique 63-credit clinical training program integrating Western psychotherapy with the contemplative tradition of Buddhism. A pioneer in the use of meditation as a foundation for the clinical training of counselors, for forty years MA Contemplative Psychotherapy has challenged students to recognize their own “Brilliant Sanity”, and to discover compassionate presence as a ground for their clinical work.

Contemplative Psychotherapy may be said to have two parents: the 2,500-year-old wisdom tradition of Buddhism and the clinical traditions of Western psychology, including the humanistic, contemporary psychoanalytic and existential schools. Like all offspring it has much in common with its parents and yet is uniquely itself at the same time. From Buddhism comes the practice of mindfulness-awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance, and the intimate method of working with others known as “psychotherapy” or “counseling.” Practitioners of Contemplative Psychotherapy become expert at recognizing sanity within even the most confused and distorted states of mind and are trained to nurture this sanity in themselves and in their clients.

Students in the Contemplative Psychotherapy program move through their studies as a cohort. They participate in small and large process groups throughout the program. This group aspect of the program takes mindfulness-awareness practice into relationship and allows students to offer each other support and to study their relational patterns in real time. Another important aspect of the MA Contemplative Psychotherapy program is the five maitri meditation retreats. Maitri is a Sanskrit term that means “unconditional friendliness,” and this teaching and practice become the ground for the total of nine weeks that students spend on retreat. Each retreat has a different focus, beginning with a strong emphasis on sitting meditation, and gradually incorporating practices designed to cultivate relational awareness, compassion, and emotional intelligence. One of these practices, Maitri Space Awareness, was designed by Naropa’s founder Chögyam Trungpa Rinpoche, and has become a hallmark of the program.

The MA Contemplative Psychotherapy program prepares students for a counseling career. The semester-long practicum and the supervised internship provide essential clinical experience. While in their internship, students participate in tutorials with clinical faculty, and practice applying contemplative view to their counseling relationships. These groups provide intensive mentoring to help students with the transition into the world of professional counseling.

The curricular arc in the MA Contemplative Psychotherapy program is designed to guide students on a journey of practice and study that leads toward inner resilience and warmth, as well as giving them basic confidence in their capacity to help others.

Licensure

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

Student Success

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

MA Psychology: Contemplative Psychotherapy

First year, fall
- PSYC600 Opening Retreat (noncredit)
- PSYC608 Introduction to Buddhist Psychology (2)
- PSYC609 Group Process I (0.5)
- PSYC618 Human Growth and Development: Contemplative View (3)
- PSYC650 Community, Interdependence & Multicultural Foundations (3)
- PSYC660 Maitri I (1)
- PSYC778 Transitions, Lifestyles, and Career Development (3)

SUBTOTAL 12.5

First year, spring
- PSYC605 Large Group Process II (0.5)
- PSYC619 Group Process II (0.5)
- PSYC658 Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
- PSYC675 Maitri II (1)
- PSYC678 Lineages of Understanding: Buddhist and Western Perspectives on Well-being and Disorder (3)
- PSYC700 Research and Statistics (3)
- PSYC728 Therapeutic Relationships I: Theory and Practice (3)

SUBTOTAL 13

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

SUBTOTAL 11.5

Second year, spring
- PSYC625 Large Group Process IV (0.5)
- PSYC639 Group Process IV (0.5)
- PSYC702 Assessment and Appraisal (3)
- PSYC708 Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
- PSYC738 Psychopathology, Psychosis, and Ordinary Mind (2.5)
- PSYC758 Therapeutic Relationships II: Professional Orientation (3)
- PSYC775 Maitri IV (1)

SUBTOTAL 12.5

Third year, fall
- PSYC709 Contemplative Psychotherapy Seminar: Mandala and Clinical Applications (3)
- PSYC719 Group Process V (0.5)
- PSYC808 Field Placement I (1)
- PSYC818 Clinical Tutorial I (2)

SUBTOTAL 6.5

Third year, spring
- PSYC729 Group Process VI (0.5)
- PSYC739 The Art of Practicing Contemplative Psychotherapy (3)
- PSYC858 Field Placement II (1)
- PSYC860 Maitri V (0.5)
- PSYC868 Clinical Tutorial II (2)

SUBTOTAL 7

TOTAL CREDITS 63

Course Listings

PSYC600
Opening Retreat (0)
An introduction to fundamental principles of contemplative psychotherapy, this weekend intensive provides the opportunity for community building, an introduction to meditation and the marking of the transition into the MA Psychology: Contemplative Psychotherapy program. Additional fee for weekend supplies.

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

PSYC608
Introduction to Buddhist Psychology (2)
Contemplative psychotherapy is based on the view of “brilliant sanity” or buddha nature, the idea that health is intrinsic and unconditional. This course presents teachings from Buddhist psychology on the mind in both sanity and confusion. In particular, we examine the mistaken notion of a solid, separate self as the foundation of suffering and misunderstanding. The importance of impermanence and transition is highlighted. We begin an exploration of how habitual patterns of mind may lead to addictive patterns of behavior. Meditation practice is introduced both as a method of self-care and of self-awareness and inquiry. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction.
PSYC609
Group Process I (0.5)
A cohort of students participates in a small group throughout their tenure in the program. Emphasis is on providing support for the students’ journey, while providing the students the opportunity to study the many dimensions of small group dynamics as these develop in their respective groups.

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

PSYC619
Group Process II (0.5)
This is a continuation of PSYC 609.

PSYC625
Large Group Process II (0.5)
A cohort of students participates in a large group process that includes their entire class. Emphasis is on providing support for the students’ journey, while providing the students the opportunity to study the many dimensions of large group dynamics as these develop in their group. The class focuses on issues of inclusiveness/exclusiveness, finding one’s voice in a large group or community, and how to lead large groups.

PSYC629
Group Process III (0.5)
This course is a continuation of PSYC 619.

PSYC639
Group Process IV (0.5)
This course is a continuation of PSYC629.

PSYC650
Community, Interdependence & Multicultural Foundations (3)
A learning community that offers a wealth of opportunities to learn about and experience oneself in relationship. In this class students explore theories of community; work with the skills and qualities necessary to understand and foster a cohesive, compassionate, and creative learning community; and establish the ground for studying oneself in relationship. Particular attention will be paid to the role of diversity and multicultural competence. This course will provide the theoretical and experiential ground for working skillfully with diverse identities including race, ethnicity, nationality, education, class, gender, sexual orientation, age and ability.

Buddhist principles of nonduality and the coexistence of relative and absolute truth provide the conceptual basis from which students learn to bring a sense of maitri and nonaggression to their work.

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

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

PSYC668
Family Process (3)
An introduction to family process and family systems. The purpose of the course is to assist students in experiencing the shift in perception that comes from seeing a family, as a system with its own organization and life, beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions and experiential exercises.

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

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

**PSYC678**
**Lineages of Understanding: Buddhist and Western Perspective on Well-Being and Disorder (3)**
Intrinsic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in "story-lines." The painful nature of this experience, which is a patchwork of events, real and imagined, is explored. Emphasis is on recognizing the experience of sanity within pathology. Students experience the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of others. The recovery stages of health are introduced along with an introduction to diagnosis and the use of testing in appraisal.

**PSYC699**
**Independent Study: MA Contemplative Psychology (0.5)**
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

**PSYC700**
**Research and Statistics (3)**
A survey of research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion and practice exercises.

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

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

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

**PSYC709**
**Contemplative Psychotherapy Seminar: Mandala and Clinical Applications (3)**
Teachings on the mandala principle are introduced as they apply to clinical work, including advanced study of the five "Buddha Families" as potent resources available to therapy clients. Taken during the internship year, the class has a format that includes group meditation and exploration of clinical topics in light of Buddhist teachings from previous course work. Additional fee for one-on-one meditation instruction.

**PSYC719**
**Group Process V (0.5)**
This course is a continuation of PSYC639.

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

**PSYC729**
**Group Process VI (0.5)**
This course is a continuation of PSYC719.

**PSYC738**
**Psychopathology, Psychosis and Ordinary Mind (2.5)**
This course examines psychosis through clinical material and a discussion of Buddhist and other understandings of mind. Strategies for facilitating optimum development and wellness over the life span are discussed. Assessment and diagnosis of psychotic disorders are
included. The class emphasizes selected approaches to treatments that provide the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

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

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

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

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

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

**PSYC798**  
Theory and Practice of Group Psychotherapy (3)  
A comprehensive introduction to the theoretical and practical aspects of effective group leadership. Theories of group therapy are studied. Other issues include factors that affect group dynamics such as size, composition and types. Group leadership is discussed in the context of the contract, group resistance, transference and countertransference, cohesion, aggression and hostility and acting out. Students have the opportunity to lead the group leader and receive feedback from the instructor and teaching assistants.

**PSYC808**  
Field Placement I (1)  
During this nine-month internship, students work twenty to thirty hours per week (minimum of 700 hours required) in a psychological fieldwork setting. While studying and working alongside mental health professionals, students bring the principles of contemplative psychotherapy to the practices of counseling, therapy, group work and patient care.

**PSYC818**  
Clinical Tutorial I (2)  
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation. These presentations are directed toward a deeper understanding of how the principles of contemplative psychotherapy manifest in clinical work. Group members also practice clinical skills in these groups.

**PSYC858**  
Field Placement II (3)  
This course is a continuation of PSYC808.

**PSYC860**  
Maitri V (0.5)  
A weeklong retreat held during spring break, the third-year Maitri program brings attention to endings: the ending of the three-year program for the students and the termination process in therapy. Students are encouraged to bring mindfulness and awareness to the experiences that arise during termination. The traditional teachings on death and dying found in the Tibetan Book of the Dead provide surprisingly relevant guidance for the contemporary therapist in dealing with endings of all kinds. Additional fee for room and board.
PSYC864
Contemplative Psychotherapy Practicum (2)
The Contemplative Psychotherapy Practicum is designed to provide a supportive and instructional forum for students’ initial experiences counseling clients in clinical settings. The practicum provides for the continued development of counseling and therapeutic skills with consultation and supervision, utilizing both group and triadic models. Students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include understanding client issues for a specific theoretical orientation, including a contemplative therapeutic approach, case planning, clinical decision-making, client transference and therapist countertransference, as well as dynamics of the student-supervisory relationship, organizational issues at the site, and balancing personal and professional responsibilities.

PSYC868
Clinical Tutorial II (2)
This course is a continuation of PSYC818.

PSYC874
Extended Clinical Tutorial (0.5)
Students who have not completed internship may be required to register for extended clinical tutorial. See Special Student Status in the Academic Information section. May be repeated.

MA in Somatic Counseling Psychology
The 60-credit MA Somatic Counseling Psychology, as well as the 65-credit dual concentration program both provide students with the theoretical, clinical, and professional skills to be effective psychotherapists grounded in the integration of body, mind, and movement. The program integrates personal and professional learning in a contemplative and somatic framework, stressing the interwoven nature of sensation, emotion, thought, and movement. The curriculum focuses on awareness practices, movement disciplines, counseling techniques, multicultural perspectives, and scholarly pursuits that prepare students to be of service both to themselves and others. Students train in Attachment Theory, Object Relations and Self Psychology Theory, and Gestalt-based modalities, as well as science-based and intuitively-based forms that blend clinical neuroscience and behavioral medicine with Somatic Counseling Psychology. In addition, all concentrations focus on the power of the creative experience, coupled with the healing properties of conscious movement sequencing: Both the Dance/Movement Therapy and the Body Psychotherapy concentrations learn the foundational principles of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), and Body-Mind Centering™ (BMC) as evaluative tools that establish a common language for assessing the body at rest and in motion.

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

Internship
Students in the Somatic Counseling Psychology program are required to complete a 200-hour clinical practicum placement (100 hours of which must be completed before program entrance) and a 700-hour clinical internship. This requirement involves 70 hours of both group and individual clinical mentorship by a registered dance/movement therapist or body psychotherapist. If the student has not completed the clinical practicum after completing the required course work or is completing clinical internship hours at a site during the summer, the student must enroll in PSYS 877, Extended Internship Placement, for every semester (including summer) until degree completion or clinical internship completion.

Master’s Project Paper
Students in both concentrations are required to complete a scholarly master’s project or paper, which is a written document that demonstrates the student’s clinical excellence, academic scholarship and understanding of research concepts and writing proficiency. The master’s paper must be written in APA format and approved by the program in order for the student to graduate. The paper is submitted to a peer reviewed professional journal for potential publication. If a student has not completed the master’s paper after taking the required master’s project course work, the student must enroll in PSYS882, Extended Master’s Project Paper, every semester (including summer) until degree completion.

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

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

International Somatic Movement Education and Therapy Association
The MASCP program is designed in accordance with the training guidelines of the International Somatic Movement Education
and Therapy Association (ISMETA) and has been an approved program since 2014. All concentrations (Dance/Movement Therapy, Body Psychotherapy, and Dual) fulfill the educational requirements for ISMETA’s certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).

Dance/Movement Therapy Concentration

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

American Dance Therapy Association

The Dance/Movement Therapy concentration is designed in accordance with the training guidelines of the American Dance Therapy Association (ADTA) and has been an ADTA-approved program since 1987. The Dance/Movement Therapy concentration fulfills the requirements for the ADTA’s initial registration as a Registered Dance Movement Therapist (R-DMT). Program graduates may apply for the R-DMT credential with the ADTA immediately upon graduation.

Degree Requirements

MA in Somatic Counseling Psychology: Dance/Movement Therapy

Three-Year Plan

First year, fall

- PSYS500 MASCP Program Orientation Seminar (noncredit)
- PSYS606 Counseling Relationships I: Verbal & Nonverbal Skills in Counseling & Psychotherapy (2)
- PSYS616 Foundations of Dance/Movement Therapy (3)
- PSYS621 Body/Movement Observation and Assessment I (3)
- PSYS623 Group Community Skills I (noncredit)
- PSYS646 The Body in Meditation and Psychotherapy I (1)
- PSYS657 Clinical Neuroscience (3)

SUBTOTAL 12

First year, spring

- PSYS613 Social and Multicultural Foundations (3)
- PSYS632 Lifestyles and Career Development I: Identity, Transitions, and Career Selection (2)
- PSYS637 Body/Movement Observation and Assessment II (3)
- PSYS653 Group Community Skills II (noncredit)
- PSYS656 Counseling Relationships II: Verbal & Nonverbal Skills in Counseling & Psychotherapy (3)
- PSYS683 Group Process and Dynamics (3)

SUBTOTAL 14

Second year, fall

- PSYS605 Advanced Clinical Skills I (2)
- PSYS607 Appraisal: Clinical Assessment (3)
- PSYS649 The Body in Meditation and Psychotherapy II (1)
- PSYS682 Human Growth and Development (3)
- PSYS687 Clinical Orientation (3)
- PSYS723 Group Community Skills III (noncredit)

SUBTOTAL 12

Second year, spring

- PSYS701 Research & Program Evaluation (3)
- PSYS706 Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
- PSYS736 Current Methods and Skills in Psychotherapy (3)
- PSYS753 Group Community Skills IV (noncredit)
- PSYS756 Advanced Clinical Skills II (3)

SUBTOTAL 11

Third year, fall

- PSYS816 Internship Placement I (0.5 - 2.0)
- PSYS823 Group Community Skills V (noncredit)
- PSYS826 Internship Seminar I: Dance/Movement Therapy (2)
- PSYS834 Master’s Paper Seminar I (1)
- PSYS856 Professional Orientation (3)

SUBTOTAL 6.5

Third year, spring

- PSYS762 Lifestyles and Career Development II: Theory and Counseling Strategies (1)
- PSYS835 Master’s Paper Seminar II (1)
- PSYS853 Group Community Skills VI (noncredit)
- PSYS866 Internship Placement II (0.5 - 2.0)
- PSYS876 Internship Seminar II: Dance/Movement Therapy (2)
psys500
mascp program orientation seminar (0)
a two-part orientation to the somatic counseling psychology program: a day long retreat immerses new students in opportunities to get acquainted with each other, with the degree program, and with our mission as a university from an experiential perspective; and an all-day writing skills workshop focusing on academic writing and apa format. special fee of $75.

psys605
advanced counseling skills i: mental health diagnosis and treatment (2)
through experiential and theoretical exercises, students learn how counselors, dance and movement therapists and body psychotherapists apply somatically based clinical skills to advanced clinical theory. developmental theory is explored through the lens of object relations, self-psychology, and attachment theory, and their implications for clinical practice. as an extension of these theories, the ethics, strategies, and practices for the use of touch in somatically oriented sessions will be introduced. students continue to develop and refine clinical skills through classroom practice sessions, assessment of outside session videos, and written assignments.

psys606
counseling relationships i: verbal and nonverbal skills for counseling and psychotherapy (2)
introduction to the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. emphasis is on the stages of counseling, basic counseling skills, attitudes, and values of the counselor and the importance of the counseling relationship. skills covered include facilitating a client through the developmental stages of individual process; basic attendance; finding unconscious associations; identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

psys607
appraisal: clinical assessment (3)
students are introduced to various historical and contemporary approaches to assessment and evaluation within the mental health delivery system. in particular, students learn the basic elements of standardized and nonstandardized testing and assessment; key components of psychometric testing including validity, reliability, and relevant statistical concepts; important ethical considerations related to clinical assessment; and multicultural perspectives on the development, selection, administration, and implementation of assessment and evaluation measures across common counseling environments. throughout the course students develop an understanding of how to integrate clinical assessment and evaluation tools into their diagnostic processes so that they are better able to craft therapeutic interventions using principles of counseling, body psychotherapy, dance/movement therapy, and multicultural awareness. course fee.

psys613
social and multicultural foundations (3)
psychotherapists work with clients who in many cases come from vastly different cultures than themselves, whether measured by ethnicity, gender or sexual orientation, age, class or race. this course introduces the student to the basic theories and practices of culturally competent counseling via examining the student’s own cultures, biases and internalized oppressions.

psys616
foundations of dance movement therapy (3)
an experiential and didactic introduction to the field of dance/movement therapy, including its historical roots and evolution, the contributions of major pioneers in the field, and the beginning exploration of various theoretical models and their implications for clinical practice based on a commitment to diversity, service, and contemplative practice. designed to introduce students to the diversity of the work of dance/movement therapists with both groups and individuals, and to begin to prepare students to facilitate dance/movement therapy with a wide range of clients.

psys621
body/movement observation and assessment i (3)
The first semester of a two semester series in which students begin to look at how the mind is expressed through the body. in the first semester greater focus will be placed on gathering the basic kinesiological terms and concepts necessary to cultivate the skill of seeing the body descriptively both in stillness as well as in motion. though a range of observation and assessment models specific to dance/movement therapy and body psychotherapy are introduced; including kinesiological, morphological, developmental, energetic, segmented, process-oriented, and archetypal frameworks; the overarching context for encapsulating these concepts is through the lens of laban movement analysis (lma). in the second part of this series greater emphasis is placed on deriving clinical meanings from these observations. in both semesters the process of observing the body and its movement patterns will be approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

psys623
group community skills i (0)
this course is designed as a laboratory for students to learn experientially about group dynamics and leadership. through personal exploration, communication skills practice, and integration of and participation in group relationship, this course serves as
a clearinghouse for student questions, conflicts, and problem-solving regarding group dynamics. Somatic Counseling Psychology students only. $125 special fee.

**PSYS626 Foundations of Body Psychotherapy (3)**  
Body Psychotherapy is a distinct branch of the main body of psychotherapy that involves an explicit theory of mind-body functioning. This theory takes into account the complexity of the intersections and interactions between the body and the mind, with the common underlying assumption being that a functional unity exists between mind and body. Although a wide variety of approaches and techniques are used within the field of Body Psychotherapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of Body Psychotherapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies with Body-Mind Psychotherapy (BMP) serving as a supportive and integrative theoretical framework.

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

**PSYS637 Body/Movement Observation and Assessment II (3)**  
The second semester of a two-semester series in which students begin to look at how the mind is expressed through the body. With basic body/movement observation and assessment concepts and skills gathered in the first semester, the second semester places greater emphasis on deriving clinical meanings from these observations. In particular, this course focuses on learning the psychotherapeutic implications of developmental movement and body patterning as they relate to the psychological perspectives of Object Relations, Self Psychology, and Attachment Theory. This theory is viewed through the lenses of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), Body-Mind Centering/Body-Mind Psychotherapy (BMC/BMP), and anatomical kinesiology. Additionally, students continue exploring the dynamic relationship between their own movement preferences and repertoires as they interface with those of the individuals with whom they work so that this awareness becomes a resource for effectively working with transference and countertransference in psychotherapy. In both semesters the process of observing the body and its movement patterns is approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

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

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

**PSYS653 Group Community Skills II (0)**  
A continuation of PSYS623. Somatic Counseling Psychology students only. $125 special fee.

**PSYS656 Counseling Relationships II: Verbal and Nonverbal Skills in Counseling and Psychotherapy (3)**  
Using direct experiences to develop clinical skills, this advanced course works with the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. The skills covered include working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the skills apply in various settings to diverse populations. Methods of instruction include in-class role-playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

**PSYS657 Clinical Neuroscience (3)**  
This course investigates the relationship between the nervous system and other body systems, and cognitive, emotional, and behavioral processes. By understanding the relationship of body structures—such as the brain, the heart, and the gut—with thinking, feeling, sensing, and moving, students can construct a continuum from theory to practice that generates scholarly and scientifically sound treatment options for the field of somatic counseling psychology.
PSYS682
Human Growth and Development (3)
An overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives is covered including biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Somatic Counseling Psychology students only.

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

PSYS687
Clinical Orientation (3)
The purpose of this course is to provide a support forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community-based learning and offers student support around internship placement issues as well as structured clinical training. There is a $150 special fee for a mandatory ASIST (Applied Suicide Intervention Skills Training) which takes place over one weekend of the semester. Prerequisite: Completion of 100-hour fieldwork placement.

PSYS699
Independent Study: Somatic Psychology (0.5)
This course offering is an opportunity for students to engage in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

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

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

PSYS723
Group Community Skills III (0)
A continuation of PSYS653, Group Community Skills II. Somatic Counseling Psychology students only. $125 special fee.

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

PSYS753
Group Community Skills IV (0)
A continuation of PSYS723, Group Community Skills III. Somatic Counseling Psychology students only. $100 special fee.

PSYS756
Advanced Counseling Skills II: Mental Health Diagnosis and Treatment (3)
This course supports students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In particular, students learn and utilize the major diagnostic categories within the DSM-V as a tool for dimensional, integrative case
conceptualization. This information is incorporated into a body-based, movement-oriented, multicultural perspective as a means of deepening and broadening the traditional wisdom of mental health diagnosis and treatment planning within the counseling environment. In addition, students refine their skills in identifying and working with resistance or therapeutic ambivalence; develop greater facility in tracking transference and countertransference in the therapeutic relationship; and cultivate greater facility in using touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration.

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

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

PSYS823
Group Community Skills V (0)
Further practice of the skills and techniques covered in Group Community Skills I-V, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

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

PSYS826
Internship Seminar I: Dance/Movement Therapy (2)
After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship, and under Board Certified Dance Movement Therapist (BC-DMT) mentorship leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

PSYS827
Internship Seminar I: Body Psychotherapy (2)
This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

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

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

PSYS853
Group Community Skills VI (0)
Further practice of the skills and techniques covered in Group Community Skills I-V, with an emphasis on students’ professional
development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

**PSYS856**  
**Professional Orientation (3)**  
A concluding seminar to help prepare the student for what to expect after graduation, the course focuses on ethical and legal issues, relationships to professional organizations and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students also prepare written theoretical frameworks and resumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687. Somatic Counseling Psychology students only.

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

**PSYS875**  
**Internship Seminar II: Body Psychotherapy (2)**  
A continuation of PSYS827, this course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

**PSYS876**  
**Internship Seminar II: Dance/Movement Therapy (2)**  
A continuation of PSYS826. After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

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

**PSYS882**  
**Extended Master’s Paper (0.5)**  
Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their theses, this class is to be taken the fifth semester of study, and subsequent semesters, until the thesis is completed. Somatic Counseling Psychology students only.

**Body Psychotherapy**

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

**Degree Requirements**

**MA in Somatic Counseling Psychology: Body Psychotherapy**

**Three-Year Plan**

**First year, fall**
- PSYS500 MASCP Program Orientation Seminar (noncredit)
- PSYS606 Counseling Relationships I: Verbal & Nonverbal Skills in Counseling & Psychotherapy (2)
- PSYS621 Body/Movement Observation and Assessment I (3)
- PSYS626 Foundations of Body Psychotherapy (3)
- PSYS646 The Body in Meditation and Psychotherapy I (1)
- PSYS657 Clinical Neuroscience (3)

**SUBTOTAL 12**

**First year, spring**
- PSYS613 Social and Multicultural Foundations [3]
- PSYS637 Body/Movement Observation and Assessment II (3)
- PSYS653 Group Community Skills II (noncredit)
- PSYS656 Counseling Relationships II: Verbal & Nonverbal Skills in Counseling & Psychotherapy (3)
- PSYS683 Group Process and Dynamics (3)
SUBTOTAL 14
Second year, fall
• PSYS605 Advanced Clinical Skills I (2)
• PSYS607 Appraisal: Clinical Assessment (3)
• PSYS649 The Body in Meditation and Psychotherapy II (1)
• PSYS682 Human Growth and Development (3)
• PSYS687 Clinical Orientation (3)
• PSYS723 Group Community Skills III (noncredit)

SUBTOTAL 12
Second year, spring
• PSYS701 Research & Program Evaluation (3)
• PSYS715 Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2)
• PSYS736 Current Methods and Skills in Psychotherapy (3)
• PSYS753 Group Community Skills IV (noncredit)
• PSYS756 Advanced Clinical Skills II (3)

SUBTOTAL 11
Third year, fall
• PSYS816 Internship Placement I (0.5 - 2.0)
• PSYS823 Group Community Skills V (noncredit)
• PSYS827 Internship Seminar I: Body Psychotherapy (2)
• PSYS834 Master’s Paper Seminar I (1)
• PSYS856 Professional Orientation (3)

SUBTOTAL 6.5
Third year, spring
• PSYS762 Lifestyles and Career Development II: Theory and Counseling Strategies (1)
• PSYS835 Master’s Paper Seminar II (1)
• PSYS853 Group Community Skills VI (noncredit)
• PSYS866 Internship Placement II (0.5 - 2.0)
• PSYS875 Internship Seminar II: Body Psychotherapy (2)

SUBTOTAL 4.5
TOTAL CREDITS 60

Course Listings

PSYS500
MASCP Program Orientation Seminar (0)
A two-part orientation to the Somatic Counseling Psychology Program: A day long retreat immerses new students in opportunities to get acquainted with each other, with the degree program, and with our mission as a university from an experiential perspective; and an all-day writing skills workshop focusing on academic writing and APA format. Special fee of $75.

PSYS605
Advanced Counseling Skills I: Mental Health Diagnosis and Treatment (2)
Through experiential and theoretical exercises, students learn how counselors, dance and movement therapists and body psychotherapists apply somatically based clinical skills to advanced clinical theory. Developmental theory is explored through the lens of Object Relations, Self-Psychology, and Attachment Theory, and their implications for clinical practice. As an extension of these theories, the ethics, strategies, and practices for the use of touch in somatically oriented sessions will be introduced. Students continue to develop and refine clinical skills through classroom practice sessions, assessment of outside session videos, and written assignments.

PSYS606
Counseling Relationships I: Verbal and Nonverbal Skills for Counseling and Psychotherapy (2)
Introduction to the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. Emphasis is on the stages of counseling, basic counseling skills, attitudes, and values of the counselor and the importance of the counseling relationship. Skills covered include facilitating a client through the developmental stages of individual process; basic attendance; finding unconscious associations; identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

PSYS607
Appraisal: Clinical Assessment (3)
Students are introduced to various historical and contemporary approaches to assessment and evaluation within the mental health delivery system. In particular, students learn the basic elements of standardized and nonstandardized testing and assessment; key components of psychometric testing including validity, reliability, and relevant statistical concepts; important ethical considerations related to clinical assessment; and multicultural perspectives on the development, selection, administration, and implementation of assessment and evaluation measures across common counseling environments. Throughout the course students develop an understanding of how to integrate clinical assessment and evaluation tools into their diagnostic processes so that they are better able to craft therapeutic interventions using principles of counseling, Body Psychotherapy, Dance/Movement Therapy, and multicultural awareness. Course fee.

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

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

**PSYS621**  
**Body/Movement Observation and Assessment I (3)**  
The first semester of a two semester series in which students begin to look at how the mind is expressed through the body. In the first semester greater focus will be placed on gathering the basic kinesiological terms and concepts necessary to cultivate the skill of seeing the body descriptively both in stillness as well as in motion. Though a range of observation and assessment models specific to Dance/Movement Therapy and Body Psychotherapy are introduced; including kinesiological, morphological, developmental, energetic, segmented, process-oriented, and archetypal frameworks; the overarching context for encapsulating these concepts is through the lens of Laban Movement Analysis (LMA). In the second part of this series greater emphasis is placed on deriving clinical meanings from these observations. In both semesters the process of observing the body and its movement patterns will be approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

**PSYS623**  
**Group Community Skills I (0)**  
This course is designed as a laboratory for students to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice, and integration of and participation in group relation, this course serves as a clearinghouse for student questions, conflicts, and problem-solving regarding group dynamics. Somatic Counseling Psychology students only. $125 special fee.

**PSYS626**  
**Foundations of Body Psychotherapy (3)**  
Body Psychotherapy is a distinct branch of the main body of psychotherapy that involves an explicit theory of mind-body functioning. This theory takes into account the complexity of the intersections and interactions between the body and the mind, with the common underlying assumption being that a functional unity exists between mind and body. Although a wide variety of approaches and techniques are used within the field of Body Psychotherapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of Body Psychotherapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies with Body-Mind Psychotherapy [BMP] serving as a supportive and integrative theoretical framework.

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

**PSYS637**  
**Body/Movement Observation and Assessment II (3)**  
The second semester of a two-semester series in which students begin to look at how the mind is expressed through the body. With basic body/movement observation and assessment concepts and skills gathered in the first semester, the second semester places greater emphasis on deriving clinical meanings from these observations. In particular, this course focuses on learning the psychotherapeutic implications of developmental movement and body patterning as they relate to the psychological perspectives of Object Relations, Self Psychology, and Attachment Theory. This theory is viewed through the lenses of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), Body-Mind Centering/Body-Mind Psychotherapy (BMC/BMP), and anatomical kinesiology. Additionally, students continue exploring the dynamic relationship between their own movement preferences and repertoires as they interface with those of the individuals with whom they work so that this awareness becomes a resource for effectively working through transference and countertransference in psychotherapy. In both semesters the process of observing the body and its movement patterns is approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

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

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

**PSYS653**  
Group Community Skills II (0)  
A continuation of PSYS623. Somatic Counseling Psychology students only. $125 special fee.

**PSYS656**  
Counseling Relationships II: Verbal and Nonverbal Skills in Counseling and Psychotherapy (3)  
Using direct experiences to develop clinical skills, this advanced course works with the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. The skills covered include working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the skills apply in various settings to diverse populations. Methods of instruction include in-class role-playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

**PSYS657**  
Clinical Neuroscience (3)  
This course investigates the relationship between the nervous system and other body systems, and cognitive, emotional, and behavioral processes. By understanding the relationship of body structures—such as the brain, the heart, and the gut—with thinking, feeling, sensing, and moving, students can construct a continuum from theory to practice that generates scholarly and scientifically sound applications of the creative art therapy modalities: art, drama, dance, poetry/writing, and music. Students explore how the imagination heals and renews itself through each modality. Readings, discussion, in-class experientials, out of class practice and guest lecturers provide an overview of theory, techniques and considerations for special populations. Emphasis is on the integration and application of

**PSYS687**  
Clinical Orientation (3)  
The purpose of this course is to provide a support forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community-based learning and offers student support around internship placement issues as well as structured clinical training. There is a $150 special fee for a mandatory ASIST (Applied Suicide Intervention Skills Training) which takes place over one weekend of the semester. Prerequisite: Completion of 100-hour fieldwork placement.

**PSYS699**  
Independent Study: Somatic Psychology (0.5)  
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

**PSYS701**  
Research and Program Evaluation (3)  
An introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research, and opportunities and methodologies for conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action, and outcome-based are surveyed. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result report, and methodologies that centralize diversity and inclusion are also topics of importance.

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

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

**PSYS723**  
Group Community Skills III (0)  
A continuation of PSYS653, Group Community Skills II. Somatic Counseling Psychology students only. $125 special fee.

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

**PSYS753**  
Group Community Skills IV (0)  
A continuation of PSYS723, Group Community Skills III. Somatic Counseling Psychology students only. $100 special fee.

**PSYS756**  
Advanced Counseling Skills II: Mental Health Diagnosis and Treatment (3)  
This course supports students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In particular, students learn and utilize the major diagnostic categories within the DSM-V as a tool for dimensional, integrative case conceptualization. This information is incorporated into a body-based, movement-oriented, multicultural perspective as a means of deepening and broadening the traditional wisdom of mental health diagnosis and treatment planning within the counseling environment. In addition, students refine their skills in identifying and working with resistance or therapeutic ambivalence; develop greater facility in tracking transference and countertransference in the therapeutic relationship; and cultivate greater facility in using touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration.

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

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

**PSYS823**  
Group Community Skills V (0)  
Further practice of the skills and techniques covered in Group Community Skills IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

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

**PSYS826**  
Internship Seminar I: Dance/Movement Therapy (2)  
After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship, and under Board Certified Dance Movement Therapist (BCDMIT) mentorship leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The
classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

**PSYS827**

**Internship Seminar I: Body Psychotherapy (2)**

This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

**PSYS834**

**Master’s Paper Seminar I (1)**

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

**PSYS835**

**Master’s Paper Seminar II (1)**

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

**PSYS853**

**Group Community Skills VI (0)**

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

**PSYS856**

**Professional Orientation (3)**

A concluding seminar to help prepare the student for what to expect after graduation, the course focuses on ethical and legal issues, relationships to professional organizations and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students also prepare written theoretical frameworks and resumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687. Somatic Counseling Psychology students only.

**PSYS866**

**Internship Placement II (0.5)**

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

**PSYS875**

**Internship Seminar II: Body Psychotherapy (2)**

A continuation of PSYS827, this course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

**PSYS876**

**Internship Seminar II: Dance/Movement Therapy (2)**

A continuation of PSYS826. After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental reading and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

**PSYS877**

**Extended Internship Placement (0.5)**

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

**PSYS882**

**Extended Master’s Paper (0.5)**

Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their theses, this class is to be taken the fifth semester of study, and subsequent semesters, until the thesis is completed. Somatic Counseling Psychology students only.


**MA in Transpersonal Counseling Psychology**

The Transpersonal Counseling Psychology program offers rigorous and personally transformative programs that cultivate learning through focused self-exploration, contemplative practice, individual support, small class size, and experiential activities. This three-year, full-time program is composed of four key elements: transpersonal and contemplative orientation; theoretical, experiential, and clinical training courses; the counseling experiential; and the internship.

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

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

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

**Student Success**

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

**Counseling Practicum**

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

**Internship for Clinical Programs**

The MA program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical field placements are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. Please be aware that students with a criminal background may find that some agencies require additional information prior to acceptance for clinical placement and may have fewer site choices for placement.

**Licensure for Clinical Programs**

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification.

The Art Therapy concentration within the Transpersonal Counseling Psychology (TCP) program has been approved by the American Art Therapy Association since 1998. Art Therapy graduates are eligible to apply to become a Registered Art Therapist (ATR) with the American Art Therapy Association (AATA) after completing the necessary postgraduation requirements.

**Concentration Areas**

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

**Art Therapy Concentration**

**MA in Transpersonal Counseling Psychology**

As a hybrid profession, art therapy involves intensive studies in the visual arts, the behavioral sciences, and the development of adept counseling skills. Naropa’s innovative experiential approach to training art therapists and counselors integrates transpersonal psychology with mindfulness meditation practice, the acquisition of refined clinical skills, and applied community-based studio methods. Our goal is for our students to become culturally competent, clinically astute, socially engaged counselors, artists, and art therapists.

This 62-credit Art Therapy concentration, approved by the American Art Therapy Association, consists of 29 credits of art therapy coursework combined with 33 credits of counseling psychology and contemplative studies. Throughout the program, students also participate in 190 direct art contact hours of studio-based work.

**Degree Requirements**

First year, fall

- PSYT604 Foundations of Art Therapy: Studio and Practicum (3)

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• PSYT611 Helping Relationships I (3)
• PSYT621 Psychology of Meditation I: Mindfulness Training (3)
• PSYT634 History and Theory of Art Therapy (3)

SUBTOTAL 12

First year, spring
• PSYT661 Helping Relationships II (3)
• PSYT665 Civic Engagement Studio Practicum (noncredit)
• PSYT670 Transpersonal Psychology I (3) or
  PSYT673 Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
• PSYT704 Group Dynamics and Leadership (for Art Therapy students) (3)
• PSYT720 Meditation Practicum I: Cultivating Awareness (1)

SUBTOTAL 10

Second year, fall
• PSYT610 Human Growth and Development through the Life Span (3)
• PSYT721 Social and Cultural Foundations in Counseling (3)
• PSYT734 Counseling for Child & Adolescent Populations (for Art Therapy students) (3)
• PSYT740 Diagnostic Psychopathology (2)

SUBTOTAL 11

Second year, spring
• PSYT624 Art Therapy Studio: Process and Materials (2)
• PSYT660 Assessment and Appraisal in Counseling (3)
• PSYT668 Counseling Practicum (3)
• PSYT754 Counseling for Adult Populations (for Art Therapy students) (3)

SUBTOTAL 11

Third year, fall
• PSYT700 Research and Program Evaluation (3)
• PSYT804 Internship I: Art Therapy (2)
• PSYT814 Professional Orientation and Ethics I (for Art Therapy students) (3.5)
• PSYT824 Internship Studio Methods I (.5)

SUBTOTAL 9

Third year, spring
• PSYT759 Transitions, Lifestyles, and Career Development (3)
• PSYT844 Internship Studio Methods II (.5)
• PSYT854 Internship II: Art Therapy (2)
• PSYT864 Professional Orientation and Ethics II (for Art Therapy students) (3.5)

SUBTOTAL 9

TOTAL CREDITS 62

Course Listings

PSYT504E
Meditation Practicum I (3)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of contemplative psychotherapy and healing.

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

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

PSYT511E
Meditation Practicum II (3)
In this class, we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind training), first introduced in Tibet one thousand years ago and brought to the West by Naropa’s founder Chogyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYT504E.

PSYT514E
The Diamond Approach (3)
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual
wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery.

PSYT516E
Transitions and Rites of Passage (3)
This course explores life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and ecopsychology provide foundations as the course helps students integrate theoretical and experiential perspectives.

PSYT517E
Multicultural Issues: Contemplative Approaches (3)
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATE students.

PSYT520
Psychology of Wilderness Experience (3)
Through group process, experiential activities and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fast ing); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Required for MATE students. Activity fee.

PSYT521
Touching the Moment: Indelible Presence (2)
Mindfulness meditation—the art of "coming home to ourselves"—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Extra fees apply.

PSYT527E
Ecopsychology in Context (3)
This online course offers an introduction to ecopsychology in historical, cultural, and philosophical contexts, including contemporary issues and currents of eco-philosophical thought such as eco-spirituality, whole-systems thinking, resilience, bioregionalism, and voluntary simplicity. Ecopsychological alternatives for addressing current ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATE.

PSYT528
Counseling Loss, Grief and Life Transitions (2)
This class familiarizes the student with grief and transitions, and trains them in individual and family grief counseling skills. Using lecture, discussion and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging and bereavement. Course fee.

PSYT532
Storytelling & Mythology (2)
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client's personal story. Cross-listed as PSYT332.

PSYT543
Human Sexuality (2)
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included.

PSYT567E
Ecopsychology I (3)
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both is intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential, and contemplative approaches in examining ecopsychological theory and practices. Required for MATE.

PSYT569
Art Therapy Perspectives for non Majors (2)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate
students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PSYT369.

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

**PSYT596W**
Special Topics in Transpersonal Counseling Psychology (1)
This course features guest presenters in the field of transpersonal psychology and focuses on the topics and issues currently shaping its practice and study. In recent years some of the topics have included Emotionally-Focused Therapy, DBT, Internal Family Systems, Psychotherapeutic Touch, Psychotherapy and Contemplative Practice, Ecopsychology, and Helping Children Heal. Topics and faculty vary from year to year. Spring 2015: Family Constellations Family Constellations is a combination of Western psychology with indigenous healing principles and practices. It shows many problems we struggle with are not fully our own. Family patterns, unconscious habits, and deeply held traumas can, when seen through the lens of Family Constellations, be let go of without extensive or months-long therapeutic intervention. We use established principles of psychology but don’t reduce people to just their parts, either biological or psychological. The founder of Family Constellations, Bert Hellinger, created this therapeutic modality based on the ancestral healing practices of the Zulu people and combined these with family systems models. You will come to understand the mind and emotional trauma from a much larger perspective that includes brain, psyche, soul, energy, epigenetics, and ancestry. This is a group practice, but is adapted by many therapists to a 1 on 1 setting.

**PSYT601**
Gestalt I: Awareness (3)
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.

**PSYT603E**
Engaged Contemplative Practices: Ecological and Societal Transformation (3)
Students develop skills that cultivate mindfulness, awareness, and compassion for social engagement. The course presents approaches and practices (e.g. sitting meditation, sensory awareness, and native based exercises) that involve personal as well as societal transformation. It includes models of engagement drawing on the work of Joanna Macy, the nonviolent tradition of Thich Nhat Hanh (or others), and the practice of bearing witness. This is a blended course with both online and face-to-face components. Required for MATE.

**PSYT604**
Foundations of Art Therapy (3)
This course focuses on studio foundations in art therapy by investigating numerous in-class art assignments in conjunction with a studio practicum. The studio foundations course work examines practical applications of art therapy that focus on the therapeutic relationships and various artistic techniques that support change and transformation. Development of observation and therapeutic communication/counseling skills are stressed throughout the semester. The studio practicum material covers basic information on how to set up, manage and fund an art studio. During the semester, students fulfill 50 service hours in the Naropa Community Art Studio. Active participation in socially engaged, community-based arts along with service learning values is a key aspect of the course. Course and materials fee.

**PSYT607E**
Integral Psychology (3)
A course designed to take the student on a three-dimensional journey toward a deep understanding of this meta-theoretical approach to psychology. First, it involves an examination of the theory of Integral Psychology as the Fifth Force or Wave in the historical development of the discipline of psychology. Second, it includes a critical analysis of integral theory as it evolved in Ken Wilber’s body of work. Throughout the course, students apply this evolutionary theory of consciousness in their own lives through the development of an ongoing Integral Life Practice.

**PSYT608**
Transpersonal Psychology Intensive I (3)
These weeklong courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. Required for MATE.

**PSYT609**
Wilderness Therapy Intensive: Introduction to Wilderness (2)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We
explore how diverse disciplines can be combined in an effective therapy model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion and reflection. WT only. Field fees.

**PSYT610**  
*Human Growth and Development Throughout the Life Span (3)*  
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development and theories of learning and personality development. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional behavior, addiction, and psychopathology. Additionally, situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

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

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

**PSYT617E**  
*Ecology Concepts and Applications (3)*  
This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche. Required for MATE.

**PSYT618**  
*Transpersonal Psychology Intensive II (3)*  
This weeklong courses introduce MATP students to transpersonal psychology and provides in-depth exposure to current issues and developments in the field. It also provides the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP only.

**PSYT620**  
*Authentic Movement/Transpersonal (2)*  
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community.

**PSYT621**  
*Psychology of Meditation I: Mindfulness Training (3)*  
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

**PSYT624**  
*Art Therapy Studio: Process and Materials (2)*  
Art-based research combined with contemplative practice are carefully integrated into the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing, and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community and contemplative models for practicing studio art therapy. Prerequisite: PSYT604 and PSYT634. AT only. Materials Fee.

**PSYT627**  
*Contemplative Perspectives & Practice (1)*  
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT Only.
PSYT629
Family Systems Interventions: (2)
This course examines the clinical applications of family systems theoretical knowledge in wilderness therapy with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g. divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only. Must be taken concurrently with PSYT708. WT only.

PSYT634
History & Theory of Art Therapy (3)
Students explore various historical and current theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of counseling and art therapy are highlighted (depth psychology, humanistic, gestalt, cognitive/behavioral, phenomenological, developmental, archetypal) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, future trends, and strategies to engage clients throughout the semester. Course and Materials fee. Prerequisites: PSYT604, PSYT634. AT only.

PSYT646
Contemplative Voice Work: Sounding the Body-Mind (2)
This course is designed to be primarily experiential in nature. Each class begins with breathing and movement exercises, bringing awareness to the body and releasing habitual holding patterns, which can inhibit vocal expression. The remainder of the class is spent in group, dyad, and individual work exploring techniques for vocal expression including sounding, toning, singing, and listening as a way to access and express the full range of the authentic voice. Students explore countertransference issues connected with particular vocal qualities and will experiment with “shadow” (not me) vocal sounds in order to develop a wider range of expression. Previous experience with singing is not required.

PSYT651
Gestalt II: Experiment (3)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT601.

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

Prerequisites: Completion of PSYT608 and ENV565e. Required for and only open to first-year MATE students.

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

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

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

PSYT665
Civic Engagement Studio Practicum (0)
A 50-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service learning values, and cultural/social interventions through art and the mentorship role are stressed throughout the semester. Course and Materials fee. Prerequisites: PSYT604, PSYT634. AT only.

PSYT667W
Ecopsychology Intensive II (1)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have the opportunity to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the low-
residency MATE program. An in-depth self-assessment paper is required. Prerequisite: PSYT 656W. Required for MATE.

**PSYT668**
**Counseling Practicum (3)**
Required of all second-year students, the practicum provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision, and it is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Students discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: PSYT661 or PSYT662.

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

**PSYT670E**
**Transpersonal Psychology: Foundations and Central Concepts (3)**
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection. Required for MATE.

**PSYT671**
**Psychology of Meditation II: Applications to Counseling (2)**
This course builds on the foundation provided by PSYT 621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship.

**PSYT672E**
**Transpersonal Psychology II: Theorists and Applications (3)**
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT670E or an equivalent introduction to transpersonal psychology. Online fees apply.

**PSYT673**
**Jungian Psychology: Transpersonal Foundations and Central Concepts (3)**
C.G. Jung, arguably the first transpersonal psychologist, presented a complex model of the psyche including the ego and its relationship to the unconscious and what he called the Self, which is the transpersonal component of the psyche. This course, blending Jungian transpersonal theory with applied clinical methods, examines these core precepts and other central tenets of Jung’s analytic psychology. Art therapy students can choose between either this class or PSYT670. Interested counseling track students can take this course after completing PSYT670. Prerequisite for counseling track students: PSYT 670. Prerequisites for art therapy students: PSYT604 and PSYT634.

**PSYT680**
**Group Dynamics & Leadership I (1)**
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT 682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal and group); transference, countertransference and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: PSYT 661.

**PSYT681**
**Gestalt Community Intensive (2)**
Designed as a summer intensive in an off-campus setting, this course provides further opportunities for the integration of the Gestalt approach for the beginner and mastery of skills for the more advanced learner. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. (Off-campus setting may include retreat, equine, and wilderness.)
Additionally, special attention is devoted to the family as a group of art-based interventions and processes for specific populations. Defenses, cultural competency, termination practices, and the use of work, contemplative practice applications, group resistance and development, levels of intervention, curative factors of group semester: group ethics, group dynamics and process, stages of counseling and art therapy topics are addressed throughout the course and applications. The following program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting and diversity are also topics of importance.

Group Dynamics and Leadership (2)
This course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT 680. Themes include general theory; varieties of group therapy; group startup issues; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT 661. Corequisite: PSYT 680.

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

Independent Study: Transpersonal Psychology (0.5)

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

Group Dynamics and Leadership (for Art Therapy Students) (3)
This course addresses the theory and practice of group counseling through various didactic and experiential methods. The following counseling and art therapy topics are addressed throughout the semester: group ethics, group dynamics and process, stages of group development, levels of intervention, curative factors of group work, contemplative practice applications, group resistance and defenses, cultural competency, termination practices, and the use of art-based interventions and processes for specific populations. Additionally, special attention is devoted to the family as a group.

Prerequisites: PSYT 604, PSYT 611, and PSYT 634. Course and materials fee. AT only.

Group Dynamics & Leadership I: WT (2)
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT 708.

Special Populations Interventions: Wilderness Therapy Settings (2)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. Must be taken concurrently with PSYT 708.

Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (2)
Students learn and practice basic outdoor skills for backcountry travel and camping, review physical and emotional risk-management techniques, and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee. Prerequisite: PSYT 662.

Family Systems (2)
An entry-level examination of family process and family counseling. Drawing from a systems approach, the student learns how to shift his or her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSYT 610.

Transforming Addictions (2)
The physical, mental, emotional and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention and in-patient and out-patient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is
also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used.

PSYT718
Transpersonal Counseling Service Learning Practicum (3)
This service-learning practicum provides students the opportunity to learn about international social justice organizations during a 3-week trip to Cambodia, and particularly in partnership with Transitions, an organization in Phnom Penh that shelters and rehabilitates girls rescued from the sex trafficking industry. Emphasis is to study the diverse issues in the Cambodian culture, to learn about international NGOs, and particularly to learn about the trafficking industry so prevalent there. Students and faculty pair up with clinical staff, with the intention to bring knowledge about art therapy and its usefulness to the clients they serve, as well as to provide information to staff about the usefulness of art therapy for self-care. Students become familiar with ethical guidelines relating to the counseling profession in general, but especially as it relates to multicultural issues. Students meet during the spring semester to prepare for this 3-week trip. Pre-requisites: PSYT611 and PSYT661. All student participants must go through the application process and be accepted to participate in this trip. Only second- or third-year students entering the spring semester are eligible. Course fee.

PSYT719
Ecopsychology: Transpersonal Perspectives (2)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. Must be taken concurrently with PSYT708. WT only.

PSYT720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Specific topics include applications of mindful-awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT621. Materials fee.

PSYT721
Social and Cultural Foundations in Counseling (3)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.

PSYT726
Group Dynamics and Leadership II: WT (3)
Group Dynamics and Leadership II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in indoor and wilderness settings. Must be taken concurrently with PSYT728.

PSYT728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; and travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. Prerequisite: PSYT708. WT. Field fee.

PSYT730
Incest and Sexual Abuse (1)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective.

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

PSYT738E
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATE students only.
PSYT740
Diagnostic Psychopathology (2)
An advanced overview of clinical thinking, perspective and comprehension related to assessment, diagnosis and treatment planning tasks required of a psychological professional working with clients representing a wide range of distress, disorders, mental illness, life crises, spiritual dilemmas, personal and developmental transitions and sociocultural challenges.

PSYT743
Transitions Throughout the Lifespan (3)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain first-hand experience with ceremony, ritual, expressive arts, and vision fasts in natural settings as modalities for addressing transitions. Must be taken concurrently with PSYT728. WT only.

PSYT748E
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning. MATE students only. Prerequisite: PSYT738e.

PSYT753
Diagnostic Psychopathology II (1)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: PSYT734. Materials fee. AT only.

PSYT754
Counseling for Adult Populations (for Art Therapy Students) (3)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family and working with diverse family structures through cultural awareness.

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

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

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

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

**PSYT770**

*Meditation Practicum II: Developing Compassion (1)*

The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action and preventing burnout. Group sessions of sitting and walking meditations, discussions and individual instruction are provided.

**PSYT771**

*Marriage and Couples Therapy (2)*

This course focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couple’s therapy as well as neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to support working couples.

**PSYT780**

*Therapy with Children & Adolescents (2)*

This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Students have the opportunity to explore and practice directive and non-directive treatment interventions while examining issues such as emotional age, nervous system regulation, and brain development. The therapist’s role and use of mindfulness, emotional congruence, and attunement are also addressed. Students have the opportunity to explore specific topics such as aggression, art, sand, puppets, and family play. Adoption, ADD and ADHD, trauma, sensory processing issues, addiction/cutting and other issues commonly related to children and teens are also covered. Prerequisite: PSYT610.

**PSYT782**

*Approaches to Couples Counseling (1)*

Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach is featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

**PSYT782W**

*Approaches to Couples Counseling (1)*

Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach will be featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

**PSYT791**

*Advanced Child & Adolescent Therapy (1)*

This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own “cases.” The instructor uses a model that integrates developmental process, Gestalt, psychodrama and family therapy. Prerequisite: PSYT780.

**PSYT800**

*Internship I (2)*

The student works a total of 700 hours in community agency settings. Prerequisite: PSYT668.

**PSYT804**

*Internship I: Art Therapy (2)*

Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: PSYT668 and all required Art Therapy and Transpersonal Counseling Psychology courses.

**PSYT806**

*Internship I: Wilderness Therapy (2)*

The student works a total of 700 hours in community agency settings. Prerequisite: PSYT668.

**PSYT810**

*Professional Orientation and Ethics I (2)*

Professional Identity and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and counter-transference. Prerequisite: PSYT668. Must be taken concurrently with PSYT800.

**PSYT814**

*Professional Orientation and Ethics I (for Art Therapy Students) (3.5)*

Professional Orientation and Ethics provides an instructional, supportive forum for students practicing counseling and art therapy skills in agency settings. Students study the ethical codes, legal,
and advocacy considerations of counseling and art therapy, including standards of practice and client’s rights; confidentiality and mandatory reporting; informed consent; assessment and treatment planning; documentation and record keeping; boundary violations/dual relationships; therapeutic technique and style; cultural competency; transference and countertransference; and ownership of artwork. Students demonstrate the applied integration of theoretical material by presenting case material during class and by preparing a written case study for their Final Clinical Paper. Prerequisite: PSYT668 and all Art Therapy and Transpersonal Counseling Psychology courses. AT only.

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

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

PSYT839E Master’s Paper Online I (1.5)
The first of a two-course sequence in which students apply and deepen their learning of transpersonal ecopsychology through completion of a major written paper. The final paper should provide a literature review of a particular ecopsychological topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student’s relationship to the topic. Students work closely with the instructor, an expert reader, and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and a 10-20 page literature review of their chosen topic. Online fees apply.

PSYT844 Internship Studio Methods II (0.5)
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only. Prerequisite: PSYT824. Course fee.

PSYT850 Internship II (2)
A continuation of PSYT 800.

PSYT854 Internship II: Art Therapy (2)
A continuation of PSYT804. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

PSYT856 Internship II: Wilderness Therapy (2)
A continuation of PSYT 806. WT only.

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

PSYT864 Professional Orientation and Ethics II (for Art Therapy Students) (3.5)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orally. If one fails to successfully complete this class, both professional seminars I and II must be retaken in sequence. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses and PSYT 814. AT only.

PSYT866 Professional Orientation & Ethics II Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Orientation and Ethics II class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles,
organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

**PSYT867**
**Extended Internship Placement (0.5)**
The purpose of this course is to provide continued clinical support and guidance to students who have not completed their required clinical internship hours. This course is required for any student who has completed PSYT 800 or PSYT 804, and is enrolled in (or has completed) PSYT 850 or PSYT854, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

**PSYT880E**
**Master’s Paper Online II (1.5)**
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Prerequisite: PSYT839e.

**PSYT881**
**Extended Master’s Paper (0.5)**
Students who have not completed the paper, may qualify for extension of the paper semester. See “Special Student Status” in the Academic Information section. May be repeated.

**PSYT881E**
**Extended Master’s Paper (0.5)**
An extension of the sequence of two courses leading students to complete the Master’s paper. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYT 880e.

## Wilderness Therapy Concentration

### MA in Transpersonal Counseling Psychology

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

## Degree Requirements

### Wilderness Therapy Concentration

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

**SUBTOTAL 14**

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

**SUBTOTAL 12**

#### Second year, fall
- **PSYT629** Family Systems Interventions: Equine-Assisted Settings (2)
- **PSYT706** Group Dynamics and Leadership I [WT] (3)
- **PSYT707** Special Populations Interventions: Wilderness Therapy Settings (2)
- **PSYT708** Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Courses (2)
- **PSYT719** Ecopsychology: Transpersonal Perspectives (2)

**SUBTOTAL 10**

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

**SUBTOTAL 12**

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

**SUBTOTAL 6**

#### Third year, spring
- **PSYT765** Theories and Practice in Career Counseling II (1.5)
- **PSYT856** Internship II: Wilderness Therapy (2)
• PSYT866 Professional Orientation and Ethics II: Wilderness Therapy (2.5)

SUBTOTAL 6
TOTAL CREDITS 60

Course Listings

PSYT504E
Meditation Practicum I (3)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of contemplative psychotherapy and healing.

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

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

PSYT511E
Meditation Practicum II (3)
In this class, we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind training)-first introduced in Tibet one thousand years ago and brought to the West by Naropa's founder Chogyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYT504e.

PSYT514E
The Diamond Approach (3)
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery.

PSYT516E
Transitions and Rites of Passage (3)
This course explores life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and ecopsychology provide foundations as the course helps students integrate theoretical and experiential perspectives.

PSYT517E
Multicultural Issues: Contemplative Approaches (3)
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATE students.

PSYT520
Psychology of Wilderness Experience (3)
Through group process, experiential activities and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Required for MATE students. Activity fee.

PSYT521
Touching the Moment: Indelible Presence (2)
Mindfulness meditation—the art of “coming home to ourselves” is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning
as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Extra fees apply.

**PSYT527E**  
Ecopsychology in Context (3)  
This online course offers an introduction to ecopsychology in historical, cultural, and philosophical contexts, including contemporary issues and currents of eco-philosophical thought such as eco-spirituality, whole-systems thinking, resilience, bioregionalism, and voluntary simplicity. Ecopsychological alternatives for addressing current ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATE.

**PSYT528**  
Counseling Loss, Grief and Life Transitions (2)  
This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Using lecture, discussion and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging and bereavement. Course fee.

**PSYT532**  
Storytelling & Mythology (2)  
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client’s personal story. Cross-listed as PSYT332.

**PSYT543**  
Human Sexuality (2)  
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included.

**PSYT567E**  
Ecopsychology I (3)  
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both is intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential, and contemplative approaches in examining ecopsychological theory and practices. Required for MATE.

**PSYT569**  
Art Therapy Perspectives for non Majors (2)  
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PYST369.

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

**PSYT596W**  
Special Topics in Transpersonal Counseling Psychology (1)  
This course features guest presenters in the field of transpersonal psychology and focuses on the topics and issues currently shaping its practice and study. In recent years some of the topics have included Emotionally-Focused Therapy, DBT, Internal Family Systems, Psychotherapeutic Touch, Psychotherapy and Contemplative Practice, Ecopsychology, and Helping Children Heal. Topics and faculty vary from year to year. Spring 2015: Family Constellations Family Constellations is a combination of Western psychology with indigenous healing principles and practices. It shows many problems we struggle with are not fully our own. Family patterns, unconscious habits, and deeply held traumas can, when seen through the lens of Family Constellations, be let go of without extensive or months-long therapeutic intervention. We use established principles of psychology but don’t reduce people to just their parts, either biological or psychological. The founder of Family Constellations, Bert Hellinger, created this therapeutic modality based on the ancestral healing practices of the Zulu people and combined these with family systems models. You will come to understand the mind and emotional trauma from a much larger perspective that includes brain, psyche, soul, energy, epigenetics, and ancestry. This is a group practice, but is adapted by many therapists to a 1 on 1 setting.

**PSYT601**  
Gestalt I: Awareness (3)  
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body
from the online courses. Students are expected to prepare for the processes such as meditation and ritual, and application of topics for community building, face-to-face instruction in transpersonal developments in the field. They also provide the opportunity for psychology and provide in-depth exposure to current issues and topics.

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

PSYT609
Wilderness Therapy Intensive: Introduction to Wilderness (2)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We explore how diverse disciplines can be combined in an effective therapy model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion and reflection. WT only. Field fees.

PSYT610
Human Growth and Development Throughout the Life Span (3)
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development and theories of learning and personality development. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional behavior, addiction, and psychopathology. Additionally, situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

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

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

PSYT617E
Ecology Concepts and Applications (3)
This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a
group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche. Required for MATE.

**PSYT618**  
*Transpersonal Psychology Intensive II (3)*  
This weeklong courses introduce MATP students to transpersonal psychology and provides in-depth exposure to current issues and developments in the field. It also provides the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP only.

**PSYT620**  
*Authentic Movement/Transpersonal (2)*  
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community.

**PSYT621**  
*Psychology of Meditation I: Mindfulness Training (3)*  
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

**PSYT624**  
*Art Therapy Studio: Process and Materials (2)*  
Art-based research combined with contemplative practice are carefully integrated into the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing, and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist; the purpose of the therapeutic community and contemplative models for practicing studio art therapy. Prerequisite: PSYT604 and PSYT634. AT only. Materials Fee.

**PSYT627**  
*Contemplative Perspectives & Practice (1)*  
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT Only.

**PSYT629**  
*Family Systems Interventions: (2)*  
This course examines the clinical applications of family systems theoretical knowledge in wilderness therapy with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g. divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only. Must be taken concurrently with PSYT708. WT only.

**PSYT634**  
*History & Theory of Art Therapy (3)*  
Students explore various historical and current theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of counseling and art therapy are highlighted (depth psychology, humanistic, gestalt, cognitive/behavioral, phenomenological, developmental, archetypal) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, future trends, and strategies to employ when looking at and responding to artwork within the therapeutic relationship. AT only.

**PSYT646**  
*Contemplative Voice Work: Sounding the Body-Mind (2)*  
This course is designed to be primarily experiential in nature. Each class begins with breathing and movement exercises, bringing awareness to the body and releasing habitual holding patterns, which can inhibit vocal expression. The remainder of the class is spent in group, dyad, and individual work exploring techniques for vocal expression including sounding, toning, singing, and listening as a way to access and express the full range of the authentic voice. Students explore countertransference issues connected with particular vocal qualities and will experiment with “shadow” (not me) vocal sounds in order to develop a wider range of expression. Previous experience with singing is not required.

**PSYT651**  
*Gestalt II: Experiment (3)*  
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT601.
PSYT656W
Ecopsychology Intensive I (1)
The course focuses on advanced topics within ecopsychology, further builds community within the program and aims to teach specific skills for working with individuals and groups in an ecopsychological context. The students' meditation practice and an understanding of its importance in ecopsychology are deepened. Prerequisites: Completion of PSYT608 and ENV565e. Required for and only open to first-year MATE students.

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

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

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

PSYT665
Civic Engagement Studio Practicum (0)
A 50-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service learning values, and cultural/social interventions through art and the mentorship role are stressed throughout the semester. Course and Materials fee. Prerequisites: PSYT604, PSYT634. AT only.

PSYT667W
Ecopsychology Intensive II (1)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the low-residency MATE program. An in-depth self-assessment paper is required. Prerequisite: PSYT656W. Required for MATE.

PSYT668
Counseling Practicum (3)
Required of all second-year students, the practicum provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision, and it is designed to provide supportive and instructional forum for students' initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Students discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors. Discussion topic include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: PSYT661 or PSYT662.

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

PSYT670E
Transpersonal Psychology: Foundations and Central Concepts (3)
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection.
research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection. Required for MATE.

PSYT671
Psychology of Meditation II: Applications to Counseling (2)
This course builds on the foundation provided by PSYT 621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship.

PSYT672E
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT670e or an equivalent introduction to transpersonal psychology. Online fees apply.

PSYT673
Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
C.G. Jung, arguably the first transpersonal psychologist, presented a complex model of the psyche including the ego and its relationship to the unconscious and what he called the Self, which is the transpersonal component of the psyche. This course, blending Jungian transpersonal theory with applied clinical methods, examines these core precepts and other central tenets of Jung’s analytic psychology. Art therapy students can choose between either this class or PSYT670. Interested counseling track students can take this course after completing PSYT670. Prerequisite for counseling track students: PSYT 670. Prerequisites for art therapy students: PSYT604 and PSYT634.

PSYT680
Group Dynamics & Leadership I (1)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT 682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal and group); transference, countertransference and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: PSYT 661.

PSYT681
Gestalt Community Intensive (2)
Designed as a summer intensive in an off-campus setting, this course provides further opportunities for the integration of the Gestalt approach for the beginner and mastery of skills for the more advanced learner. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. (Off-campus setting may include retreat, equine, and wilderness.)

PSYT682
Group Dynamics & Leadership (2)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT 680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT661. Corequisite: PSYT680.

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

PSYT699
Independent Study: Transpersonal Psychology (0.5)

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

PSYT704
Group Dynamics and Leadership (for Art Therapy Students) (3)
This course addresses the theory and practice of group counseling through various didactic and experiential methods. The following counseling and art therapy topics are addressed throughout the semester: group ethics, group dynamics and process, stages of group development, levels of intervention, curative factors of group work, contemplative practice applications, group resistance and defenses, cultural competency, termination practices, and the use
of art-based interventions and processes for specific populations. Additionally, special attention is devoted to the family as a group. Prerequisites: PSYT604, PSYT611, and PSYT634. Course and materials fee. AT only.

PSYT706
Group Dynamics & Leadership I: WT (2)
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT708.

PSYT707
Special Populations Interventions: Wilderness Therapy Settings (2)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. Must be taken concurrently with PSYT708.

PSYT708
Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (2)
Students learn and practice basic outdoor skills for backcountry travel and camping, review physical and emotional risk-management techniques, and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee. Prerequisite: PSYT662.

PSYT710
Family Systems (2)
An entry-level examination of family process and family counseling. Drawing from a systems approach, the student learns how to shift his or her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSYT610.

PSYT711
Transforming Addictions (2)
The physical, mental, emotional and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention and inpatient and outpatient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used.

PSYT718
Transpersonal Counseling Service Learning Practicum (3)
This service-learning practicum provides students the opportunity to learn about international social justice organizations during a 3-week trip to Cambodia, and particularly in partnership with Transitions, an organization in Phnom Penh that shelters and rehabilitates girls rescued from the sex trafficking industry. Emphasis is to study the diverse issues in the Cambodian culture, to learn about international NGOs, and particularly to learn about the trafficking industry so prevalent there. Students and faculty pair up with clinical staff, with the intention to bring knowledge about art therapy and its usefulness to the clients they serve, as well as provide information to staff about the usefulness of art therapy for self-care. Students become familiar with ethical guidelines relating to the counseling profession in general, but especially as it relates to multicultural issues. Students meet during the spring semester to prepare for this 3-week trip. Prerequisites: PSYT611 and PSYT661. All student participants must go through the application process and be accepted to participate in this trip. Only second- or third-year students entering the spring semester are eligible. Course fee.

PSYT719
Ecopsychology: Transpersonal Perspectives (2)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. Must be taken concurrently with PSYT708. WT only.

PSYT720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Specific topics include applications of mindful/awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT621. Materials fee.

PSYT721
Social and Cultural Foundations in Counseling (3)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression...
and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.

PSYT726
Group Dynamics and Leadership II: WT (3)
Group Dynamics and Leadership II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT728.

PSYT728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; and travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. Prerequisite: PSYT728. WT. Field fee.

PSYT730
Incest and Sexual Abuse (1)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective.

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

PSYT738E
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATE students only.

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

PSYT743
Transitions Throughout the Lifespan (3)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain first-hand experience with ceremony, ritual, expressive arts, and vision fasts in natural settings as modalities for addressing transitions. Must be taken concurrently with PSYT728. WT only.

PSYT748E
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning. MATE students only. Prerequisite: PSYT738e.

PSYT753
Diagnostic Psychopathology II (1)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: PSYT734. Materials fee. AT only.

PSYT754
Counseling for Adult Populations (for Art Therapy Students) (3)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured,
the life cycle of a family and working with diverse family structures through cultural awareness.

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

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

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

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

**PSYT770**
**Meditation Practicum II: Developing Compassion (1)**
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action and preventing burnout. Group sessions of sitting and walking meditations, discussions and individual instruction are provided.

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

**PSYT780**
**Therapy with Children & Adolescents (2)**
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Students have the opportunity to explore and practice directive and non-directive treatment interventions while examining issues such as emotional age, nervous system regulation, and brain development. The therapist’s role and use of mindfulness, emotional congruence, and attunement are also addressed. Students have the opportunity to explore specific topics such as aggression, art, sand, puppets, and family play. Adoption, ADD and ADHD, trauma, sensory processing issues, addiction/cutting and other issues commonly related to children and teens are also covered. Prerequisite: PSYT610.

**PSYT782**
**Approaches to Couples Counseling (1)**
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach is featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

**PSYT782W**
**Approaches to Couples Counseling (1)**
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach will be featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to...
understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT 611.

**PSYT791**  
**Advanced Child & Adolescent Therapy (1)**  
This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own "cases." The instructor uses a model that integrates developmental process, Gestalt, psychodrama and family therapy. Prerequisite: PSYT780.

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

**PSYT804**  
**Internship I: Art Therapy (2)**  
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: PSYT668 and all required Art Therapy and Transpersonal Counseling Psychology courses.

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

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

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

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

**PSYT839E**  
**Master’s Paper Online I (1.5)**  
The first of a two-course sequence in which students apply and deepen their learning of transpersonal ecopsychology through completion of a major written paper. The final paper should provide a literature review of a particular ecopsychological topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student’s relationship to the topic. Students work closely with the instructor, an expert reader, and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and a 10-20 page literature review of their chosen topic. Online fees apply.

**PSYT844**  
**Internship Studio Methods II (0.5)**  
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and
techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only. Prerequisite: PSYT824. Course fee.

PSYT850
Internship II (2)
A continuation of PSYT 800.

PSYT854
Internship II: Art Therapy (2)
A continuation of PSYT 804. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

PSYT856
Internship II: Wilderness Therapy (2)
A continuation of PSYT 806. WT only.

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

PSYT864
Professional Orientation and Ethics II (for Art Therapy Students) (3.5)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken in sequence. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses and PSYT 814. AT only.

PSYT866
Professional Orientation & Ethics II Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Orientation and Ethics II class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

PSYT867
Extended Internship Placement (0.5)
The purpose of this course is to provide continued clinical support and guidance to students who have not completed their required clinical internship hours. This course is required for any student who has completed PSYT 800 or PSYT 804, and is enrolled in (or has completed) PSYT 850 or PSYT854, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

PSYT880E
Master’s Paper Online II (1.5)
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Prerequisite: PSYT839e.

PSYT881
Extended Master’s Paper (0.5)
Students who have not completed the paper, may qualify for extension of the paper semester. See “Special Student Status” in the Academic Information section. May be repeated.

PSYT881E
Extended Master’s Paper (0.5)
An extension of the sequence of two courses leading students to complete the Master’s paper. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYT 880e.

Counseling Psychology Concentration
MA in Transpersonal Counseling Psychology
The 60-credit Counseling Psychology concentration offers experiential and theoretical study that joins spirituality and psychology through methods such as meditation, Gestalt awareness, psychodynamic approaches, and client-centered therapy. Together these media challenge students to deep inner personal exploration as well as focused relational work with others. Exploration of the psychotherapeutic process is balanced with personal reflection and shared observations with peers and instructors. Students choose from a variety of electives including specialized transpersonal approaches, meditation, marriage and family therapy, Jungian psychology, body awareness, and Gestalt
therapy. The counseling concentration emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

**Degree Requirements**

**MA in Transpersonal Counseling Psychology: Counseling Psychology Concentration**

First year, fall
- PSYT610 Human Growth and Development Through the Life Span (3)
- PSYT611 Helping Relationships I (3)
- PSYT621 Psychology of Meditation I: Mindfulness Training (3)
- PSYT721 Social and Cultural Foundations in Counseling (3)

Subtotal 12

First year, spring
- PSYT660 Assessment and Appraisal in Counseling (3)
- PSYT661 Helping Relationships II (3)
- PSYT670/670e Transpersonal Psychology I (3)
- PSYT720 Meditation Practicum I: Cultivating Awareness (1)

Subtotal 10

First year, summer
Electives: Intensives and/or others (0–3)

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

Subtotal 11

Second year, spring
- PSYT651 Gestalt II: Experiment (3)
- PSYT700 Research and Program Evaluation (3)
- PSYT740 Diagnostic Psychopathology (2)
- PSYT770 Meditation Practicum II: Developing Compassion (1)

Elective(s) (0–3)

Subtotal 9–12

Second year, summer
Electives: Intensives and/or others (0–3)

Third year, fall
- PSYT800 Internship I (2)
- PSYT810 Professional Orientation and Ethics I (2)

Elective(s) (0–3)

Subtotal 4–7

Third year, spring
- PSYT759 Transitions, Lifestyles, and Career Development (3)
- PSYT850 Internship II (2)
- PSYT860 Professional Orientation and Ethics II (2)

Elective(s) (0–3)

Subtotal 7–10

Total Credits 60

Body awareness course (2 credits) may be taken at any time.

**Course Listings**

**PSYT504E**  
Meditation Practicum I (3)  
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of contemplative psychotherapy and healing.

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

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

**PSYT511E**  
Meditation Practicum II (3)  
In this class, we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind training). First introduced in Tibet one thousand years ago.
and brought to the West by Naropa’s founder Chogyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYT504e.

**PSYT514E**  
**The Diamond Approach (3)**  
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery.

**PSYT516E**  
**Transitions and Rites of Passage (3)**  
This course explores life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and ecopsychology provide foundations as the course helps students integrate theoretical and experiential perspectives.

**PSYT517E**  
**Multicultural Issues: Contemplative Approaches (3)**  
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATE students.

**PSYT520**  
**Psychology of Wilderness Experience (3)**  
Through group process, experiential activities and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Required for MATE students. Activity fee.

**PSYT521**  
**Touching the Moment: Indelible Presence (2)**  
Mindfulness meditation—the art of “coming home to ourselves”—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginners as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Extra fees apply.

**PSYT527E**  
**Ecopsychology in Context (3)**  
This online course offers an introduction to ecopsychology in historical, cultural, and philosophical contexts, including contemporary issues and currents of eco-philosophical thought such as eco-spirituality, whole-systems thinking, resilience, bioregionalism, and voluntary simplicity. Ecopsychological alternatives for addressing current ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATE.

**PSYT528**  
**Counseling Loss, Grief and Life Transitions (2)**  
This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Using lecture, discussion and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging and bereavement. Course fee.

**PSYT532**  
**Storytelling & Mythology (2)**  
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client’s personal story. Cross-listed as PSYT332.

**PSYT543**  
**Human Sexuality (2)**  
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included.
PSYT567E
Ecopsychology I (3)
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both is intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential, and contemplative approaches in examining ecopsychological theory and practices. Required for MATE.

PSYT569
Art Therapy Perspectives for non Majors (2)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PSYT369.

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

PSYT596W
Special Topics in Transpersonal Counseling Psychology (1)
This course features guest presenters in the field of transpersonal psychology and focuses on the topics and issues currently shaping its practice and study. In recent years some of the topics have included Emotionally-Focused Therapy, DBT, Internal Family Systems, Psychotherapeutic Touch, Psychotherapy and Contemplative Practice, Ecopsychology, and Helping Children Heal. Topics and faculty vary from year to year. Spring 2015: Family Constellations. Family Constellations is a combination of Western psychology with indigenous healing principles and practices. It shows many problems we struggle with are not fully our own. Family patterns, unconscious habits, and deeply held traumas can, when seen through the lens of Family Constellations, be let go of without extensive or months-long therapeutic intervention. We use established principles of psychology but don’t reduce people to just their parts, either biological or psychological. The founder of Family Constellations, Bert Hellinger, created this therapeutic modality based on the ancestral healing practices of the Zulu people and combined these with family systems models. You will come to understand the mind and emotional trauma from a much larger perspective that includes brain, psyche, soul, energy, epigenetics, and ancestry. This is a group practice, but is adapted by many therapists to a 1 on 1 setting.

PSYT601
Gestalt I: Awareness (3)
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.

PSYT603E
Engaged Contemplative Practices: Ecological and Societal Transformation (3)
Students develop skills that cultivate mindfulness, awareness, and compassion for social engagement. The course presents approaches and practices (e.g. sitting meditation, sensory awareness, and native based exercises) that involve personal as well as societal transformation. It includes models of engagement drawing on the work of Joanna Macy, the nonviolent tradition of Thich Nhat Hanh (or others), and the practice of bearing witness. This is a blended course with both online and face-to-face components. Required for MATE.

PSYT604
Foundations of Art Therapy (3)
This course focuses on studio foundations in art therapy by investigating numerous in-class art assignments in conjunction with a studio practicum. The studio foundations course work examines practical applications of art therapy that focus on the therapeutic relationships and various artistic techniques that support change and transformation. Development of observation and therapeutic communication/counseling skills are stressed throughout the semester. The studio practicum material covers basic information on how to set up, manage and fund an art studio. During the semester, students fulfill 50 service hours in the Naropa Community Art Studio. Active participation in socially engaged, community-based arts along with service learning values is a key aspect of the course. Course and materials fee.

PSYT607E
Integral Psychology (3)
A course designed to take the student on a three-dimensional journey toward a deep understanding of this metatheoretical approach to psychology. First, it involves an examination of the theory of Integral Psychology as the Fifth Force or Wave in the historical development of the discipline of psychology. Second, it includes a critical analysis of integral theory as it evolved in Ken Wilber’s body of work. Throughout the course, students apply this evolutionary theory of consciousness in their own lives through the development of an ongoing Integral Life Practice.
PSYT608
Transpersonal Psychology Intensive I (3)
These weeklong courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. Required for MATE.

PSYT609
Wilderness Therapy Intensive: Introduction to Wilderness (2)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We explore how diverse disciplines can be combined in an effective therapy model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion and reflection. WT only. Field fees.

PSYT610
Human Growth and Development Throughout the Life Span (3)
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development and theories of learning and personality development. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional behavior, addiction, and psychopathology. Additionally, situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

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

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

PSYT617E
Ecology Concepts and Applications (3)
This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche. Required for MATE.

PSYT618
Transpersonal Psychology Intensive II (3)
This weeklong courses introduce MATP students to transpersonal psychology and provides in-depth exposure to current issues and developments in the field. It also provides the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP only.

PSYT620
Authentic Movement/Transpersonal (2)
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community.

PSYT621
Psychology of Meditation I: Mindfulness Training (3)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

PSYT624
Art Therapy Studio: Process and Materials (2)
Art-based research combined with contemplative practice are carefully integrated into the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing, and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community and contemplative models for practicing
themes. The concepts of organicity, figure-ground perceptual by didactic learning that further explores the central Gestalt Demonstrations of individual and group experiments are followed Gestalt II: Experiment (3)

Previous experience with singing is not required.
Students explore countertransference issues connected with particular vocal qualities and will experiment with "shadow" (not voice. Students explore countertransference issues connected with
which can inhibit vocal expression. The remainder of the class is
spent in group, dyad, and individual work exploring techniques for vocal expression including sounding, toning, singing, and listening as a way to access and express the full range of the authentic voice. Students explore countertransference issues connected with particular vocal qualities and will experiment with "shadow" (not me) vocal sounds in order to develop a wider range of expression. Previous experience with singing is not required.

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

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

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

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

PSYT665
Civic Engagement Studio Practicum (0)
A 50-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection. Required for MATE.

**PSYT672E**
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT670e or an equivalent introduction to transpersonal psychology. Online fees apply.

**PSYT673**
Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
C.G. Jung, arguably the first transpersonal psychologist, presented a complex model of the psyche including the ego and its relationship to the unconscious and what he called the Self, which is the transpersonal component of the psyche. This course, blending Jungian transpersonal theory with applied clinical methods, examines these core precepts and other central tenets of Jung’s analytic psychology. Art therapy students can choose between either this class or PSYT670. Interested counseling track students can take this course after completing PSYT670. Prerequisite for counseling track students: PSYT 670. Prerequisites for art therapy students: PSYT604 and PSYT634.

**PSYT680**
Group Dynamics & Leadership I (1)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT 682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal and group); transference, countertransference and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: PSYT 661.
**PSYT681**
Gestalt Community Intensive (2)
Designed as a summer intensive in an off-campus setting, this course provides further opportunities for the integration of the Gestalt approach for the beginner and mastery of skills for the more advanced learner. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. (Off-campus setting may include retreat, equine, and wilderness.)

**PSYT682**
Group Dynamics & Leadership (2)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT 680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT661. Corequisite: PSYT680.

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

**PSYT699**
Independent Study: Transpersonal Psychology (0.5)

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

**PSYT704**
Group Dynamics and Leadership (for Art Therapy Students) (3)
This course addresses the theory and practice of group counseling through various didactic and experiential methods. The following counseling and art therapy topics are addressed throughout the semester: group ethics, group dynamics and processes, stages of group development, levels of intervention, curative factors of group work, contemplative practice applications, group resistance and defenses, cultural competency, termination practices, and the use of art-based interventions and processes for specific populations. Additionally, special attention is devoted to the family as a group. Prerequisites: PSYT604, PSYT611, and PSYT634. Course and materials fee. AT only.

**PSYT706**
Group Dynamics & Leadership I: WT (2)
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT708.

**PSYT707**
Special Populations Interventions: Wilderness Therapy Settings (2)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. Must be taken concurrently with PSYT708.

**PSYT708**
Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (2)
Students learn and practice basic outdoor skills for backcountry travel and camping, review physical and emotional risk-management techniques, and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee. Prerequisite: PSYT662.

**PSYT710**
Family Systems (2)
An entry-level examination of family process and family counseling. Drawing from a systems approach, the student learns how to shift his or her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the
family, such as child abuse and domestic violence, is also covered. Prerequisite: PSYT610.

PSYT711
Transforming Addictions (2)
The physical, mental, emotional and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention and in-patient and out-patient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used.

PSYT718
Transpersonal Counseling Service Learning Practicum (3)
This service-learning practicum provides students the opportunity to learn about international social justice organizations during a 3-week trip to Cambodia, and particularly in partnership with Transitions, an organization in Phnom Penh that shelters and rehabilitates girls rescued from the sex trafficking industry. Emphasis is to study the diverse issues in the Cambodian culture, to learn about international NGOs, and particularly to learn about the trafficking industry so prevalent there. Students and faculty pair up with clinical staff, with the intention to bring knowledge about art therapy and its usefulness to the clients they serve, as well as provide information to staff about the usefulness of art therapy for self-care. Students become familiar with ethical guidelines relating to the counseling profession in general, but especially as it relates to multicultural issues. Students meet during the spring semester to prepare for this 3-week trip. Prerequisites: PSYT611 and PSYT661. All student participants must go through the application process and be accepted to participate in this trip. Only second- or third-year students entering the spring semester are eligible. Course fee.

PSYT719
Ecopsychology: Transpersonal Perspectives (2)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. Must be taken concurrently with PSYT708. WT only.

PSYT720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Specific topics include applications of mindful/awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT621. Materials fee.

PSYT721
Social and Cultural Foundations in Counseling (3)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.

PSYT726
Group Dynamics and Leadership II: WT (3)
Group Dynamics and Leadership II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT728.

PSYT728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; and travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. Prerequisite: PSYT708. WT. Field fee.

PSYT730
Incest and Sexual Abuse (1)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective.

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

**PSYT738E**
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATE students only.

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

**PSYT743**
Transitions Throughout the Lifespan (3)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain firsthand experience with ceremony, ritual, expressive arts, and vision fasts in natural settings as modalities for addressing transitions. Must be taken concurrently with PSYT728. WT only.

**PSYT748E**
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning. MATE students only. Prerequisite: PSYT738e.

**PSYT753**
Diagnostic Psychopathology II (1)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: PSYT734. Materials fee. AT only.

**PSYT754**
Counseling for Adult Populations (for Art Therapy Students) (3)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family and working with diverse family structures through cultural awareness.

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

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

**PSYT763**
Gestalt Therapy and Breathwork (1)
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In Gestalt theory, we utilize breath in awareness and in deepening the experiment. This class explores Gestalt theory and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life’s vitality, energizing and bringing about calmness.
PSYT765  
**Theories & Practice in Career Counseling II (1.5)**  
Taught as a four-day intensive, this course addresses students enrolled in the Wilderness Therapy concentration with advanced instruction in career counseling, career development, and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments for life and career planning and decision-making are explored through client-based practices. Technology-based applications and the utilization of the Internet in career exploration are explored. Students learn career counseling processes and techniques, including those applicable to specific populations. Ethical guidelines and legal consideration are also reviewed. Prerequisite: PSYT755. WT only.

PSYT770  
**Meditation Practicum II: Developing Compassion (1)**  
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action and preventing burnout. Group sessions of sitting and walking meditations, discussions and individual instruction are provided.

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

PSYT780  
**Therapy with Children & Adolescents (2)**  
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Students have the opportunity to explore and practice directive and non-directive treatment interventions while examining issues such as emotional age, nervous system regulation, and brain development. The therapist’s role and use of mindfulness, emotional congruence, and attunement are also addressed. Students have the opportunity to explore specific topics such as aggression, art, sand, puppets, and family play. Adoption, ADD and ADHD, trauma, sensory processing issues, addiction/cutting and other issues commonly related to children and teens are also covered. Prerequisite: PSYT610.

PSYT782  
**Approaches to Couples Counseling (1)**  
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach is featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

PSYT782W  
**Approaches to Couples Counseling (1)**  
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach will be featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

PSYT791  
**Advanced Child & Adolescent Therapy (1)**  
This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own “cases.” The instructor uses a model that integrates developmental process, Gestalt, psychodrama and family therapy. Prerequisite: PSYT780.

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

PSYT804  
**Internship I: Art Therapy (2)**  
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: PSYT668 and all required Art Therapy and Transpersonal Counseling Psychology courses.

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

PSYT810  
**Professional Orientation and Ethics I (2)**  
Professional Identity and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy.
of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and counter-transference. Prerequisite: PSYT668. Must be taken concurrently with PSYT800.

**PSYT814**
Professional Orientation and Ethics I (for Art Therapy Students) (3.5)
Professional Orientation and Ethics provides an instructional, supportive forum for students practicing counseling and art therapy skills in agency settings. Students study the ethical codes, legal, and advocacy considerations of counseling and art therapy, including standards of practice and client’s rights; confidentiality and mandatory reporting; informed consent; assessment and treatment planning; documentation and record keeping; boundary violations/dual relationships; therapeutic technique and style; cultural competency; transference and countertransference; and ownership of artwork. Students demonstrate the applied integration of theoretical material by presenting case material during class and by preparing a written case study for their Final Clinical Paper. Prerequisite: PSYT668 and all Art Therapy and Transpersonal Counseling Psychology courses. AT only.

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

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

**PSYT839E**
Master’s Paper Online I (1.5)
The first of a two-course sequence in which students apply and deepen their learning of transpersonal ecopsychology through completion of a major written paper. The final paper should provide a literature review of a particular ecopsychological topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student’s relationship to the topic. Students work closely with the instructor, an expert reader, and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and a 10-20 page literature review of their chosen topic. Online fees apply.

**PSYT844**
Internship Studio Methods II (0.5)
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only. Prerequisite: PSYT824. Course fee.

**PSYT850**
Internship II (2)
A continuation of PSYT 800.

**PSYT854**
Internship II: Art Therapy (2)
A continuation of PSYT804. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

**PSYT856**
Internship II: Wilderness Therapy (2)
A continuation of PSYT 806. WT only.

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

**PSYT864**
Professional Orientation and Ethics II (for Art Therapy Students) (3.5)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class,
both professional seminars I and II must be retaken in sequence. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses and PSYT 814. AT only.

PSYT866
Professional Orientation & Ethics II Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Orientation and Ethics II class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

PSYT867
Extended Internship Placement (0.5)
The purpose of this course is to provide continued clinical support and guidance to students who have not completed their required clinical internship hours. This course is required for any student who has completed PSYT 800 or PSYT 804, and is enrolled in (or has completed) PSYT 850 or PSYT854, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

PSYT880E
Master’s Paper Online II (1.5)
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Prerequisite: PSYT839e.

PSYT881
Extended Master’s Paper (0.5)
Students who have not completed the paper, may qualify for extension of the paper semester. See *Special Student Status* in the Academic Information section. May be repeated.

PSYT881E
Extended Master’s Paper (0.5)
An extension of the sequence of two courses leading students to complete the Master’s paper. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYT 880e.

MA in Transpersonal Ecopsychology
Ecopsychology integrates psychology with ecology in the study of human/nature relationships. At Naropa University, contemplative practice and transpersonal psychology provide a foundation for this integration. The result is a unique contemplative and transpersonal orientation to the field of ecopsychology. The low-residency Master of Arts in Transpersonal Ecopsychology program is a two-year, 38-credit program that begins in the summer with a residential intensive. It then continues with students learning from their own homes online during the fall and winter semesters. Students also attend a short intensive course in Boulder each winter, and a second summer intensive that includes a rites-of-passage wilderness camping trip. Course work integrates theory, experiential learning, and contemplative practice in the study of ecopsychology, which includes transpersonal psychology and ecoresilience strategies. This is not a clinical licensure program. Students complete both written and service-learning projects.

Degree Requirements
MA in Transpersonal Ecopsychology
First year, summer
- PSYT603e Engaged Contemplative Practices: Ecological and Societal Transformation (3)
- PSYT608 Transpersonal Psychology Intensive (3)
SUBTOTAL 6
First year, fall
- PSYT567e Ecopsychology (3)
- PSYT670/670e Transpersonal Psychology: Foundations & Central Concepts (3)
SUBTOTAL 6
First year, spring
- PSYT656W Ecopsychology Intensive I (1)
- PSYT527e Ecopsychology in Context (3)
- PSYT617e Ecology: Concepts and Applications (3)
SUBTOTAL 7
Second year, summer
- PSYT520 Psychology of Wilderness Experience (3)
- PSYT685 Ecopsychology Training (3)
SUBTOTAL 6
Second year, fall
- PSYT738e Transpersonal Service Learning I (1.5)
- PSYT839e Master’s Paper Online I (1.5)
- Elective (3)
SUBTOTAL 6
Second year, spring
- PSYT667W Ecopsychology Intensive II (1)
- PSYT748e Transpersonal Service Learning II (1.5)
- PSYT880e Master’s Paper Online II (1.5)
- Elective (3)
Course Listings

PSYT504E
Meditation Practicum I (3)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of contemplative psychotherapy and healing.

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

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

PSYT511E
Meditation Practicum II (3)
In this class, we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind training)-first introduced in Tibet one thousand years ago and brought to the West by Naropa’s founder Chogyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYT504E.

PSYT514E
The Diamond Approach (3)
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery.

PSYT516E
Transitions and Rites of Passage (3)
This course explores life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and eco-psychology provide foundations as the course helps students integrate theoretical and experiential perspectives.

PSYT517E
Multicultural Issues: Contemplative Approaches (3)
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATE students.

PSYT520
Psychology of Wilderness Experience (3)
Through group process, experiential activities and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Required for MATE students. Activity fee.

PSYT521
Touching the Moment: Indelible Presence (2)
Mindfulness meditation-the art of “coming home to ourselves”-is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Extra fees apply.
PSYT527E
Ecopsychology in Context (3)
This online course offers an introduction to ecopsychology in historical, cultural, and philosophical contexts, including contemporary issues and currents of eco-philosophical thought such as eco-spirituality, whole-systems thinking, resilience, bioregionalism, and voluntary simplicity. Ecopsychological alternatives for addressing current ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATE.

PSYT528
Counseling Loss, Grief and Life Transitions (2)
This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Using lecture, discussion and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging and bereavement. Course fee.

PSYT532
Storytelling & Mythology (2)
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client’s personal story. Cross-listed as PSYT332.

PSYT543
Human Sexuality (2)
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included.

PSYT567E
Ecopsychology I (3)
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both is intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential, and contemplative approaches in examining ecopsychological theory and practices. Required for MATE.

PSYT569
Art Therapy Perspectives for non Majors (2)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PYST369.

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

PSYT596W
Special Topics in Transpersonal Counseling Psychology (1)
This course features guest presenters in the field of transpersonal psychology and focuses on the topics and issues currently shaping its practice and study. In recent years some of the topics have included Emotionally-Focused Therapy, DBT, Internal Family Systems, Psychotherapeutic Touch, Psychotherapy and Contemplative Practice, Ecopsychology, and Helping Children Heal. Topics and faculty vary from year to year. Spring 2015: Family Constellations. Family Constellations is a combination of Western psychology with indigenous healing principles and practices. It shows many problems we struggle with are not fully our own. Family patterns, unconscious habits, and deeply held traumas can, when seen through the lens of Family Constellations, be let go of without extensive or months-long therapeutic intervention. We use established principles of psychology but don’t reduce people to just their parts, either biological or psychological. The founder of Family Constellations, Bert Hellinger, created this therapeutic modality based on the ancestral healing practices of the Zulu people and combined these with family systems models. You will come to understand the mind and emotional struggle from a much larger perspective that includes brain, psyche, soul, energy, epigenetics, and ancestry. This is a group practice, but is adapted by many therapists to a 1 on 1 setting.

PSYT601
Gestalt I: Awareness (3)
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.
PSYT603E  
Engaged Contemplative Practices: Ecological and Societal Transformation (3)

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

PSYT604  
Foundations of Art Therapy (3)

This course focuses on studio foundations in art therapy by investigating numerous in-class art assignments in conjunction with a studio practicum. The studio foundations course work examines practical applications of art therapy that focus on the therapeutic relationships and various artistic techniques that support change and transformation. Development of observation and therapeutic communication/counseling skills are stressed throughout the semester. The studio practicum material covers basic information on how to set up, manage, and fund an art studio. During the semester, students fulfill 50 service hours in the Naropa Community Art Studio. Active participation in socially engaged, community-based arts along with service learning values is a key aspect of the course. Course and materials fee.

PSYT607E  
Integral Psychology (3)

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

PSYT608  
Transpersonal Psychology Intensive I (3)

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

PSYT609  
Wilderness Therapy Intensive: Introduction to Wilderness (2)

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

PSYT610  
Human Growth and Development Throughout the Life Span (3)

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

PSYT611  
Helping Relationships I: (3)

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

PSYT612  
Helping Relationships I: Wilderness Therapy (3)

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

PSYT617E  
Ecology Concepts and Applications (3)

This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche. Required for MATP.
PSYT618
Transpersonal Psychology Intensive II (3)
This weeklong courses introduce MATP students to transpersonal psychology and provides in-depth exposure to current issues and developments in the field. It also provides the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP only.

PSYT620
Authentic Movement/Transpersonal (2)
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community.

PSYT621
Psychology of Meditation I: Mindfulness Training (3)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

PSYT624
Art Therapy Studio: Process and Materials (2)
Art-based research combined with contemplative practice are carefully integrated into the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing, and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community and contemplative models for practicing studio art therapy. Prerequisite: PSYT604 and PSYT634. AT only. Materials Fee.

PSYT627
Contemplative Perspectives & Practice (1)
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT Only.

PSYT629
Family Systems Interventions: (2)
This course examines the clinical applications of family systems theoretical knowledge in wilderness therapy with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g. divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only. Must be taken concurrently with PSYT708. WT only.

PSYT634
History & Theory of Art Therapy (3)
Students explore various historical and current theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of counseling and art therapy are highlighted (depth psychology, humanistic, gestalt, cognitive/behavioral, phenomenological, developmental, archetypal) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, future trends, and strategies to employ when looking at and responding to artwork within the therapeutic relationship. AT only.

PSYT646
Contemplative Voice Work: Sounding the Body-Mind (2)
This course is designed to be primarily experiential in nature. Each class begins with breathing and movement exercises, bringing awareness to the body and releasing habitual holding patterns, which can inhibit vocal expression. The remainder of the class is spent in group, dyad, and individual work exploring techniques for vocal expression including sounding, toning, singing, and listening as a way to access and express the full range of the authentic voice. Students explore countertransference issues connected with particular vocal qualities and will experiment with “shadow” (not me) vocal sounds in order to develop a wider range of expression. Previous experience with singing is not required.

PSYT651
Gestalt II: Experiment (3)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT601.

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

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

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

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

**PSYT665**
Civic Engagement Studio Practicum (0)
A 50-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service learning values, and cultural/social interventions through art and the mentorship role are stressed throughout the semester. Course and Materials Fee. Prerequisites: PSYT604, PSYT634. AT only.

**PSYT667W**
Ecopsychology Intensive II (1)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the low-residency MATE program. An in-depth self-assessment paper is required. Prerequisite: PSYT 656W. Required for MATE.

**PSYT668**
Counseling Practicum (3)
Required of all second-year students, the practicum provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision, and it is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Students discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors. Discussion topic include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: PSYT661 or PSYT662.

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

**PSYT670E**
Transpersonal Psychology: Foundations and Central Concepts (3)
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection. Required for MATE.
PSYT671
Psychology of Meditation II: Applications to Counseling (2)
This course builds on the foundation provided by PSYT 621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship.

PSYT672E
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT670e or an equivalent introduction to transpersonal psychology. Online fees apply.

PSYT673
Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
C.G. Jung, arguably the first transpersonal psychologist, presented a complex model of the psyche including the ego and its relationship to the unconscious and what he called the Self, which is the transpersonal component of the psyche. This course, blending Jungian transpersonal theory with applied clinical methods, examines these core precepts and other central tenets of Jung’s analytic psychology. Art therapy students can choose between either this class or PSYT670. Interested counseling track students can take this course after completing PSYT670. Prerequisite for counseling track students: PSYT 670. Prerequisites for art therapy students: PSYT604 and PSYT634.

PSYT680
Group Dynamics & Leadership I (1)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT 682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness in groups; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT 661.

PSYT681
Gestalt Community Intensive (2)
Designed as a summer intensive in an off-campus setting, this course provides further opportunities for the integration of the Gestalt approach for the beginner and mastery of skills for the more advanced learner. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. (Off-campus setting may include retreat, equine, and wilderness.)

PSYT682
Group Dynamics & Leadership (2)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT 680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT661. Corequisite: PSYT680.

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

PSYT699
Independent Study: Transpersonal Psychology (0.5)

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

PSYT704
Group Dynamics and Leadership (for Art Therapy Students) (3)
This course addresses the theory and practice of group counseling through various didactic and experiential methods. The following counseling and art therapy topics are addressed throughout the semester: group ethics, group dynamics and process, stages of group development, levels of intervention, curative factors of group work, contemplative practice applications, group resistance and defenses, cultural competency, termination practices, and the use of art-based interventions and processes for specific populations. Additionally, special attention is devoted to the family as a group.
Prerequisites: PSYT604, PSYT611, and PSYT634. Course and materials fee. AT only.

PSYT706
Group Dynamics & Leadership I: WT (2)
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT708.

PSYT707
Special Populations Interventions: Wilderness Therapy Settings (2)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. Must be taken concurrently with PSYT708.

PSYT708
Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (2)
Students learn and practice basic outdoor skills for backcountry travel and camping, review physical and emotional risk-management techniques, and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee. Prerequisite: PSYT662.

PSYT710
Family Systems (2)
An entry-level examination of family process and family counseling. Drawing from a systems approach, the student learns how to shift his or her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSYT610.

PSYT711
Transforming Addictions (2)
The physical, mental, emotional and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention and in-patient and out-patient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used.

PSYT718
Transpersonal Counseling Service Learning Practicum (3)
This service-learning practicum provides students the opportunity to learn about international social justice organizations during a 3-week trip to Cambodia, and particularly in partnership with Transitions, an organization in Phnom Penh that shelters and rehabilitates girls rescued from the sex trafficking industry. Emphasis is to study the diverse issues in the Cambodian culture, to learn about international NGOs, and particularly to learn about the trafficking industry so prevalent there. Students and faculty pair up with clinical staff, with the intention to bring knowledge about art therapy and its usefulness to the clients they serve, as well as provide information to staff about the usefulness of art therapy for self-care. Students become familiar with ethical guidelines relating to the counseling profession in general, but especially as it relates to multicultural issues. Students meet during the spring semester to prepare for this 3-week trip. Prerequisites: PSYT611 and PSYT661. All student participants must go through the application process and be accepted to participate in this trip. Only second- or third-year students entering the spring semester are eligible. Course fee.

PSYT719
Ecopsychology: Transpersonal Perspectives (2)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. Must be taken concurrently with PSYT708. WT only.

PSYT720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Specific topics include applications of mindful awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT621. Materials fee.

PSYT721
Social and Cultural Foundations in Counseling (3)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.
PSYT726
Group Dynamics and Leadership II: WT (3)
Group Dynamics and Leadership II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings. Must be taken concurrently with PSYT728.

PSYT728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; and travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. Prerequisite: PSYT708. WT. Field fee.

PSYT730
Incest and Sexual Abuse (1)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective.

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

PSYT738E
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATE students only.

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

PSYT743
Transitions Throughout the Lifespan (3)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain first-hand experience with ceremony, ritual, expressive arts, and vision fasts in natural settings as modalities for addressing transitions. Must be taken concurrently with PSYT728. WT only.

PSYT748E
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning. MATE students only. Prerequisite: PSYT738e.

PSYT753
Diagnostic Psychopathology II (1)
This course addresses adult development, family material, and clinical approaches to case conceptualization when working with various adult populations from specific DSM categories. Population-specific lectures address case material and clinical counseling/art therapy interventions. Organization of treatment plans, treatment implementation, documentation methods, adult development, cultural competency, and assessment for adult populations are examined throughout the semester. Prerequisite: PSYT734. Materials fee. AT only.

PSYT754
Counseling for Adult Populations (for Art Therapy Students) (3)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured,
the life cycle of a family and working with diverse family structures through cultural awareness.

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

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

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

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

PSYT770
Meditation Practicum II: Developing Compassion (1)
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action and preventing burnout. Group sessions of sitting and walking meditations, discussions and individual instruction are provided.

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

PSYT780
Therapy with Children & Adolescents (2)
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Students have the opportunity to explore and practice directive and non-directive treatment interventions while examining issues such as emotional age, nervous system regulation, and brain development. The therapist’s role and use of mindfulness, emotional congruence, and attunement are also addressed. Students have the opportunity to explore specific topics such as aggression, art, sand, puppets, and family play. Adoption, ADD and ADHD, trauma, sensory processing issues, addiction/cutting and other issues commonly related to children and teens are also covered. Prerequisite: PSYT610.

PSYT782
Approaches to Couples Counseling (1)
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach is featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT611.

PSYT782W
Approaches to Couples Counseling (1)
Intensive two-day workshop featuring various methods of couples counseling: Imago, Existential, Gottman, Object Relations, and other approaches. One approach will be featured each semester - topics to be announced. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples. Students gain confidence in their ability to
understand and deal with relationship dynamics, including their origins in early childhood. Prerequisite: PSYT 611.

**PSYT791**  
Advanced Child & Adolescent Therapy (1)  
This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own "cases." The instructor uses a model that integrates developmental process, Gestalt, psychodrama and family therapy. Prerequisite: PSYT780.

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

**PSYT804**  
Internship I: Art Therapy (2)  
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: PSYT668 and all required Art Therapy and Transpersonal Counseling Psychology courses.

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

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

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

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

**PSYT839E**  
Master's Paper Online I (1.5)  
The first of a two-course sequence in which students apply and deepen their learning of transpersonal ecopsychology through completion of a major written paper. The final paper should provide a literature review of a particular ecopsychological topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student's relationship to the topic. Students work closely with the instructor, an expert reader, and classmates. The online course environment provides support for the process of writing this paper. In the first semester course, students produce an outline and proposal for their paper and a 10-20 page literature review of their chosen topic. Online fees apply.

**PSYT844**  
Internship Studio Methods II (0.5)  
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and
techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only. Prerequisite: PSYT824. Course fee.

PSYT850
Internship II (2)
A continuation of PSYT 800.

PSYT854
Internship II: Art Therapy (2)
A continuation of PSYT804. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

PSYT856
Internship II: Wilderness Therapy (2)
A continuation of PSYT 806. WT only.

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

PSYT864
Professional Orientation and Ethics II (for Art Therapy Students) (3.5)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken in sequence. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses and PSYT 814. AT only.

PSYT866
Professional Orientation & Ethics II Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Orientation and Ethics II class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

PSYT867
Extended Internship Placement (0.5)
The purpose of this course is to provide continued clinical support and guidance to students who have not completed their required clinical internship hours. This course is required for any student who has completed PSYT 800 or PSYT 804, and is enrolled in (or has completed) PSYT 850 or PSYT854, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

PSYT880E
Master’s Paper Online II (1.5)
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Prerequisite: PSYT839e.

PSYT881
Extended Master’s Paper (0.5)
Students who have not completed the paper, may qualify for extension of the paper semester. See “Special Student Status” in the Academic Information section. May be repeated.

PSYT881E
Extended Master’s Paper (0.5)
An extension of the sequence of two courses leading students to complete the Master’s paper. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYT 880e.
The Jack Kerouac School of Disembodied Poetics

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

School Dean: Michelle Naka Pierce
Administrative Specialist: Celia Seaton

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

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

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

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

Graduate Degrees
• Creative Writing
• Creative Writing & Poetics

Summer Writing Program

Undergraduate Majors

BA in Creative Writing & Literature

The Bachelor of Arts in Creative Writing & Literature is a 36-credit major with a curriculum that balances writing workshops and literary studies. This balance reflects the school’s conviction that creative writing, reading, and critical analysis must be involved in a writer’s growth. In addition to the practice and study of writing, Creative Writing and Literature students can acquire skills in letterpress printing through the Harry Smith Print Shop and bookbinding through the Book Arts course. Through Project Outreach, students develop teaching skills in local schools and institutions.

Writing workshops and literature seminars at Naropa University are taught by active writers with the purpose of deepening students’ practice of writing. Creative Writing & Literature majors produce creative work on a weekly basis throughout the academic year and engage in critical discussions on literature.

Declaration of Major

In accordance with University policy, students can declare their major at any time. In order to progress through the coursework in this major, students must take the following course prerequisites at the earliest opportunity: COR110 Writing Seminar I, COR115 Writing Seminar II, WRI210 Literary Studies, and WRI234 Creative Reading and Literature. These 200-level courses should be completed with a grade of "C" or better. Students must have completed 6 credits of 300-level courses to register for 400-level courses.

Degree Requirements

BA in Creative Writing & Literature

Writing Workshops: 15 credits

Writing workshops train in various genres and include poetry, fiction, and cross-genre. Workshops require the regular submission of original work for critique, oral presentation, and editing.

A maximum of 6 total Summer Writing Program (SWP) credits can be applied towards the Writing Workshop requirement regardless of the SWP course number.

Core Requirement: WRI234 Creative Reading and Literature (3)

6 credits of 300-level Writing Workshops
• WRI300 Poetry Workshop: Finding Your Fire (3)
• WRI310 Reading and Writing: The Magic of Realism (3)
• WRI312 Writing Workshop: Poetry (3)
• WRI318 Writing Workshop: Long Poem (3)
• WRI320 Writing Poetry: From Gloucester Out (3)
• WRI321 Writing Prose: Navigations in Narrative (3)
• WRI323 Writing Poetry: The Prose Poem (3)
• WRI325 Writing Poetry: From Sonnet to Projective Verse (3)
• WRI331 Writing Workshop: Creative Nonfiction (3)
• WRI334 Reading and Writing: The Hybrid (3)
• WRI339 Writing Workshop: Flash Fiction (3)
• WRI360 Writing Poetry: Only the Narrow Present Is Alive (3)
• WRI362 Writing Workshop: Fiction (3)
• WRI363 Reading and Writing: Literatures of Exile and Diaspora (3)
• WRI364 Reading and Writing: Passage in Prose (3)
• WRI369 Writing Workshop: Narrative Forms (3)
• WRI375 Writing Poetry: Wild Form (3)
• WRI380 Writing Workshop: Eco-Poetics (3)
• WRI385 Writing and Writing: Close Readings in Surrealism and Dada (3)
• WRI386 Writing Prose: Narrative and Architecture (3)
• WRI389W Fall Writing Practicum (1)
• WRI391W Spring Writing Practicum (1)
• WRI394W Writing Practicum with Anne Waldman (1)
• WRI395W Writing Practicum with Allen Ginsberg Visiting Fellow (1)

6 credits of 400-level Writing Workshops

Core Requirement: WRI417 Writing Workshop: Writers in Community (3)
• WRI407 Reading and Writing: Currency of the New Millennium (3)
• WRI415 Writing Workshop: Innovative Poetry (3)
• WRI416 Writing Workshop: Innovative Nonfiction (3)
• WRI419 Reading and Writing: Exploring Your Source (3)
• WRI428 Writing Workshop: Innovative Fiction (3)
• WRI443 Writing Workshop: Translation (3)
• WRI446 Reading and Writing: American Beauty (3)
• WRI449 Writing Workshop: Somatic Forms (3)
• WRI451 Writing Workshop: Film and Screenwriting (3)
• WRI456 Writing Workshop: Poetry in Theory (3)
• WRI460 Writing Workshop: Text/Image (3)
• WRI465 Reading and Writing: Experimental Women Writing (3)
• WRI490 Special Topics: Writing Workshop (3)

6 credits of 300-level Literature Seminars

• WRI310 Reading and Writing: The Magic of Realism (3)
• WRI328 Literature Seminar: 19th-Century American Literature (3)
• WRI334 Reading and Writing: The Hybrid (3)
• WRI344 Literature Seminar: Shakespeare (3)
• WRI347 Literature Seminar: Kerouac’s Road (3)
• WRI349 Literature Seminar: Modernism (3)
• WRI350 Literature Seminar: Midnight Angels (3)
• WRI355 Literature Seminar: World Lit (3)
• WRI356 Literature Seminar: Points of Departure (3)
• WRI363 Reading and Writing: Literatures of Exile and Diaspora (3)
• WRI364 Reading and Writing: Passage in Prose (3)
• WRI366 Reading and Writing: Fade to Black (3)
• WRI385 Reading and Writing: Close Readings in Surrealism and Dada (3)

6 credits of 400-level Literature Seminars

• WRI407 Reading and Writing: Currency of the New Millennium (3)
• WRI408 Literature Seminar: Beatnik 101 (3)
• WRI419 Reading and Writing: Exploring Your Source (3)
• WRI433 Literature Seminar: Tracks Along the Left Coast (3)
• WRI436 Trends in Contemporary Literature: Introduction to Feminist Theory (3)
• WRI440 Literature Seminar: The Reflexive Novel (3)
• WRI441 Literature Seminar: Women Writers (3)
• WRI446 Reading and Writing: American Beauty (3)
• WRI448 Literature Seminar: Cultural and Ethnic Studies (3)
• WRI450 Literature Seminar: Radical Prosody (3)
• WRI455 Literature Seminar: Literary Theory (3)
• WRI457 Literature Seminar: Major Authors (3)
• WRI465 Reading and Writing: Experimental Women Writing (3)
• WRI491 Special Topics: Literature Seminar (3)

SUBTOTAL 15

Professional Development: 3 Credits

Professional Development courses connect students to a vocation and career path. Prerequisites: WRI210, WRI234, and 3 credits of 300-level courses are needed to register for Professional Development courses.

• WRI307W Professional Development: Teaching Practicum; Designing a Writing Workshop (2)
• WRI326 Professional Development: Small Press Publishing (3)
• WRI381 Professional Development: Project Outreach (3)
• WRI382 Professional Development: Letterpress Printing: Well-Dressed Word (3)
• WRI383 Professional Development: Letterpress Printing: First Impressions (3)
• WRI387 Professional Development: Book Arts (3)
• WRI492 Special Topics: Professional Development (3)

SUBTOTAL 15

Literature Seminars: 15 credits

Literature seminars examine selected writers’ works, topics, or periods in literary history and require critical papers in standard academic format.

Core Requirement: WRI210 Literary Studies (3)
The Long Poem might be considered in a number of ways: as an archive, as an epic, as a serial poem, as a history, as a city of syntax. This course examines this genre from a number of angles. Some thematic approaches might include the feminine epic, the 20th-century long poem, the relationship between the long poem and place, a long poem as the “rejection of closure,” or the syntactic. This course serves as a gateway to literary studies and prepares students to be astute readers, aware of multiple critical stances that inform the reading and writing process. We discuss and analyze a variety of literary texts (fiction, poetry, drama) from historical, cultural, and formalistic viewpoints. Students develop the ability to analyze and write articulately about literature, learn to identify the characteristics of discrete literary genres, and strengthen their literary writing abilities.

Writing Workshop: Poetry (3)
In this course, we immerse ourselves in the study and practice of creative writing. We read both poetry and prose and explore the writing process, innovative techniques, revision strategies, and contemplative artistic practice. A wide variety of writers and texts are introduced to assist in our understanding of craft and literary technique. Students develop the ability to analyze and write about literature, learn elements of craft, and strengthen their creative writing abilities. Students’ creative work is workshoped in both small groups and class forums.

Perceptions in Media (3)
An investigation into how images have powers of persuasion and manipulation, including their political, social, cultural, economic and philosophical effects and ramifications. We examine not only film, but television, the World Wide Web and commercial marketing. The goal of the course is to heighten individual perceptions and generate counter-messages of our own, making a dynamic and positive impact on the contemporary cultural landscape.

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

Professional Development: Teaching Practicum: Designing a Writing Workshop (2)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Prerequisite: COR115 and WRI234. Cross-listed as WRI607W.

Reading and Writing: The Magic of Realism (3)
How does narrative fiction push the boundaries of realism to engage the writer’s imagination? How does a realistic voice turn inventive and nearly magical? In this class we explore the magic of realism, as seen in writers like Cortazar, Calvino and Marquez (who claimed he only wrote “true socialist realism”), as well as in myth and fairy tales, and learn, in describing the ordinary, how to craft the fantastic in our own work.

Writing Workshop: Long Poem (3)
The Long Poem might be considered in a number of ways: as an archive, as an epic, as a serial poem, as a history, as a city of syntax. This course examines this genre from a number of angles. Some thematic approaches might include the feminine epic, the 20th-century long poem, the relationship between the long poem and place, a long poem as the “rejection of closure,” or the relationship between the long poem and the pastoral. Prerequisites: COR115 and WRI234.
WRI320
Writing Poetry From Gloucester Out (3)
Reading assignments sample the North American constellation of postmodern poetics. Students research practitioners of their own choosing for in-class discussion and are encouraged to access the Naropa Audio Archive in doing so. Classes split time between presentation and discussion of readings and "work-shopping" of weekly writing assignments. The course title is taken from Edward Dorn and refers to poet Charles Olson's sense of the "projective" as a launch pad for postmodern poetics.

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

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

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

WRI326
Professional Development: Small Press Publishing (3)
The course serves as an introduction to various facets of the small press, including its history and practical concerns around submissions and editing. This is an experiential class, in which students learn by doing. Through hands-on study, students learn what a small press is as well as its role in forging community, promoting diversity and experimentation, and innovating publishing practices. Working individually and collaboratively, students curate, design, distribute, and market one issue of Bombay Gin, as well as hone their individual professional development by developing submissions and cover/query letters. Prerequisite: COR115, WRI210, WRI234, 3 credits of 300-level work in Creative Writing and Literature. Cross-listed as WRI705.

WRI328
Literature Seminar: 19th Century American Literature (3)
This course investigates the historical and literary contexts for 19th Century American Literature: the Industrial Revolution, the Abolitionist Movement, Transcendentalism, the Gothic novel, new poetic forms, and individualism. We look at important works of fiction, essay, poetry, and memoir that are exciting and vital to this day. We investigate the ways they reveal and define a particular American experience and character in history, literature, and poetics. Students engage these concepts through their reading of the major literary works of this time. Prerequisites: COR115 and WRI210.

WRI329
Writing Workshop: Contemplative Poetics (3)
Contemplative poetics affirms trust in the meaningfulness of immediate experience as basis, exploration into modes of composition as practice, and attention to elements and structures of language as medium. We work with contemplative practices that ground mind and body in active attention, invite curiosity that extends attention into investigation, and take chances in execution that brings surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Prerequisites: COR115 and WRI234.

WRI331
Writing Workshop: Creative Nonfiction (3)
This workshop explores the range of narrative possibilities available under the broad term "creative nonfiction." Students examine a number of subgenres that may include the personal essay, literary journalism, travel writing, and memoir, and they experiment with form, point of view, method, and ethics. Readings include historical examples as well as work by recent practitioners, especially those who innovate the genre. Prerequisites: COR 115 and WRI 234.

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

WRI339
Writing Workshop: Flash Fiction (3)
In this course, we explore the word, phrase, and fragment. We capture image or sound. We write concise narratives that reflect surface and give sudden glints of light. We notice how the sentence unfolds to distill the essence of story. Flash fiction emphasizes
subtext and implication. It focuses on precision and detail. It explores compression, limits, and constraint. In this workshop, we answer the question: What occurs within narrative restriction? We say more by saying less. Prerequisites: COR 115 and WRI 210.

**WRI340**  
Literature Seminar: Women Writers, Open Texts (3)  
An examination of the works of women writers who write what poet Lyn Hejinian calls “open texts,” that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right as well as in relation to the literary movements of the time. Cross-listed as WRI 640.

**WRI344**  
Literature Seminar: Shakespeare (3)  
Through the examination of a selection of Shakespeare’s dramatic tragedies, comedies, and histories, as well as his sonnets, students will gain knowledge of Shakespeare’s works in their literary, historical, and artistic contexts. In addition to explication of Shakespearean language and performance of short excerpts from the plays, the course emphasizes critical approaches to reading Shakespeare, including those that focus on race, gender, sexuality, and class. Prerequisite: COR 115 and WRI 210.

**WRI347**  
Literature Seminar: Kerouac’s Road (3)  
We will examine the selected, primary texts of Kerouac’s canon [what he called The Vanity of Duluz], as well as primary critical and personal biographies and oral history. His letters and journals will also be included. Through these varied filters we will come to a better understanding of his compositional techniques, spiritual and emotional make-up, and ultimately Kerouac’s place in the context of his time, and in the gallery of American letters. We will probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multi-dimensional life and work. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI 647.

**WRI348**  
Classics of International Film (3)  
This course critically evaluates the history of cinema from the mid-to-latter-twentieth century. Exploring the film heritage of various cultures, we discover how films reflected the times and conditions in which they were generated. Some of the themes that are examined are suppression of censorship within certain cultures and contexts, and the immediate as well as the long term effects of selected films upon their respective societies and the world at large.

**WRI349**  
Literature Seminar: Modernism (3)  
This course approaches modernism as an aesthetic movement, tracing its nuances through the 19th century to various avant gardes of the first half of the 20th century. While students read extensively from literary texts in multiple genres and view visual art, they also explore historical and philosophical contexts. Prerequisites: COR 115 and WRI 210.

**WRI350**  
Literature Seminar: Midnight Angels (3)  
Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Philip Whalen, Alan Watts, Michael McClure, Gary Snyder and others. The class thoroughly investigates the provocative essence and force of Beat Literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI 650.

**WRI355**  
Literature Seminar: World Lit (3)  
We research world literature to create both a vocabulary and an environment for our own engagement with national and cultural frames. This course is designed to foster an understanding of the texts, contexts and concerns which shape the various aesthetic, social, political and ideological functions of the works we are looking at. The works are chosen from three different world regions, and through a linked theme or subject matter. We look at how aesthetic issues are addressed in each work, and examine the interconnection between emerging social issues and the function of the work in the era it is written in. The method of instruction for this class combines short lectures with class discussion, research, workshops, and in-class writing/reading experiments. Prerequisites: COR 115 and WRI 210.

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

**WRI360**  
Writing Poetry: Only the Narrow Present is Alive (3)  
We do weekly readings in poetry and poetics and consult the poets’ voices in the Kerouac School audio archive. Our choice of source materials depends on our collective background, needs, and inclinations. These materials inform our weekly writings. Is the poem given by the world, or is the world given by the poem? Find out. Open to CW&L students only; others by permission of the program.
WRI362
Writing Workshop: Fiction (3)
This introductory fiction workshop explores techniques and aspects of craft such as structure, story and plot, character, voice, point of view, setting, description and the possibilities offered by different narrative forms. Reading selections of classic and contemporary writing for inspiration and points of departure, we generate new writing of our own through weekly writing investigations and in-class assignments. With feedback from our colleagues we take this work through drafts and revisions with the aim of producing a final portfolio. We also think about practical aspects of how fiction is edited, published and read, and consider how or why we might want our own work to be published. Pre-reqs: COR115 and WRI234.

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

WRI364
Reading and Writing: Passages in Prose (3)
Marking passage from childhood to adulthood provides great fodder for fiction. Often, the initiation involves a journey from home, a sexual awakening, or very simply, a recognition that a larger world exists beyond that of the child's. Using childhood memory as a springboard for fiction, we will write and explore coming of age stories, using as guides works by writers like Joyce; Morrison; Hurston; and Kingston. Open to CW&L students only; others by permission of the program.

WRI366
Reading and Writing: Fade to Black (3)
An examination of plot and character development in the works of noir nonfiction, fiction, or screenplays, such as Wolff’s memoir, This Boy’s Life, Mason’s Shiloh, and Baer’s Kiss Me, Judas. The course also explores the adaptation of novels into screenplays through one of the many examples in the noir genre (for example, Cain’s novel, Double Indemnity and the film by Wilder and Chanfler). Students explore these issues through both creative and critical written responses.

WRI369
Writing Workshop: Narrative Forms (3)
This workshop explores the art of generating, editing and ultimately realizing original works of fiction. Works are regarded critically in a rigorous but supportive atmosphere. Elements of narrative prose are broken down and approached as separate elements that contribute to a realized piece of writing. Prerequisites: COR115 and WRI234.

WRI375
Writing Poetry: Wild Form (3)
Jack Kerouac coined the term "wild form" to refer to poems that emerge from spontaneous, unbridled states of mind. This course extends the implications by examining poetry's relationship to archaic or primitive thought, and to the self-regulating ecosystems of wild nature. We write poetry weekly, exploring perception, intuition, clear vocabulary, and forms free of pre-set assumptions. We examine ancient poetics as well as the vocabulary of modern poetics, in order to enrich each other’s poems.

WRI376
Introduction to Screenwriting: Sitting Quietly, Doing Everything (3)
For writers and artists, who want to become skilled in the art of visual storytelling. The course examines the singular demands of screenwriting: revealing character through action and the dynamics and nuances of dialogue, as well as what constitutes structure, sequences and scenes. What makes a strong beginning, a consistent world and an inevitable conclusion? How are elements such as transition and point-of-view, most skillfully presented? At the end of the course, each writer will possess the necessary tools to effectively relate to an existing script and generate original work within this very particular form.

WRI380
Writing Workshop: Eco-Poetics (3)
Eco means house: our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose, and conduct unclassifiable experiments and collaborations that tend to direct attention to surroundings, especially "nature". Course includes a wide range of authors, from Thoreau to Annie Dillard, Orpingalik-the Intuit songster- to Rachel Carson and Stephen Jay Gould, Mba Shole to Gary Snyder. We try to discover and invent new ways of representing nature’s rich variety in language. Prerequisites: COR115 adn WRI234.

WRI381
Professional Development: Project Outreach (3)
This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration. Prerequisite: COR115, WRI210, WRI234, and 3 credits of 300-level coursework in Creative Writing and Literature. Cross-listed as WRI781.
WRI382 Professional Development: Letterpress Printing: Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Prerequisite: COR115, WRI210, WRI234 and 3 credits of 300-level coursework in Creative Writing & Literature. Materials fee. Cross-listed as WRI602.

WRI383 Professional Development: Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmarking, visual design, and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to CW&L and CW&P students only; others by permission of the program. Materials fee. Cross-listed as WRI603.

WRI385 Reading and Writing: Close Readings in Surrealism and Dada (3)
An introduction to the basic premises of Surrealism and Dadaism. This course excavates these influential literary movements through close readings of significant, albeit often neglected, practitioners, such as Aime Cesaire, Leonora Carrington, Remedios Varo and Else von Freytag-Loringhoven. The course includes an orientation to the ideas of Surrealism and Dadaism with close attention to how these ideas were interpreted and exploited by a variety of artists, especially in relation to how these movements moved from a centralized European and masculinist orientation. Students are given the opportunity to try out Surrealist and Dadaist artistic projects and evaluate the relevance of these movements to the 21st century.

WRI386 Writing Prose: Narrative and Architecture (3)
Architectural form and aesthetics is our resource as we develop different kinds of spaces in our writing and imagine the movements/passages/thresholds that bring those spaces to life. How can we envision narrative space and structure as a site of unfolding and transformation? What is an architecture of loss or desire but also, how can we make an architecture to have encounters we have never had before? This class focuses on workshop prose works, but also develops a language, through diverse, short readings, with which to speak about the construction of original spaces and the extension of existing ones.

WRI387 Professional Development: Book Arts (3)
In this course students learn the basics of book arts by creating a series of blank journals utilizing a variety of binding techniques. After foundational skills are explained and mastered, students create 5 major projects: a linoleum block book, a hand-painted book, a book as map, a book sculpture, and a text-off-the-page installation. Additional assignments include writing a manifesto, a critical essay on an aspect of book arts [an artist, a technique, an aesthetic, etc], a review, and an artist’s statement. The final exam takes place in a gallery setting where students present their work from the semester. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work. Materials fee.

WRI389W Fall Writing Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI789W.

WRI391W Spring Writing Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI791W.

WRI394W Writing Practicum with Anne Waldman (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Prerequisite: COR115 and COR234. Cross-listed as WRI794W.

WRI395W Writing Practicum with Allen Ginsberg Visiting Fellow (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies.
criticism, as well as film and media studies. Prerequisite: COR115 and COR234. Cross-listed as WRI795W.

WRI407
Reading and Writing: Currency of the New Millennium (3)
Currency: a medium of exchange; the quality or state of belonging to the present time. An examination of the currency of young experimental poets in the new millennium. Students develop lines of inquiry while focusing on books published after the year 2000: What do these writers value? How do they negotiate the role of the author? What are their influences? How do they push beyond them? And how does this affect writers in the 21st century?

WRI408
Literature Seminar: Beatnik 101 (3)
An interdisciplinary introduction to Naropa lineages and American Culture. Novelists/memoirists W.S. Burroughs, Joyce Johnson, Jack Kerouac, poets Diane DiPrima, Ginsberg, Corso, artists Joan Brown and Bruce Conner of art & films are the artistic focus. Steven Taylor’s punk music memoir False Prophets updates artistic strategies for survival by both men and women in America’s socio-political climate re 1950s through the 1990s. Social class and gender are covered. Students keep a folder of poetry/prose assignments and write a research essay. Techniques for character & narrative development in fiction, poetry and non-fiction are stressed.

WRI409W
Publishing Practicum (1)
An introduction to various facets of the small press including its history and practical concerns around submissions and editing. What is a small press? What was its role in forging the contemporary period? How do you “read” relevant editorial information out of journals and magazines? How do you put together submissions and cover letters? At least one current journal or press editor will appear as a guest speaker. There will be show and tell, hands-on study, and collaborative exercises focused on practical skills. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI709W.

WRI415
Writing Workshop: Innovative Poetry (3)
This course challenges traditional assumptions about how poems are created by isolating the operations in play to produce texts. We read modern and/or contemporary writers who question the authority of poetic practice through innovative uses of language, form, syntax, and meaning. We immerse ourselves in the laboratory of literary structures and examine how writers confront convention and experiment with process. In addition, we examine the writer’s historical context and how it informs the poetic process. Prerequisite: 6 credits of 300-level course work.

WRI416
Writing Workshop: Innovative Nonfiction (3)
In this course, we expand our conversation of literary nonfiction by looking at the ways in which this genre complicates and questions constructs, such as autobiography, storytelling, documentary, and witness, among others. For instance, we might examine memoir as an autobiography that veers from confessionalism or investigate documents that complicate their own truth claims. Prerequisite: 6 credits of 300-level course work.

WRI417
Writing Workshop: Writers in Community (3)
This is a required cohort class for Creative Writing and Literature BA students. The course engages several aspects of being a writer, including performance, innovative poetic concerns, contemplative practices, and professional development. Several working writers give in-class lectures and/or lead workshops. Students explore contemplative gestures and writing processes. Prerequisite: 6 credits of 300-level coursework.

WRI419
Reading and Writing: Expanding Your Source (3)
Concentrating on the radically divergent poetics of several poets/writers culled from a wide swath of history, classwork includes reading and discussion of both selected and critical texts, research on the lives of the writers, and writing our own works inspired and informed by these discoveries. Participation involves investigation into and discourse on the importance of each writer’s life situation, cultural milieu, literary genre, historical context, geography, and place among their contemporaries. By exploring the works of these writers in conjunction with and in relation to their biographical particulars, students will develop their own independent writing methods and the skills to respond fully as poets creating in their own historical consequence.

WRI428
Writing Workshop: Innovative Fiction (3)
Through writing exercises, reading assignments, discussion, and workshop, this writing course focuses on the creation of innovative prose fiction with attention to contemporary literary works that self-consciously push the boundaries of traditional narrative and form. Experiments with constraint, metafiction, intertextuality, collage, and other postmodern methods of producing fiction challenge students to innovate their nervous habits and writing practices. Prerequisite: 6 credits of 300-level course work in Creative Writing and Literature.

WRI433
Literature Seminar: Tracks Along the Left Coast (3)
West Coast writings, particularly those of California, of the twentieth century. A look at Pacific Rim culture, its unique geographic situation, Native American background and the mix of Hispanic, Asian, Anglo and African American settlers. Then to focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat and Language poetry. Bay Area arts hold a distinct flavor—jazz, rock, Zen, Gnosticism, letterpress printing, camp and collage. Readings include Indian song, haiku by Japanese American internees of WW II detention camps and writers de Angulo, Snyder, Scalapino, Helen Adam, Duncan, Hejinian, Mackey. Each student writes three papers and makes one
classroom presentation. Open to Creative Writing and Literature students only; others by permission of the program.

**WRI436**  
Trends in Contemporary Literature: Introduction to Feminist Theory (3)  
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to CW&L students only; others by permission of the program. Cross-listed as WRI736.

**WRI440**  
Literature Seminar: The Reflexive Novel (3)  
In this course, we read short stories and novels with a special attention to the reflexive style and structure of their narrative. Beginning with Plato’s distinction between mimetic (showing) and diegetic (telling) presentations, we examine the complications for reading offered when the telling of the story itself becomes a dynamically ambiguous aspect of the work’s overall effect and sense of meaning.

**WRI441**  
Literature Seminar: Women Writers (3)  
An examination of the works of women writers who write what poet Lyn Hejinian calls “open texts,” that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right, as well as in relation to the literary movements of the time. Prerequisite: 6 credits of 300-level coursework or by permission of instructor.

**WRI443**  
Practice of Translation (3)  
This is a workshop based on the idea that “translation” equals “transformation.” How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, “translate our thoughts into words,” affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the esthetic and emotional immediacy of texts we are able to read in their original (or “our”) language? These are some of the questions we will be examining while attempting to create our own translations. Open to CW&L students only; others by permission of the program.

**WRI446**  
Reading and Writing: American Beauty (3)  
This workshop is for those who want to write better. The student’s prose is the focus for half of each workshop. To improve awareness and provide subject matter, we examine social class in American fiction. Drawing on such authors as Lorrie Moore, Charles Bukowski, Grace Paley, Brautigan, Ray Carver, Jhumpa Lahiri, A.M. Homes, and others, the course demonstrates how race, gender and age influence the writer, his/her works and class. The American social lie of a classless society undergoes loving scrutiny and high hilarity.

**WRI448**  
Literature Seminar: Cultural and Ethnic Studies (3)  
This course explores the social, psychological, and structural implications of race and culture as aspects of literary practice. In order to write more effectively about individuals and groups of different ethnic, cultural, and philosophical backgrounds, it is essential to gain knowledge about those differences; understand our individual and collective reactions to those differences; and discover ways in which those differences can be bridged within the context of literary practice, whether this is part of critical or creative processes. Prerequisite: 6 credits of 300-level coursework.

**WRI449**  
Writing Workshop: Somatic Forms (3)  
This class involves the study and analysis of selected literary and compositional issues and elements as they relate to somatic inquiry. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to: works of literature, forms of composition, literary history, criticism, as well as film and media studies. Larger frames for the class may include somatic psychology, studies of the nervous system, animal ethics, and performance-based approaches to posture and gesture “events.” We build projects centered upon somatic experiments of different kinds, asking in the words of Akinlabi Oliver, “What are the limits of the body?” Prerequisite: 6 credits of 300-level coursework or by permission of instructor.

**WRI450**  
Literature Seminar: Radical Prosody (3)  
Prosody is the study of verse structure through its phonic, rhythmic and semantic elements. Syllable and sound, syntax and grammar, form and meaning all interact within the weave of poetic “making.” In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic innovations that have revolutionized poetic form and content over the past 500 years in British and American poetry. Requirements include response papers and a substantial final paper. Writing and poetics majors, minors, and INTD concentration in writing. Open to CW&L majors and MFA CW&P students only. Others by permission of the program. Cross-listed as WRI750.

**WRI451**  
Writing Workshop Film and Screenwriting (1.5)  
For writers and artists, who want to become skilled in the art of visual storytelling. The course examines the singular demands of screenwriting, revealing character through action and the dynamics and nuances of dialogue, as well as what constitutes
structure, sequences and scenes. What makes a strong beginning, a consistent world and an inevitable conclusion? How are elements such as transition and point-of-view, most skillfully presented? At the end of the course, each writer will possess the necessary tools to effectively relate to an existing script and generate original work within this very particular form. Prerequisite: 6 credits of 300-level coursework or by permission of instructor.

WRI455
Literature Seminar: Literary Theory (3)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Prerequisites: 6 credits of 300-level coursework or by permission of instructor.

WRI456
Writing Workshop: Poetry in Theory (3)
This course examines the role of poetics in writing. We investigate theory, archives, manifestos, and/or poetics articles in relation to poetry and to shape the creative vision and process. Poetics is a mode of inquiry, a communication, a stance; it is a contemplative or theoretical framework, creating a discourse between the poem’s intention and praxis. A range of cultural or aesthetic perspectives is presented to address the function of poetry, the possibilities in meaning and language, and the role of the poet. Prerequisite: 6 credits of 300-level coursework or by permission of instructor.

WRI457
Literature Seminar: Major Authors (3)
This literature seminar gives students the opportunity to study the work of a single author (or a small, select group of authors) in depth and detail. The class explores aesthetic and theoretical concerns the authors engage as well as the historical and social moment in which they write. Students read major works by the author and consider critical writing on and related to the author’s work. Prerequisite: 6 credits of 300-level coursework.

WRI460
Writing Workshop: Text/Image (3)
In this multigenre workshop, students create works that may respond to visual images, as in ekphrasis; reproduce visual images alongside text; or blend visual and textual imagery. Through exploratory reading and creative writing experiments and collaborations, students investigate the conceptual, practical, and aesthetic issues of literary works that significantly use text and image. Prerequisite: 6 credits of 300-level coursework.

WRI465
Writing Workshop: Experimental Women Writing (3)
This course examines experimental women writers and how they investigate the margins of their condition while participating in the center of the poetic. We explore language and meaning; the nature of subjectivity, persona, and self; as well as the feminine, the body, and community. All genders welcome. Prerequisites: 9 credits of 300-level coursework in Creative Writing & Literature.

WRI475
BA Thesis (3)
As the culminating degree-completion of the Writing and Literature degree, each candidate must complete a BA thesis, which includes creative and critical components. This course serves as a workshop for these final projects. Additional information about the BA thesis is available in the Jack Kerouac School office. Open to CW&L students in their final semester.

WRI490
Special Topics: Writing Workshop (3)
Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Prerequisites: COR115 and WRI234. Cross-listed as WRI793.

WRI491
Special Topics: Literature Seminar (3)
Topics explore various literary based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, Women Writers, Hybrid Texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Prerequisites: COR115 and WRI210. Cross-listed as WRI796/796e.

WRI492
Special Topics: Professional Development (3)
Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, Book Arts, 21st century publishing practices; Project Outreach, small press editing, pedagogy theory and praxis, and various other themes driven by the development of professional skills. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level coursework in Writing and Literature. Cross-listed with WRI797/797e.

WRI499
Independent Study: Writing (0.5)
Independent Study

Interdisciplinary Studies:
Concentration in Creative Writing & Literature
Entering the Major, Minor, or Concentration in Creative Writing & Literature

In accordance with University policy, students can declare their major at any time. In order to progress through the coursework in this major, students must take the following course prerequisites.
at the earliest opportunity: WRI115 Writing Seminar II, WRI210 Literary Studies, and WRI234 Creative Reading and Writing. After completing these 200-level courses with a grade of “C” or better:

- Students earning a minor fulfill the remaining 6 credits through 300-level literature courses and/or writing workshops.
- Students earning a concentration in CW&L (INTD) take 12 credits in the major, which must derive from 300-level courses or higher.
- Students earning the major take 6 credits of 300-level literature seminars and 6 credits of 400-level literature seminars; 6 credits of 300-level writing workshops and 6 credits of 400-level writing workshops, including WRI417, Writing Workshop: Writers in Community; 3 credits of professional development; and 3 thesis credits.

For entry into 300- and 400-level courses, students must have taken:

- WRI210 and COR115 to register for 300-level literature seminars
- WRI234 and COR115 to register for 300-level writing workshop seminars
- 6 credits of 300-level courses to register for 400-level courses
- WRI210, WRI234, and 3 credits of 300-level courses to register for professional development courses
Undergraduate Minors

Minor in Creative Writing & Literature

Courses must be taken in the appropriate sequence where prerequisites exist.

- WRI210 Literary Studies (3)
- WRI234 Creative Reading and Writing (3)

Students earning a minor fulfill the remaining 6 credits through 300-level Literature Seminars and/or Writing Workshops.

TOTAL CREDITS 12

Minor in Film and Media Studies

Cinema and its associated mediums are indisputably the narrative currency of our time. Film and Media Studies is a new opportunity for Naropa students to set about making Conscious Media, a singular and enduring contribution to contemporary culture. Students are grounded in the history of world cinema; the social, political and spiritual effects of information; writing for the screen; and the elements that go into skillfully capturing and presenting compelling, evocative, and inspiring moving images. Upon completion of the Minor, students will have an informed sense of how they might continue their study, as well as a strong basis for how to forge a professional life in this powerful and pervasive field.

To minor in Film and Media Studies students must complete 12 credits from the following courses:

- WRI250 Perceptions in Media (3)
- WRI348 Classics of International Film (3)
- WRI376 An Introduction to Screenwriting: Sitting Quietly, Doing Everything (3)
- ART455 Making Conscious Media (3)

TOTAL CREDITS 12
Graduate Programs

MFA in Creative Writing

The MFA in Creative Writing is a low-residency 49-credit degree program. Courses are taken online during the regular academic year, and 16 credit hours of the Summer Writing Program (spread out over two or three summers) are completed at Naropa University’s Boulder campus. The curriculum balances online writing workshops and literature seminars. Technical support is provided. Students are part of a community from all over the country as well as overseas.

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

The MFA program in Creative Writing offers courses and workshops in poetry and prose, and each student writes an MFA thesis in the genre of his or her choice.

Degree Requirements

MFA in Creative Writing

Summer Writing Program: 16 credits

Two four-week summer semesters [or some combination totaling 16 credits] are completed at Naropa’s Boulder campus.

WRi651–654 Summer Writing Program I (8)
WRi751–754 Summer Writing Program II (8)

SUBTOTAL 16

Writing Workshops: 9 credits

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

- WRi625/625e Creative Reading and Writing: Dramatic Measures [3]
- WRi637e Practice of Fiction: Characterization/Monologue [3]
- WRi639e Practice of Poetry: Great Companions [3]
- WRi641e Practice of Fiction: Sculpting Prose [3]
- WRi667e Creative Reading and Writing: Inspired by Inspiration [3]
- WRi668e Practice of Fiction: Toward Accumulating a Larger Text [3]
- WRi669e Creative Reading and Writing: Collaborations, Crossings, and Collisions [3]
- WRi688e Literature Seminar: Kerouac’s Road [3]
- WRi765e Practice of Fiction: Flash Fiction, Make It New [3]
- WRi785e Practice of Fiction: Building Blocks [3]
- WRi790e Creative Reading and Writing: Investigative Poetics [3]
- WRi792e Book Matters: An Introduction to Publishing [3]
- WRi793/793e Special Topics: Writing Workshop [3]

SUBTOTAL 9

Literature Courses: 9 credits

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

- WRi600e Literature Seminar: Midnight Angels [3]
- WRi634e Literature Seminar: One’s Own Language [3]
- WRi667e Creative Reading and Writing: Inspired by Inspiration [3]
- WRi677/677e Poetics Seminar: Critical Theory [3]
- WRi688e Literature Seminar: Kerouac’s Road [3]
- WRi788e Creative Reading and Writing: The Art of Nonfiction [3]
- WRi790e Creative Reading and Writing: Investigative Poetics [3]
- WRi793/793e Special Topics: Writing Workshop [3]
- WRi796e Special Topics: Poetics Seminar [3]
- WRi797e Special Topics: Professional Development [3]

SUBTOTAL 9

MFA Thesis: 6 credits

In their last semester, MFA students submit an MFA thesis which includes creative and critical components. Additional information about the MFA thesis is available in the JKS office.

- WRi880/880e MFA Thesis [6]

SUBTOTAL 6

Elective Requirement: 6 credits

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

- WRi705 Professional Development: Small Press Publishing [3]
- WRi789W Fall Writing Practicum [1]
- WRi791W Spring Writing Practicum [1]
- WRi794W Writing Practicum with Anne Waldman [1]
- WRi795W Writing Practicum with Allen Ginsberg Visiting Fellow [1]
Contemplative Requirement: 3 credits
• WRi680e Mind Moving (3)

Course Listings

WRi600E
Literature Seminar: Midnight Angels (3)
This course covers the history of the Beat Generation with special emphasis on the writings the writers this phenomenal era produced. Students use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane Di Prima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder, and others. Students come to understand the provocative nature and durability of Beat literature. They write poems and short fiction, complete reading assignments, participate in discussions, write in-class assignments, and critique other students' work.

WRi602
Professional Development: Letterpress Printing: Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRi382. Materials fee.

WRi603
Professional Development: Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by hand is an invaluable esthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards and a limited-edition chapbook. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRi383. Materials fee.

WRi607W
Professional Development: Teaching Practicum: Designing a Writing Workshop (2)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRi387W.

WRi614
Prose Workshop: Memoir/Anti-Memoir (3)
In this course we will read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I) negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to MFA, CW&P students only, others by permission of the department.

WRi617
Poetics Seminar: Writers in Community (3)
Writers in Community is designed as cohort class for entering MFA graduate students. This course engages several aspects of being a writer, from the page to performance, from innovative poetic concerns to professional development. Several working writers will be invited to give in-class lectures and/or lead workshops. We also explore contemplative gestures and writing processes. By the course’s end, students will have completed a context presentation, a prospectus proposing a project of their own, a creative portfolio based on the course’s focus of study, and a short professional dossier with career goals.

WRi618
Practice of Poetry: Migrant Metaphors (3)
The page as territory, and the problem of entry/re-entry. In this class, we invent a language to speak about passage: how will we cross, into the world we’ve yet to write? How does a line embody the kind of travel that’s not certain? What really happens at a border site, and how can we translate that “event” to the activity of writing? What will you carry with you, writing? This is an effort both transparent (decaying photographs) and solid (objects confiscated in airports): the work of transit. Central to this work: the poetry workshop, augmented by poetics discussions and the occasional experiment. Open to graduate Creative Writing and Poetics students only.

WRi620
Practice of Poetry: Composition and Critique (3)
This class focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. It also attempts to examine and clarify the traditions of which these poems partake, and we read texts pertinent to such an investigation. On the Level Everyday, by Ted Berrigan and Caws & Causeries: Around Poetry and Poets, by Anselm Hollo are required
reading. Highly recommended is the anthology Postmodern American Poetry, edited by Paul Hoover. Open to CW&P students only.

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

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

WR1625
Multigenre Workshop: Adaptations (3)

We focus on works of prose, both fiction and nonfiction, published and original. From these texts, we determine what can be skillfully dramatized and what should remain as language. We ask: where should dialogue begin, how can it be maintained or made most effective, and when should it be concluded? We identify and become well-acquainted with the elements and demands that go into dramatic writing and how it differs from narrative prose.

WR1625E
Creative Reading and Writing: Dramatic Measures (3)

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

WR1629
Multigenre Workshop: Translation (3)

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

WR1633
Poetics Seminar: Tracks Along the Left Coast (3)

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

WR1634E
Literature Seminar: One's Own Language (3)

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

WR1637E
Practice of Fiction: Characterization and Monologue (3)

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

WR1639E
Practice of Poetry: Great Companions (3)

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

WR1640
Poetics Seminar: Women Writers (3)

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

WRI641E
Practice of Fiction: Sculpting Prose (3)
This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to MFA Creative Writing low-residency students only.

WRI647
Poetic’s Seminar: Kerouac’s Road (3)
We examine selected primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluoz), as well as his first novel and primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual, and emotional make-up and, ultimately, Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work. Cross-listed as WRI347.

WRI649
Literature Seminar: Classic Modernism (3)
In this survey course, we read and discuss many of the great innovations in literary style and composition in prose and verse in the period between 1910 and 1930. Writers include Gertrude Stein, Ezra Pound, Jean Toomer, T. S. Eliot, William Carlos Williams, James Joyce, Langston Hughes and Marianne Moore. The final third of the term is spent on a close reading of Joyce’s Ulysses. Accompanying the primary texts are essays by the above authors and others on specific features of modernist poetry and narrative. Requirements include response papers and a substantial final paper on some aspect(s) of Ulysses.

WRI650
Literature Seminar: Midnight Angels (3)
Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Michael Whalen, Alan Watts, Gary Snyder and others. The class thoroughly investigates the provocative essence and force of Beat Literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI350.

WRI656
Poetics Seminar: The Archive (3)
The course delves into the infamous Naropa University Archive and all its rich offerings as a starting point for conversation about 20th- and 21st century writing and what it means to archive: socially, culturally, and artistically. We develop an intensive listening and writing practice around the archive, examining critical and creative texts that penetrate and revitalize past recordings. Open to CW&P MFA students only.

WRI660
Practice of Poetry: (3)
Section A: Practice of Poetry: Nature Poetry for the 21st Century. Natural history, Endangered Species Act, eco-poetics, bioregionalism. "The death of nature," "the end of wilderness." These should produce poetry in step with the premises of projective verse, field poetics, chance operation, dreamwork, chaos theory-the postmodern discoveries-right? Then why does most nature poetry look so straight, fusty, and antiquarian? We meet in a workshop situation and see how poetry might respond to current thought about metabolism, food chains, and the intertwined structures of human and animal psyches. Thirty thousand years ago the artists of Chauvet cave made a cultural breakthrough by responding to the megalafauna of Eurasia. What now? Open to MFA, CW&P students only. Others by permission of the department. Section B: Practice of Poetry: The Prose Poem In this workshop we read and write prose poems. The prose poem is defined by its length of a quarter page to two pages, its absence of line breaks, and the poetic qualities of its prose, including the use of scenic imagery, narrative disruption, and compressed, irregularly rhythmic syntax. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. Authors include Charles Baudelaire, Arthur Rimbaud, Max Jacob, Gertrude Stein, Bernadette Mayer, Rosemarie Waldrop, Lisa Jarnot, Michael Friedman, and others. Open to CW&P students only.

WRI662
Creative Reading and Writing: Happy Days (3)
An exploration of themes regarding social class and the criminal justice system in American culture. The course demonstrates how social issues and identities are powerful tools for artists and writers in the creation of art, poetry, and fiction. With openness and candor, the course readings deal with historical social and cultural diversity and issues of oppression through American writing. The course examines how writers artistically recognize, signal, and represent peer group formations and organizations, and allows students to explore these themes in their own writing.

WRI664
Practice of Poetry: (3)
A writing workshop. Participants keep daily entries of thoughts, experimental writing, observation, conversation, readings, dreams and study. Readings in an array of chronicles: Japanese writers including Basho, Sei Shonagon and Masaoka Shiki; contemporary Americans who have published poetic journals: Joanne Kyger,
Hannah Weiner, Lorine Niedecker, Gary Snyder and others. Questions: What makes a journal shapely? How have others composed cross-genre work on the edge of poetry, essay, fiction and autobiography? What does it mean to write with Time as the key element? Is revision of journal entries a crime or a necessity? Students submit an edited final project of twenty pages, with an introduction. Open to CW&P MFA students only.

WR1667E
Creative Reading & Writing: Inspired by Inspiration (3)
The focus of this class is to write using the study of the work of five international and five American women poets. The poets included come from extremely divergent situations and geographies and work in styles substantially different from one another. We look at each poet’s bio and discuss how it is reflected in their poetics as a starting point to understanding the poet’s work. The students study the poems and consider how they can expand their own work by using the genre and direction of the poet upon whom we are focused. Open to MFA Creative Writing (low residency) students only.

WR1668E
Practice of Fiction: Toward Accumulating a Larger Text (3)
The focus of this class is on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work begins in this class and moves through outlines and specifics toward the first draft of a book length manuscript. Note: We will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at the first class.

WR1669E
Creative Reading & Writing: Collaborations, Crossing, and Collisions (3)
What happens when you open up your work to another mind, or two or three? We explore possibilities for collaborations between writer and writer, visual artist, musician, dancer, filmmaker, set-designer; the possibilities are endless. Through examining collaborations by contemporary writers, we explore collaboration theory and practice in order to apply it to our own work. In addition to exploring various forms of collaboration with classmates, each student embarks on a project in their home community. With a member of the community, the student engages in a collaboration of his or her choice, culminating in a public and class presentation during the final two weeks of the semester. Open to MFA Creative Writing (low residency) students only.

WR1670
Practice of Poetry: Word for Word, Line by Line (3)
While this workshop focuses on the participants’ own poems, it also attempts to examine and clarify the traditions of which these poems partake, and to that end we read texts by practicing poets who have written about their work and the work of others in useful ways. These include “All This Everyday” by Ted Berrigan, “Other Traditions” by John Ashbery and selections from the critical writings of William Carlos Williams, Robert Creeley, Charles Bernstein and others. Open to CW&P MFA students only.

WR1671
Prose Workshop: Narrative Practices (3)
In this workshop, we read contemporary writers whose work subverts narrative practices of different kinds. We examine a progression of works that engage creative process on a continuum from the sentence to the event, as models and prompts for our own narratives. What happens to prose writing when we engage narrative theory? What kinds of actions might be foregrounded, complicated, or transformed? How do we write something new?

WR1672
Professional Development: Book Arts (3)
In this course students learn the basic and intermediate skills of book arts by creating a series of blank journals utilizing a variety of binding techniques. After these skills are explained and mastered, students create 5 major projects: a linoleum block book, a hand-painted book, a book as map, a book sculpture, and a text-off-the-page installation. Additional assignments include writing a manifesto, a critical essay on an aspect of book arts (an artist, a technique, an aesthetic, etc), a review, and an artist’s statement. The final exam will take place in a gallery setting where students will present their work from the semester. Materials fee.

WR1675
Creative Reading and Writing (3)
In this class, we make enquiries into the ways that we hold, process and capture memory- neurologically, physically and/or as technologies that happen outside of the body. We also look at models of memory in which memory has failed, biologically and culturally. How do we recover memory? How do we generate memory within a community? Developing our questions, we write documents that engage them. (What is a document?) The class alternates between readings, research projects and workshops.

WR1677
Poetics Seminar: Critical Theory (3)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI 455.

WR1680E
Mind Moving (3)
Mind Moving explores contemplative practices in prose and poetry. Journals, experimental verbal collages, montages, and works with multiple points of view are investigated, as is the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of 20th century experimental writers are primary; the course also covers relevant Buddhist and cultural history connected to these writers. Critical responses and artistic portfolio will be required. Guided meditation is provided.
This course fulfills the contemplative requirement. Open to MFA Creative Writing low-residency students only.

**WRI688E**

**Literature Seminar Kerouac’s Road (3)**

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

**WRI699**

**Independent Study: Writing (0.5)**

This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

**WRI700**

**Professional Development: Writing Pedagogy Seminar (3)**

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

**WRI703**

**Professional Development: Creative Writing Pedagogy Seminar (3)**

Pedagogy: the art of teaching. This course is designed to meet you where you are as a graduate student and prepare you for working with creative writers in the college setting. We investigate a range of teaching models and develop practical methods for working with creative writers. We also explore strategies for engaging with the creative process, facilitating contemplative gestures, providing feedback on student work, fostering a writing community, and developing lesson plans. Finally, you construct a syllabus for an introductory college-level creative writing course.

**WRI705**

**Professional Development: Small Press Publishing (3)**

The course serves as an introduction to various facets of the small press, including its history and practical concerns around submissions and editing. This is an experiential class, in which students learn by doing. Through hands-on study, students will learn what a small press is as well as its role in forging community, promoting diversity and experimentation, and innovating publishing practices. Working individually and collaboratively, students will curate, design, distribute, and market one issue of Bombay Gin, as well as hone their individual professional development by developing submissions and cover/query letters. Cross-listed as WRI326.

**WRI707**

**Poetics Seminar: Major Authors (3)**

This course gives students the opportunity to comprehensively study the work of a single author or small select group in depth and detail. Students explore the historical and social moment within which the author wrote and consider the various aesthetic and theoretical concerns with which the author engages. Students read a number of major works by the author as well as critical theory on and related to the author’s work.

**WRI710**

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

In this writing workshop, students focus on the participants’ own poems, their intentions and realizations, triumphs, disappointments and creative mistakes. We bear in mind John Ashbery’s remark: “It’s rather hard to be a good artist and also to be able to explain intelligently what your art is about. In fact, the worse your art is, the easier it is to talk about it. At least, I’d like to think so.” Open to CW&P MFA students only.

**WRI715**

**Poetry Workshop: Innovative Poetry (3)**

In this course, we investigate work that transgresses, crosses borders, swerves. We examine texts that challenge our understanding of poetry and the writing process. Through a series of experiments and cross-genre collaborations, we complicate language, develop new forms, and carve out original spaces. To innovate is to be in conversation with an interrogative dynamic that opens to possibility and failure. Writing as experiments as exploration as the new word. Open to CW&P MFA students only.

**WRI718**

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

“All times are contemporaneous in the mind.” Like no other poem before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls “the Pound era,” including its literary movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos Williams, W. B. Yeats, and Marianne Moore. Then to ancestral presences: troubadours of Provence, lyre players of Greece, poet-exiles of Tang Dynasty China, dancers of Japanese Noh. With Homer and Dante as guides, we set sail through time and space, visiting the planet’s verse traditions, the politics, the economics, reading the entire Cantos and a great deal of Pound’s prose. Please bring a copy of The Cantos to the first class. Open to W&P MFA students only.
WR720  Prose Workshop: Experimental Prose (3)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on nonnormative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

WR721  Poetics Seminar: Postcolonial Literature (3)
This class requires students to read and write in conversation with fiction, poetry, and critical texts that engage a postcolonial content. Thematic inquiries engage the relationship of characters and subjects to national and regional space, terrain and borderlands, as well as questions of displacement and belonging. Aesthetically, we examine what happens to language and the intactness (or not) of form in literatures that engage a continuum of voluntary and involuntary trajectories. Readings endeavor to provide a political, historical, and cultural context for each literary work through the lens of postcolonial theories of different kinds.

WR722  Poetry Workshop: Eco-Poetics (3)
Eco means house: our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose that directs attention to surroundings, especially "nature." In this course, we discover and invent new ways of representing nature’s rich variety in language. Open to W&P MFA students only.

WR723  Practice of Prose: Creative Nonfiction (3)
Engages students in writing creative nonfiction, that is, nonfiction that engages craft elements from other genres to produce work on a continuum from the personal essay, travel journalism, to book reviews. Experiments, discussions and workshops engage contemporary developments in creative nonfiction, with the opportunity to work in short prose forms or to produce a sustained narrative.

WR725  Art of the Essay (3)
"Myself," said Montaigne, "am the groundwork of my book." An essay is a foray into such groundwork to produce personal or formal inquiries and assessments of any given topic, whether about hunting elephants, the death of a moth or about girls in Des Moines. In this course we both read and write short prose works encompassing autobiography, memoir, travel sketches and book reviews, demystifying and engaging a process that produces provocative and entertaining literature. Writers we look at may include Didion, Orwell, Baldwin and Woolf.

WR727  Poetics Seminar: Cultural and Ethnic Literature (3)
This course focuses on the cultural production of community and identity by engaging with a variety of literary texts from diverse geographic and national sites. By engaging literature critically and creatively, students examine how authors create and readers read through their own sets of experiences in cultural and ethnic contexts; the relations of power and knowledge, politics and aesthetics; and the utility or failure of literary theory to address cultural and ethnic struggles.

WR729  Multigenre Workshop: Collaborative Texts (3)
This course examines the poetics of collaborative acts: the "third mind" experiment. Writers embark on explorations with other writers, artists, musicians, dancers, or filmmakers. Texts that challenge the single author and cross artistic genres are explored in order to expand narrative, poetic lyric, meaning, and structure. We interrogate the third space between collaborators and question notions of "authority" in authorship. The confluence between two or more writers sparks new developments in the creative process.

WR730  Multigenre Workshop: Performance Art and Writing (3)
This course uses performance art to generate creative texts. Our performance praxis stems from a wide variety of approaches, formal and invented, and our final goal is to put that praxis into conversation with our individual writing practices. We ask how the investigations of performance+duration, participation, witness and witnessing, movement, constraint, and temporal and spatial awareness+can invigorate our texts and lend them new insight.

WR731  Prose Workshop: The Novel (3)
In this course, students complete the first draft of a novel. The work will be a full-length narrative of 60,000 to 100,000 words. By generating this draft over the span of a semester, students identify and embrace their writing practice, determining how they go about performing this discipline alongside the other commitments in their lives. Ideally, the work will be rewritten and polished, but the main goal is to demystify the long form narrative and set the elements in place that will serve the writers throughout their creative lives. Open to CW&P MFA students only.

WR733  Poetics Seminar: Queer Lit (3)
This course investigates texts that "queer." We read literature and theory that questions, complicates, deterrioralizes, defines, curates, and inhabits the "genre" of queer literature. We consider, for instance, the bilingualism of gender and genre, liminal space, sexuality and textuality, the politics of syntax and sex, the body, the not-body, and more.
WR736
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR436.

WR736E
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR436.

WR739
Poetry Workshop: Contemplative Poetics (3)
Contemplative poetics affirms trust in the meaningfulness of immediate experience as basis, exploration into modes of composition as practice, and attention to elements and structures of language as medium. We work with contemplative practices that ground mind and body in active attention; invite curiosity that extends attention into investigation, and take chances in execution that brings surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Open to CW&P MFA students only.

WR740
Poetics Seminar: Film Poetics (3)
This course explores the relationship between poetry and film. By the mid-20th century, new American poets and underground filmmakers had established a vibrant fusion and artistic collaborations established and redefined links between the moving picture and the written and spoken word, resulting in an extraordinary profusion of poetry/film hybrids. We also look at film-related poetic writings and the groundbreaking advent of the poetic montage.

WR744
Multigenre Workshop: Somatic Writing (3)
In this course, we build a piece/project centered upon somatic experiments and forms. We explore what it means to “write the body,” whether we are thinking about movement, animal ethologies, the nervous system, or larger questions of embodiment. What is an embodied work of creative writing? We build a space for writing in which new forms are able to appear, inspired and evoked by body-based practices. We also examine mixed performances and readings of all kinds.

WR748
Multigenre Workshop: Activist Writing (3)
This course explores writing that activates, that calls us to action, and that asks how writing can heal the world. We read and write texts that call and respond, that counteract, that repair and repeal. This involves some field experience, research into what calls us to action: the environment, human rights, war, political rhetoric, drone strikes, gun violence, etc., as well as possible petitioning, marching, and sign-making–in short, random acts of poetic intervention.

WR750
Literature Seminar: Radical Prosody (3)
Prosody is the study of verse structure through its phonic, rhythmic and semantic elements. Syllable and sound, syntax and grammar, form and meaning all interact within the weave of poetic "making." In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic innovations that have revolutionized poetic form and content over the past five hundred years in British and American poetry. Requirements include response papers and a substantial final paper. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR450.

WR752
Multigenre Workshop: Text and Image (3)
This interdisciplinary and multigenre writing course explores the confluence of text and image in poetry, prose, and cross-genre texts. Through exploratory reading and creative writing experiments, students investigate the ways in which images interrupt, complicate, and layer narrative as well as the reasons a writer might embrace this multimodal, multivocal form. Students produce creative manuscripts that draw on and innovate with text and image.

WR754
Poetics Seminar: Lineages (3)
This course explores a tradition, or cross-section of traditions, that informs the aesthetic goals of the Jack Kerouac School. Possible focuses include New American Poetry, the New York School, Black Mountain Poetics, the Black Arts Movement, and the Beats, among others. Students consider the historical and social circumstances for a specific movement in addition to its primary theoretical or aesthetic concerns. How a particular lineage expounds upon contemplative and innovative poetics will also be considered.

WR756
Mind Moving (3)
Mind Moving explores contemplative practices in prose and poetry. Philip Whalen and Gary Snyder’s experimental verbal
collages, montages and mobiles with multiple points of view are investigated along with the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of Whalen, Kerouac and Snyder’s early artistic processes are primary. Mind Moving covers relevant American Buddhist and cultural history connected to Whalen, Snyder and Kerouac’s art. A critical response essay and artistic portfolio required. Guided meditation is provided. This course serves for contemplative credit. Open to CW&P MFA students only.

WR1758
Poetry Workshop: Documentary Poetics (3)
This course is a writing workshop focused on investigative methods and documentary materials. A diverse array of poets who base their work on significant research are explored. Each participant takes on one or more fields of research to produce a poetry manuscript. Open to CW&P MFA students only.

WR1761
Poetics Seminar: Contemporary Trends (3)
In this course, students focus on the current trends, patterns, and concerns of writing practices. We investigate and consider a variety of artistic practices that both inform and are informed by contemporary texts, which may include the cross-pollination of writing with other cultural and social practices, conceptualism, or the blurring of low and high art. In addition to reading contemporary texts, students trace the history of these trends to observe their dynamic evolution. The Pentagon recently released a report “asserting decisively,” according to the New York Times, “that climate change poses an immediate threat to national security, with increased risks from terrorism, infectious disease, global poverty and food shortages.” Of course, popular culture has for some time imagined this future, capitalizing on the paranoia of uncertainty. In this class, we will examine how innovative writers address concerns about climate change, the growing disparity between the rich and the poor, and the breakdown of infrastructure not only by imagining this future but also by problematizing the language through which we figure it. We will read poetry, prose, and criticism that approach crisis and disaster not so much in order to heighten our fear of it but to question and even decentralize human presence in the performance and representation of it. While nihilism, apocalypse, and uncertainty will often enter the conversation, we will also discover how some innovative writing expresses a cautious hope that these final days might be inhabited by an *us.*

WR1762
Creative Reading and Writing: Literature of Exile and Diaspora (3)
An opportunity to engage with fiction, poetry and critical texts regarding exile and diaspora. Readings and research provide a political, historical and cultural context for literary work covered. As writers, students create work that engage and extend the themes and aesthetics of the reading assignments.

WR1763
Multigenre Workshop: Notes on Architecture (3)
In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we write/enter into the space continually opening out from the one preceding it: or not + what is it like to enter a sequence of rooms that is already there, furnished by the previous occupant? Open to CW&P MFA students only.

WR1764
Creative Reading & Writing: Bad Business: Noir & Nasty (3)
Covers noir mystery and crime novels and five noir movies. The definition of a noir story is this: Average Joe or Jane Doe get in deep trouble and make all the wrong choices in a corrupt and venial society. Common fictional problems of character, scene and narration are taught along with solutions. A professional training component covers Elmore Leonard crime novels with an in-depth look at the research he conducted via a documentary Elmore Leonard Criminal Records. Writers are not expected to write in the mystery genre. Every class devotes its second half to critiques of student writing in any genre. Critical responses cover technical issues of noir. Open to CW&P MFA students only.

WR1765E
Practice of Fiction: Flash Fiction, Make it New (3)
The spirit of the experiment has been central to American literature. In this workshop on flash fiction, we examine some unusual structures and approaches for writing short shorts. There are many techniques and approaches from poetry that can be applied to writing micro-fiction. We experiment with some of these.

WR1766
Literature Seminar: William Blake (3)
Students read a wide selection of works from Blake’s vast oeuvre, including the Songs of Innocence and of Experience, The Book of Thel, Visions of the Daughters of Albion, America, Europe, The Four Zoas, and Milton. These include the “illuminated works” engraved and painted on copper plates, which are explored. Students examine Blake’s visionary poetics through a variety of interpretative analytics, from deconstruction to recent feminist, Marxian and psychoanalytic theory, including Buddhist Abhidharma psychology. Weekly response papers and a final research paper are required. Open to MFA W&P students only, others by permission of the program.

WR1770
Multigenre Workshop: Cross-genre Forms (3)
This course investigates hybridity as form. We expand our definitions of crossing genres by examining various disciplines and theories+heterosis, diasporic contact zones, migratory borders, and chimeras- in order to problematize the binary of the poetry/prose dichotomy. We transgress the line, the sentence, and the narrative...
as well as press on the boundaries of writing—mixing and matching, cross-talking our way through. Through vertical and horizontal interrogative acts, we research and develop forms that can house our cross-genre gestures. Open to CW&P MFA students only.

**WRI771**

**Prose Workshop: Innovative Fiction (3)**

This course is an engagement with fiction that innovates (and sometimes rejects) narrative form, character development, and point of view, as well as other traditional conventions of fiction writing. Students write, read, and present on fiction, in short and long form, marked by qualities of playfulness in language, experimentation in form and time, self-reflexivity, and the blending of high and low art. Open to W&P MFA students only.

**WRI773**

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

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

**WRI775**

**Multigenre Workshop: Cross-Disciplinary Writing (3)**

In this course, we read texts that engage various disciplines such as film, architecture, performance, drawing, history, or science, as well as other literary texts. We consider how these genres interact and perform our own writing experiments in response. Students engage in a workshop environment, discussing required readings and other students' creative work with an eye on how these works were constructed via genre and stylistic techniques.

**WRI781**

**Professional Development: Project Outreach (3)**

This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration. Open to CW&L and CW&P students, also to others by permission of the program. Cross-listed as WRI381.

**WRI785E**

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

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

**WRI788E**

**Creative Reading and Writing: The Art of Nonfiction (3)**

Where does fact meet fiction, reportage meet poetry? In explorations that deepen our understanding of the possibilities for ourselves as nonfiction writers, we come together in workshops to write, read, and discuss memoir, travel writing, nature writing, food writing, history, diaries, criticism, and hybrid forms. We also consider how to assemble a nonfiction book proposal. Readings may include book-length and shorter works by Diana Athill, Alan Bennett, Truman Capote, Gerald Durrell, and Edmund White, as well as selections from John D’Agata’s Next American Essay. Open to W&P MFA Creative Writing (low-residency) students only.

**WRI789W**

**Fall Writing Practicum (1)**

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI389W.

**WRI790E**

**Creative Reading and Writing: Investigative Poetics (3)**

Some possible investigations include whether one kind of engagement with the world is more authentic than another. What makes a poem "political," and whether a political poem is determined by one’s level of engagement with the world. Some others involve writing poetry that [according to Amiel Alcalay] "pillages" from sources such as personal diaries, newspapers and official documents. Writing that wavers between overt and oblique states of mind, and between a direct commentary on reality and abstract experiences within language. Open to MFA Creative Writing students only.

**WRI791W**

**Spring Writing Practicum (1)**

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and
may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WR491W.

**WR1792E**

Book Matters: An Introduction to Publishing (3)

This course introduces the student of writing to the world of publishing. Led by an experienced book editor, and using readings, discussions and online appearances from industry professionals, it explores different types and genres of publishing, considers the roles of literary agents, booksellers and reviewers, and provides an overview of the main publishing processes and functions: editorial, production, design, sales, marketing, publicity and rights. We also develop practical skills in copy-editing and proofreading, write submission letters, compose press releases, and plan marketing campaigns. Our aim is a deeper understanding of the culture of publishing.

**WR1793**

Special Topics: Writing Workshop (3)

Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but not be limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WR1490/WRI793e.

**WR1793E**

Special Topics: Writing Workshop (3)

Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WR1490/WRI793.

Fall 2014: The Prose Poem, or Poetic Prose. Which of us, in his ambitious moments, has not dreamed of the miracle of a poetic prose, musical, without rhyme and without rhythm, supple enough and rugged enough to adapt itself to the lyrical impulses of the soul, the undulations of the psyche, the prickings of consciousness? Baudelaire (Paris Spleen) The prose poem is a border genre that seems particularly suited to speaking a consciousness, the consciousness that the reader and writer encounter line by line, paragraph by paragraph, a natural prose lyricism composed from ordinary thought and speech. A paragraph can also be seen as a block, a visual space, a different type of border. Besides introducing you to the prose poem, this course is also designed to survey some of the theories and poems from movements in modern and contemporary off-center poetry, such as imagism, surrealism, objectivism, the New York School, Language writing, Oulipo, etc. This course is a combination of a literature course and workshop. You will write poems in prose that interact with the ideas and theories put forth in the lectures and readings.

If you are a poet, working with sentences and paragraph might change your idea about what a poem is, revealing new possible rhythms, forms, approaches and genre sliding. If you are a fiction writer, working with the prose poem may help you work on style and inventive structures for writing.

**WR1794W**

Writer’s Practicum with Anne Waldman (1)

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI394W.

**WR1795W**

Writing Practicum with Allen Ginsberg Visiting Fellow (1)

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI395W.

**WR1796**

Special Topics: Poetics Seminar (3)

Topics explore various literature based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, Women Writers, Hybrid Texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Cross-listed as WRI491/796e.

**WR1796E**

Special Topics: Poetics Seminar (3)

Topics explore various literature based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, Women Writers, Hybrid Texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Cross-listed as WRI491/796.

**WR1797**

Special Topics: Professional Development (3)

Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, book arts, 21st century publishing practices, project outreach, small press editing, pedagogy theory and praxis, and various other themes.
driven by the development of professional skills. Cross-listed with WRI492/797e.

WRI797E
Special Topics: Professional Development (3)
Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, book arts, 21st century publishing practices, project outreach, small press editing, pedagogy theory and praxis, and various other themes driven by the development of professional skills. Cross-listed with WRI492/797

WRI875
MFA Thesis Seminar (3)
In this course, MFA Creative Writing & Poetics students in their penultimate semester propose, research, write, and revise their Critical Research Paper. Class time is dedicated to one-on-one instructional support, library research, peer review, and student presentations. In addition to supporting the completion of the Critical Research Paper, the course also introduces students to the role of the writer-as-critic through exploration of critical texts, poetics journals, writers’ conferences, and submission processes. Open to Creative Writing and Poetics MFA students only.

WRI880
MFA Thesis (6)
As the culminating completion requirement of the MFA degree, graduate students submit an MFA Thesis, which includes creative and critical components. Additional information about the MFA Thesis is available in the JKS office.

WRI880E
MFA Thesis (6)
As the culminating completion requirement of the MFA degree, graduate students submit an MFA Thesis, which includes creative and critical components. Additional information about the MFA Thesis is available in the JKS office.

MFA in Creative Writing & Poetics
The MFA in Creative Writing & Poetics is a two-year, 48-credit graduate degree, which can also be taken part-time over three or four years. The program’s curriculum balances writing workshops with literary studies. This reflects the program’s conviction that creative writing, reading, and critical analysis must be involved in a writer’s growth. Attendance at two Summer Writing Programs is required of all students for completion of the MFA degree. See the Summer Writing Program section for more information.

The MFA in Creative Writing & Poetics offers courses and workshops in poetry and prose, and students write their MFA thesis in the genre of their choice.

Degree Requirements
MFA in Creative Writing & Poetics
The Master of Fine Arts in Creative Writing & Poetics requires a total of 48 credit hours distributed among the following courses:

Summer Writing Program: 12 credits
WR651–654 Summer Writing Program I (6)
WR751–754 Summer Writing Program II (6)
SUBTOTAL 12

Writing Workshops: 9 credits
Semester-long courses in creative writing workshops require regular submission of original work for critique, oral presentation, and editing. Creative reading and writing courses have distinct literature and creative writing components.

• WR614 Writing Workshop: Memoir/Anti-Memoir (3)
• WR618 Practice of Poetry: Migrant Metaphors (3)
• WR620 Practice of Poetry: Composition and Critique (3)
• WR623 Creative Reading and Writing: Writing with Shakespeare (3)
• WR625 Multigenre Workshop: Adaptations (3)
• WR629 Multigenre Workshop: Translation (3)
• WR660A Practice of Poetry: Nature Poetry for the 21st Century (3)
• WR660B Practice of Poetry: The Prose Poem (3)
• WR664 Practice of Poetry: The Poetic Journal (3)
• WR670 Practice of Poetry: Word for Word, Line by Line (3)
• WR671 Prose Workshop: Narrative Practices (3)
• WR675 Creative Reading and Writing: Memory and Matter (3)
• WR710 Practice of Poetry: Your Works (3)
• WR715 Poetry Workshop: Innovative Poetry (3)
• WR720 Prose Workshop: Experimental Prose (3)
• WR722 Poetry Workshop: Eco-Poetics (3)
• WR723 Practice of Prose: Creative Nonfiction (3)
• WR725 The Art of the Essay (3)
• WR729 Multigenre Workshop: Collaborative Texts (3)
• WRI730 Multigenre Workshop: Performance Art and Writing (3)
• WRI731 Prose Workshop: The Novel (3)
• WRI739 Poetry Workshop: Contemplative Poetics (3)
• WRI744 Multigenre Workshop: Somatic Writing (3)
• WRI748 Multigenre Workshop: Activist Writing (3)
• WRI752 Multigenre Workshop: Text and Image (3)
• WRI756 Mind Moving (3)
• WRI758 Poetry Workshop: Documentary Poetics (3)
• WRI762 Creative Reading and Writing: Literatures of Exile and Diaspora (3)
• WRI763 Multigenre Workshop: Notes on Architecture (3)
• WRI770 Multigenre Workshop: Cross-Genre Forms (3)
• WRI771 Prose Workshop: Innovative Prose (3)
• WRI773 Creative Reading and Writing: Cross-Cultural Writing Practices (3)
• WRI775 Multigenre Workshop: Cross-Disciplinary Writing (3)
• WRI793 Special Topics: Writing Workshop (3)

SUBTOTAL 9

Poetics Seminars: 9 credits

These examine a single writer’s work or specific topics in literary history, or encompass a survey of historical or theoretical orientations, and require critical papers in standard academic format. Students must take WRI617 Poetics Seminar: Writers in Community in their first semester.

• WRI617 Poetics Seminar: Writers in Community (3)
• WRI623 Creative Reading and Writing: Writing with Shakespeare (3)
• WRI633 Poetics Seminar: Tracks Along the Left Coast (3)
• WRI640 Poetics Seminar: Women Writers (3)
• WRI647 Poetics Seminar: Kerouac’s Road (3)
• WRI649 Literature Seminar: Classic Modernism (3)
• WRI650 Literature Seminar: Midnight Angels (3)
• WRI656 Poetics Seminar: The Archive (3)
• WRI662 Creative Reading and Writing: Happy Days (3)
• WRI675 Creative Reading and Writing: Memory and Matter (3)
• WRI677 Poetics Seminar: Critical Theory (3)
• WRI707 Poetics Seminar: Major Authors (3)
• WRI718 Literature Seminar: The Cantos of Ezra Pound (3)
• WRI721 Poetics Seminar: Postcolonial Literature (3)
• WRI725 The Art of the Essay (3)
• WRI727 Poetics Seminar: Cultural and Ethnic Literature (3)
• WRI733 Poetics Seminar: Queer Lit (3)
• WRI736 Trends in Contemporary Literature: Introduction to Feminist Theory (3)
• WRI740 Poetics Seminar: Film Poetics (3)
• WRI750 Literature Seminar: Radical Prosody (3)
• WRI754 Poetics Seminar: Lineages (3)
• WRI756 Mind Moving (3)
• WRI761 Poetics Seminar: Contemporary Trends (3)
• WRI762 Creative Reading and Writing: Literatures of Exile and Diaspora (3)

• WRI764 Creative Reading and Writing: Bad Business: Noir n’ Nasty (3)
• WRI768 Literature Seminar: William Blake (3)
• WRI773 Creative Reading and Writing: Cross-Cultural Writing Practices (3)
• WRI796 Special Topics: Poetics Seminar (3)

SUBTOTAL 9

Electives: 6 credits

Students have ample choice to fulfill the 3-credit elective requirement and may choose courses from a wide range of offerings [including taking extra literature and workshop courses]. The Creative Writing & Poetics program also offers the following electives:

• WRI789W Fall Writing Practicum (1)
• WRI791W Spring Writing Practicum (1)
• WRI794W Writing Practicum with Anne Waldman (1)
• WRI795W Writing Practicum with Allen Ginsberg Visiting Fellow (1)

SUBTOTAL 6

Professional Development Requirement: 3 credits

There are a variety of courses available that provide professional development in teaching and publishing.

• WRI602 Professional Development: Letterpress Printing: Well-Dressed Word (3)
• WRI603 Professional Development: Letterpress Printing: First Impressions (3)
• WRI607W Professional Development: Teaching Practicum: Designing a Writing Workshop (2)
• WRI672 Professional Development: Book Arts (3)
• WRI700 Professional Development: Writing Pedagogy Seminar (3)
• WRI703 Professional Development: Creative Writing Pedagogy Seminar (3)
• WRI705 Professional Development: Small Press Publishing (3)
• WRI781 Professional Development: Project Outreach (3)
• WRI797 Special Topics: Professional Development (3)

SUBTOTAL 3

Contemplative Requirement: 3 credits

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

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

• WRI739 Poetry Workshop: Contemplative Poetics (3)
• WRI756 Mind Moving (3)
SUBTOTAL 3

MFA Thesis: 6 credits
In their last semester, MFA students submit an MFA thesis, which includes creative and critical components. Additional information about the MFA thesis and extended thesis is available in the JKS office.

• WRI875 MFA Thesis Seminar (3)
• WRI880 MFA Thesis (3)
• WRI881 Extended MFA Thesis (0.5)

SUBTOTAL 6
TOTAL CREDITS 48

Course Listings

WRI600E
Literature Seminar: Midnight Angels (3)
This course covers the history of the Beat Generation with special emphasis on the writings the writers this phenomenal era produced. Students use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane Di Prima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder, and others. Students come to understand the provocative nature and durability of Beat literature. They write poems and short fiction, complete reading assignments, participate in discussions, write in-class assignments, and critique other students’ work.

WRI602
Professional Development: Letterpress Printing: Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI382. Materials fee.

WRI603
Professional Development: Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by hand is an invaluable esthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards and a limited-edition chapbook. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI383. Materials fee.

WRI607W
Professional Development: Teaching Practicum: Designing a Writing Workshop (2)
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI387W.

WRI614
Prose Workshop: Memoir/Anti-Memoir (3)
In this course we will read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body [an I] negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to MFA, CW&P students only, others by permission of the department.

WRI617
Poetics Seminar: Writers in Community (3)
Writers in Community is designed as cohort class for entering MFA graduate students. This course engages several aspects of being a writer, from the page to performance, from innovative poetic concerns to professional development. Several working writers will be invited to give in-class lectures and/or lead workshops. We also explore contemplative gestures and writing processes. By the course’s end, students will have completed a context presentation, a prospectus proposing a project of their own, a creative portfolio based on the course’s focus of study, and a short professional dossier with career goals.

WRI618
Practice of Poetry: Migrant Metaphors (3)
The page as territory, and the problem of entry/re-entry. In this class, we invent a language to speak about passage: how will we cross, into the world we’ve yet to write? How does a line embody the kind of travel that’s not certain? What really happens at a border site, and how can we translate that “event” to the activity of writing? What will you carry with you, writing? This is an effort both transparent (decaying photographs) and solid (objects confiscated in airports): the work of transit. Central to this work: the poetry workshop, augmented by poetics discussions and the occasional experiment. Open to graduate Creative Writing and Poetics students only.
WR620
Practice of Poetry: Composition and Critique (3)
This class focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. It also attempts to examine and clarify the traditions of which these poems partake, and we read texts pertinent to such an investigation. On the Level Everyday, by Ted Berrigan and Caws & Causeries: Around Poetry and Poets, by Anselm Hollo are required reading. Highly recommended is the anthology Postmodern American Poetry, edited by Paul Hoover. Open to CW&P students only.

WR623
Creative Reading and Writing: Writing with Shakespeare (3)
In this reading and writing course, students will read a selection of the poems and plays of William Shakespeare while keeping an ongoing dialogic writing project going throughout the semester. This project can take any number of possible forms and styles, and can pick up on infinite clues, character facets, and dramatic-linguistic stimuli as it grows. Plays include Antony and Cleopatra, MacBeth, Pericles, Twelfth Night, King Lear, and Cymbeline. Poems include "Venus and Adonis," "The Phoenix and the Turtle," and a selection of sonnets. Open to CW&P MFA students only.

WR625
Multigenre Workshop: Adaptations (3)
We focus on works of prose, both fiction and nonfiction, published and original. From these texts, we determine what can be skillfully dramatized and what should remain as language. We ask: where should dialogue begin, how can it be maintained or made most effective, and when should it be concluded? We identify and become well-acquainted with the elements and demands that go into dramatic writing and how it differs from narrative prose.

WR625E
Creative Reading and Writing: Dramatic Measures (3)
For prose writers who want to achieve familiarity with dramatic structure, and for dramatists looking to infuse more lyricism into their work. The course explores the singular demands of dramatic writing; determining the form in which a story can be most effectively presented; Revealing character through action and the dynamics of dialogue, as well as what constitutes a scene. There are five weeks devoted to writing for the stage and ten weeks on writing for the screen. At the end of the course, each writer possesses a much stronger command of their craft. Open to CW&P students only.

WR629
Multigenre Workshop: Translation (3)
This is a workshop based on the idea that "translation” equals "transformation.” How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, “translate our thoughts into words,” affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the aesthetic and emotional immediacy of texts we are able to read in their original (or "our") language? These are some of the questions we examine while also attempting to create our own translations. Open to CW&P students only.

WR633
Poetics Seminar: Tracks Along the Left Coast (3)
West Coast writings, particularly those of California, of the twentieth century. A look at Pacific Rim culture, its unique geographic situation, Native American background and the mix of Hispanic, Asian, Anglo and African American settlers. Then to focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat and Language poetry. Bay Area arts hold a distinct flavor—jazz, rock, Zen, Gnosticism, letterpress printing, camp and collage. Readings include Indian song, haiku by Japanese American internees of WW II detention camps and writers de Angulo, Snyder, Scalapino, Helen Adam, Duncan, Hejinian, Mackey. Each student writes three papers and makes one classroom presentation. Open to MFA CW&P students only.

WR634E
Literature Seminar: One’s Own Language (3)
We work with the basic elements of language: sound, vowels and consonants, letters, syllables, words and etymologies, symbols, translation, rhyme and meter. We explore issues such as how to locate the self in the poetry of one’s adult life. Through a structured journey, we navigate from A through Z of One’s Own Language. Elements such as dialogue, harmony and myth are included. Also rhetoric, speech and voice. We call upon the collective wisdom of the canon of world poetry. Open to MFA Creative Writing (low-residency) students only.

WR637E
Practice of Fiction: Characterization and Monologue (3)
The speaking voice and the telling moment are the basis for the writing students do in this online class. We work on creating and presenting characters, using the monologue format. Improvisation and exercises are directed toward arriving at text. We read or watch performances on videotape by writers/performers who excel at creating characters on paper. The focus throughout is to move from the voice onto the page. Ultimately, the principle focus is the creation of characters who prove their reality by telling their own story or revealing their true essence through speech.

WR639E
Practice of Poetry: Great Companions (3)
The focus of this workshop is poetic lineage, imitation and influence. We look at specific examples (Allen Ginsberg and William Blake, Frank O’Hara, Bernadette Mayer, etc.), as a starting point for discussions. Our goal for the semester is to focus on student poetry as much as possible. We also introduce the ideas of lineage and influence in poetry, and trace lineages in one’s own work, and give students an opportunity to present their own work to the class for discussion. Another objective is to make use of electronic sources as a way of keeping up with current trends in poetry. Open to MFA Creative Writing (low-residency) students only.
WR1640  
Poetics Seminar: Women Writers (3)  
An examination of the works of women writers who write what poet Lyn Hejinian calls “open texts,” that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right as well as in relation to the literary movements of the time. Open to CW&P MFA students only.

WR1641E  
Practice of Fiction: Sculpting Prose (3)  
This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to MFA Creative Writing low-residency students only.

WR1647  
Poetic's Seminar: Kerouac's Road (3)  
We examine selected primary texts of Kerouac's narrative canon (what he called the Vanity of Dulouz), as well as his first novel and primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual, and emotional make-up and, ultimately, Kerouac's place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work. Cross-listed as WR1347.

WR1649  
Literature Seminar: Classic Modernism (3)  
In this survey course, we read and discuss many of the great innovations in literary style and composition in prose and verse in the period between 1910 and 1930. Writers include Gertrude Stein, Ezra Pound, Jean Toomer, T. S. Eliot, William Carlos Williams, James Joyce, Langston Hughes and Marianne Moore. The final third of the term is spent on a close reading of Joyce's Ulysses. Accompanying the primary texts are essays by the above authors and others on specific features of modernist poetry and narrative. Requirements include response papers and a substantial final paper on some aspect(s) of Ulysses.

WR1650  
Literature Seminar: Midnight Angels (3)  
Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Philip Whalen, Alan Watts, Michael McClure, Gary Snyder and others. The class thoroughly investigates the provocative essence and force of Beat literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WR1350.

WR1656  
Poetics Seminar: The Archive (3)  
The course delves into the infamous Naropa University Archive and all its rich offerings as a starting point for conversation about 20th- and 21st-century writing and what it means to archive: socially, culturally, and artistically. We develop an intensive listening and writing practice around the archive, examining critical and creative texts that penetrate and revitalize past recordings. Open to CW&P MFA students only.

WR1660  
Practice of Poetry: (3)  
Section A: Practice of Poetry: Nature Poetry for the 21st Century. Natural history, Endangered Species Act, eco-poetics, bioregionalism. "The death of nature," "the end of wilderness." These should produce poetry in step with the premises of projective verse, field poetics, chance operation, dreamwork, chaos theory-the postmodern discoveries-right? Then why does most nature poetry look so straight, fusty, and antiquarian? We meet in a workshop situation and see how poetry might respond to current thought about metabolism, food chains, and the intertwined structures of human and animal psyches. Thirty thousand years ago the artists of Chauvet cave made a cultural breakthrough by responding to the megal fauna of Eurasia. What now? Open to MFA, CW&P students only. Others by permission of the department. Section B: Practice of Poetry: The Prose Poem In this workshop we read and write prose poems. The prose poem is defined by its length of a quarter page to two pages, its absence of line breaks, and the poetic qualities of its prose, including the use of scenic imagery, narrative disruption, and compressed, irregularly rhythmic syntax. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. Authors include Charles Baudelaire, Arthur Rimbaud, Max Jacob, Gertrude Stein, Bernadette Mayer, Rosemarie Waldrop, Lisa Jarnot, Michael Friedman, and others. Open to CW&P students only.

WR1662  
Creative Reading and Writing: Happy Days (3)  
An exploration of themes regarding social class and the criminal justice system in American culture. The course demonstrates how social issues and identities are powerful tools for artists and writers in the creation of art, poetry, and fiction. With openness and candor, the course readings deal with historical social and cultural diversity and issues of oppression through American writing. The course examines how writers artistically recognize, signal, and represent peer group formations and organizations, and allows students to explore these themes in their own writing.

WR1664  
Practice of Poetry: (3)  
A writing workshop. Participants keep daily entries of thoughts, experimental writing, observation, conversation, readings, dreams
and study. Readings in an array of chronicles: Japanese writers including Basho, Sei Shonagon and Masaoka Shiki; contemporary Americans who have published poetic journals: Joanne Kyger, Hannah Weiner, Lorine Niedecker, Gary Snyder and others. Questions: What makes a journal shapely? How have others composed cross-genre work on the edge of poetry, essay, fiction and autobiography? What does it mean to write with Time as the key element? Is revision of journal entries a crime or a necessity? Students submit an edited final project of twenty pages, with an introduction. Open to CW&P MFA students only.

WRI667E
Creative Reading & Writing: Inspired by Inspiration (3)
The focus of this class is to write using the study of the work of five international and five American women poets. The poets included come from extremely divergent situations and geographies and work in styles substantially different from one another. We look at each poet’s bio and discuss how it is reflected in their poetic voice as a starting point to understanding the poet’s work. The students study the poems and consider how they can expand their own work by using the genre and direction of the poet upon whom we are focused. Open to MFA Creative Writing (low residency) students only.

WRI668E
Practice of Fiction: Toward Accumulating a Larger Text (3)
The focus of this class is on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work begins in this class and moves through outlines and specifics toward the first draft of a book length manuscript. Note: We will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at the first class.

WRI669E
Creative Reading & Writing: Collaborations, Crossing, and Collisions (3)
What happens when you open up your work to another mind, or two or three? We explore possibilities for collaborations between writer and writer, visual artist, musician, dancer, filmmaker, set-designer; the possibilities are endless. Through examining collaborations by contemporary writers, we explore collaboration theory and practice in order to apply it to our own work. In addition to exploring various forms of collaboration with classmates, each student embarks on a project in their home community. With a member of the community, the student engages in a collaboration of his or her choice, culminating in a public and class presentation during the final two weeks of the semester. Open to MFA Creative Writing (low residency) students only.

WRI670
Practice of Poetry: Word for Word, Line by Line (3)
While this workshop focuses on the participants’ own poems, it also attempts to examine and clarify the traditions of which these poems partake, and to that end we read texts by practicing poets who have written about their work and the work of others in useful ways. These include “All This Everyday” by Ted Berrigan, “Other Traditions” by John Ashbery and selections from the critical writings of William Carlos Williams, Robert Creeley, Charles Bernstein and others. Open to CW&P MFA students only.

WRI671
Prose Workshop: Narrative Practices (3)
In this workshop, we read contemporary writers whose work subverts narrative practices of different kinds. We examine a progression of works that engage creative process on a continuum from the sentence to the event, as models and prompts for our own narratives. What happens to prose writing when we engage narrative theory? What kinds of actions might be foregrounded, complicated, or transformed? How do we write something new?

WRI672
Professional Development: Book Arts (3)
In this course students learn the basic and intermediate skills of book arts by creating a series of blank journals utilizing a variety of binding techniques. After these skills are explained and mastered, students create 5 major projects: a linoleum block book, a hand-painted book, a book as map, a book sculpture, and a text-off-the-page installation. Additional assignments include writing a manifesto, a critical essay on an aspect of book arts (an artist, a technique, an aesthetic, etc), a review, and an artist’s statement. The final exam will take place in a gallery setting where students will present their work from the semester. Materials fee.

WRI675
Creative Reading and Writing (3)
In this class, we make enquiries into the ways that we hold, process and capture memory- neurologically, physically and/or as technologies that happen outside of the body. We also look at models of memory in which memory has failed, biologically and culturally. How do we recover memory? How do we generate memory within a community? Developing our questions, we write documents that engage them. (What is a document?) The class alternates between readings, research projects and workshops.

WRI677
Poetics Seminar: Critical Theory (3)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI 455.

WRI680E
Mind Moving (3)
Mind Moving explores contemplative practices in prose and poetry. Journals, experimental verbal collages, montages, and works with multiple points of view are investigated, as is the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of 20th century experimental
writers are primary; the course also covers relevant Buddhist and cultural history connected to these writers. Critical responses and artistic portfolio will be required. Guided meditation is provided. This course fulfills the contemplative requirement. Open to MFA Creative Writing low-residency students only.

**WRI688E**

**Literature Seminar Kerouac’s Road (3)**

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

**WRI699**

**Independent Study: Writing (0.5)**

This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

**WRI700**

**Professional Development: Writing Pedagogy Seminar (3)**

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

**WRI703**

**Professional Development: Creative Writing Pedagogy Seminar (3)**

Pedagogy: the art of teaching. This course is designed to meet you where you are as a graduate student and prepare you for working with creative writers in the college setting. We investigate a range of teaching models and develop practical methods for working with creative writers. We also explore strategies for engaging with the creative process, facilitating contemplative gestures, providing feedback on student work, fostering a writing community, and developing lesson plans. Finally, you construct a syllabus for an introductory college-level creative writing course.

**WRI705**

**Professional Development: Small Press Publishing (3)**

The course serves as an introduction to various facets of the small press, including its history and practical concerns around submissions and editing. This is an experiential class, in which students learn by doing. Through hands-on study, students will learn what a small press is as well as its role in forging community, promoting diversity and experimentation, and innovating publishing practices. Working individually and collaboratively, students will curate, design, distribute, and market one issue of Bombay Gin, as well as hone their individual professional development by developing submissions and cover/query letters. Cross-listed as WRI326.

**WRI707**

**Poetics Seminar: Major Authors (3)**

This course gives students the opportunity to comprehensively study the work of a single author or small select group in depth and detail. Students explore the historical and social moment within which the author wrote and consider the various aesthetic and theoretical concerns with which the author engages. Students read a number of major works by the author as well as critical theory on and related to the author's work.

**WRI710**

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

This writing workshop focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments and creative mistakes. We bear in mind John Ashbery’s remark: “It’s rather hard to be a good artist and also be able to explain intelligently what your art is about. In fact, the worse your art is, the easier it is to talk about it. At least, I’d like to think so.” Open to CW&P MFA students only.

**WRI715**

**Poetry Workshop: Innovative Poetry (3)**

In this course, we investigate work that transgresses, crosses borders, swerves. We examine texts that challenge our understanding of poetry and the writing process. Through a series of experiments and cross-genre collaborations, we complicate language, develop new forms, and carve out original spaces. To innovate is to be in conversation with an interrogative dynamic that opens to possibility and failure. Writing as experiments as exploration as the new word. Open to CW&P MFA students only.

**WRI718**

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

"All times are contemporaneous in the mind." Like no other poem before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls "the Pound era," including its literary movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos Williams, W. B. Yeats, and Marianne Moore. Then to ancestral presences: troubadours of Provence, lyre players of Greece, poet-texiles of Tang Dynasty China, dancers of Japanese Noh. With Homer and Dante as guides, we set sail through time and space, visiting the planet’s verse traditions, the politics, the economics, reading the entire Cantos and a great deal of Pound’s prose. Please bring a copy of The Cantos to the first class. Open to W&P MFA students only.
WRI720
Prose Workshop: Experimental Prose (3)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on nonnormative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

WRI721
Poetics Seminar: Postcolonial Literature (3)
This class requires students to read and write in conversation with fiction, poetry, and critical texts that engage a postcolonial content. Thematic inquiries engage the relationship of characters and subjects to national and regional space, terrain and borderlands, as well as questions of displacement and belonging. Aesthetically, we examine what happens to language and the intactness (or not) of form in literatures that engage a continuum of voluntary and involuntary trajectories. Readings endeavor to provide a political, historical, and cultural context for each literary work through the lens of postcolonial theories of different kinds.

WRI722
Poetry Workshop: Eco-Poetics (3)
Eco means house: our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose that directs attention to surroundings, especially "nature." In this course, we discover and invent new ways of representing nature’s rich variety in language. Open to W&P MFA students only.

WRI723
Practice of Prose: Creative Nonfiction (3)
Engages students in writing creative nonfiction, that is, nonfiction that engages craft elements from other genres to produce work on a continuum from the personal essay, travel journalism, to book reviews. Experiments, discussions and workshops engage contemporary developments in creative nonfiction, with the opportunity to work in short prose forms or to produce a sustained narrative.

WRI725
Art of the Essay (3)
"Myself," said Montaigne, "is the groundwork of my book." An essay is a foray into such groundwork to produce personal or formal inquiries and assessments of any given topic, whether about hunting elephants, the death of a moth or about girls in Des Moines. In this course we both read and write short prose works encompassing autobiography, memoir, travel sketches and book reviews, demystifying and engaging a process that produces provocative and entertaining literature. Writers we look at may include Didion, Orwell, Baldwin and Woolf.

WRI727
Poetics Seminar: Cultural and Ethnic Literature (3)
This course focuses on the cultural production of community and identity by engaging with a variety of literary texts from diverse geographic and national sites. By engaging literature critically and creatively, students examine how authors create and readers read through their own sets of experiences in cultural and ethnic contexts; the relations of power and knowledge, politics and aesthetics; and the utility or failure of literary theory to address cultural and ethnic struggles.

WRI729
Multigenre Workshop: Collaborative Texts (3)
This course examines the poetics of collaborative acts: the "third mind" experiment. Writers embark on explorations with other writers, artists, musicians, dancers, or filmmakers. Texts that challenge the single author and cross artistic genres are explored in order to expand narrative, poetic lyric, meaning, and structure. We interrogate the third space between collaborators and question notions of "authority" in authorship. The confluence between two or more writers sparks new developments in the creative process.

WRI730
Multigenre Workshop: Performance Art and Writing (3)
This course uses performance art to generate creative texts. Our performance praxis stems from a wide variety of approaches, formal and invented, and our final goal is to put that praxis into conversation with our individual writing practices. We ask how the investigations of performance+duration, participation, witness and witnessing, movement, constraint, and temporal and spatial awareness+can invigorate our texts and lend them new insight.

WRI731
Prose Workshop: The Novel (3)
In this course, students complete the first draft of a novel. The work will be a full-length narrative of 60,000 to 100,000 words. By generating this draft over the span of a semester, students identify and embrace their writing practice, determining how they go about performing this discipline alongside the other commitments in their lives. Ideally, the work will be rewritten and polished, but the main goal is to demystify the long form narrative and to set the elements in place that will serve the writers throughout their creative lives. Open to CW&P MFA students only.

WRI733
Poetics Seminar: Queer Lit (3)
This course investigates texts that "queer." We read literature and theory that questions, complicates, deterriorializes, defines, curates, and inhabits the "genre" of queer literature. We consider, for instance, the bilingualism of gender and genre, liminal space, sexuality and textuality, the politics of syntax and sex, the body, the not-body, and more.
WRJ736
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI436.

WRJ736E
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI436.

WRJ739
Poetry Workshop: Contemplative Poetics (3)
Contemplative poetics affirms trust in the meaningfulness of immediate experience as basis, exploration into modes of composition as practice, and attention to elements and structures of language as medium. We work with contemplative practices that ground mind and body in active attention; invite curiosity that extends attention into investigation, and take chances in execution that brings surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Open to CW&P MFA students only.

WRJ740
Poetics Seminar: Film Poetics (3)
This course explores the relationship between poetry and film. By the mid-20th century, new American poets and underground filmmakers had established a vibrant fusion and artistic collaborations established and redefined links between the moving picture and the written and spoken word, resulting in an extraordinary profusion of poetry/film hybrids. We also look at film-related poetic writings and the groundbreaking advent of the poetic montage.

WRJ744
Multigenre Workshop: Somatic Writing (3)
In this course, we build a piece/project centered upon somatic experiments and forms. We explore what it means to “write the body,” whether we are thinking about movement, animal ethologies, the nervous system, or larger questions of embodiment. What is an embodied work of creative writing? We build a space for writing in which new forms are able to appear, inspired and evoked by body-based practices. We also examine mixed performances and readings of all kinds.

WRJ748
Multigenre Workshop: Activist Writing (3)
This course explores writing that activates, that calls us to action, and that asks how writing can heal the world. We read and write texts that call and respond, that counteract, that repair and repeal. This involves some field experience, research into what calls us to action: the environment, human rights, war, political rhetoric, drone strikes, gun violence, etc., as well as possible petitioning, marching, and sign-making—in short, random acts of poetic intervention.

WRJ750
Literature Seminar: Radical Prosody (3)
Prosody is the study of verse structure through its phonic, rhythmic and semantic elements. Syllable and sound, syntax and grammar, form and meaning all interact within the weave of poetic “making.” In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic innovations that have revolutionized poetic form and content over the past five hundred years in British and American poetry. Requirements include response papers and a substantial final paper. Open to CW&L and CW&P students only; others by permission of the program. Cross-listed as WRI450.

WRJ752
Multigenre Workshop: Text and Image (3)
This interdisciplinary and multigenre writing course explores the confluence of text and image in poetry, prose, and cross-genre texts. Through exploratory reading and creative writing experiments, students investigate the ways in which images interrupt, complicate, and layer narrative as well as the reasons a writer might embrace this multimodal, multivocal form. Students produce creative manuscripts that draw on and innovate with text and image.

WRJ754
Poetics Seminar: Lineages (3)
This course explores a tradition, or cross-section of traditions, that informs the aesthetic goals of the Jack Kerouac School. Possible focuses include New American Poetry, the New York School, Black Mountain Poetics, the Black Arts Movement, and the Beats, among others. Students consider the historical and social circumstances for a specific movement in addition to its primary theoretical or aesthetic concerns. How a particular lineage expounds upon contemplative and innovative poetics will also be considered.

WRJ756
Mind Moving (3)
Mind Moving explores contemplative practices in prose and poetry. Philip Whalen and Gary Snyder’s experimental verbal
collages, montages and mobiles with multiple points of view are investigated along with the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of Whalen, Kerouac and Snyder’s early artistic processes are primary. Mind Moving covers relevant American Buddhist and cultural history connected to Whalen, Snyder and Kerouac’s art. A critical response essay and artistic portfolio required. Guided meditation is provided. This course serves for contemplative credit. Open to CW&P MFA students only.

**WRI758**  
**Poetry Workshop: Documentary Poetics (3)**  
This course is a writing workshop focused on investigative methods and documentary materials. A diverse array of poets who base their work on significant research are explored. Each participant takes on one or more fields of research to produce a poetry manuscript. Open to CW&P MFA students only.

**WRI761**  
**Poetics Seminar: Contemporary Trends (3)**  
In this course, students focus on the current trends, patterns, and concerns of writing practices. We investigate and consider a variety of artistic practices that both inform and are informed by contemporary texts, which may include the cross-pollination of writing with other cultural and social practices, conceptualism, or the blurring of low and high art. In addition to reading contemporary texts, students trace the history of these trends to observe their dynamic evolution. The Pentagon recently released a report “asserting decisively,” according to the New York Times, “that climate change poses an immediate threat to national security, with increased risks from terrorism, infectious disease, global poverty and food shortages.” Of course, popular culture has for some time imagined this future, capitalizing on the paranoia of uncertainty. In this class, we will examine how innovative writers address concerns about climate change, the growing disparity between the rich and the poor, and the breakdown of infrastructure not only by imagining this future but also by problematizing the language through which we figure it. We will read poetry, prose, and criticism that approach climate change through multiple points of view. The spirit of the experiment has been central to American literature. Practice of Fiction: Flash Fiction, Make it New (3)  
In this workshop on flash fiction, we examine some unusual techniques and approaches from poetry that can be applied to writing micro-fiction. We experiment with some of these.

**WRI763**  
**Multigenre Workshop: Notes on Architecture (3)**  
In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we write/enter into the space continually opening out from the one preceding it? or not +what is it like to enter a sequence of rooms that is already there, furnished by the previous occupant? Open to CW&P MFA students only.

**WRI764**  
**Creative Reading & Writing: Bad Business: Noir & Nasty (3)**  
Covers noir mystery and crime novels and five noir movies. The definition of a noir story is this: Average Joe or Jane Doe get in deep trouble and make all the wrong choices in a corrupt and venial society. Common fictional problems of character, scene and narration are taught along with solutions. A professional training component covers Elmore Leonard crime novels with an in-depth look at the research he conducted via a documentary Elmore Leonard Criminal Records. Writers are not expected to write in the mystery genre. Every class devotes its second half to critiques of student writing in any genre. Critical responses cover technical issues of noir. Open to CW&P MFA students only.

**WRI765**  
**Practice of Fiction: Flash Fiction, Make it New (3)**  
The spirit of the experiment has been central to American literature. In this workshop on flash fiction, we examine some unusual structures and approaches for writing short shorts. There are many techniques and approaches from poetry that can be applied to writing micro-fiction. We experiment with some of these.

**WRI768**  
**Literature Seminar: William Blake (3)**  
Students read a wide selection of works from Blake’s vast oeuvre, including the Songs of Innocence and of Experience, The Book of Thel, Visions of the Daughters of Albion, America, Europe, The Four Zoas, and Milton. These include the “illuminated works” engraved and painted on copper plates, which are explored. Students examine Blake’s visionary poetics through a variety of interpretative analytics, from deconstruction to recent feminist, Marxian and psychoanalytic theory, including Buddhist Abhidharma psychology. Weekly response papers and a final research paper are required. Open to MFA W&P students only, others by permission of the program.

**WRI770**  
**Multigenre Workshop: Cross-genre Forms (3)**  
This course investigates hybridity as form. We expand our definitions of crossing genres by examining various disciplines and theories: heterospor, diasporic contact zones, migratory borders, and chimeras, in order to problematize the binary of the poetry/prose dichotomy. We transgress the line, the sentence, and the narrative.
as well as press on the boundaries of writing—mixing and matching, cross-talking our way through. Through vertical and horizontal interrogative acts, we research and develop forms that can house our cross-genre gestures. Open to CW&P MFA students only.

**WRI771**  
Prose Workshop: Innovative Fiction (3)  
This course is an engagement with fiction that innovates [and sometimes rejects] narrative form, character development, and point of view, as well as other traditional conventions of fiction writing. Students write, read, and present on fiction, in short and long form, marked by qualities of playfulness in language, experimentation in form and time, self-reflexivity, and the blending of high and low art. Open to W&P MFA students only.

**WRI773**  
Creative Reading and Writing: Cross-Cultural Writing Practices (3)  
This class focuses on transnational works to explore the ways in which writers who cross between the spaces of different cultures are [sometimes] also working towards transformations of deep structure in the writing. Does this happen as an action of form [how does form migrate?] or aesthetics [what kinds of complex choices are available to language when the body that speaks the language is no longer in the same place as the language itself?]. How do figures in these works emerge/cross from one frame to another? These discussions develop a conversation about hybridity and transformation in your own work, which is work-shopped on alternate weeks. This class is open to any genre and authors we read include W.G. Sebald, Monica Ali and Kamau Brathwaite. Open to CW&P MFA students only.

**WRI775**  
Multigenre Workshop: Cross-Disciplinary Writing (3)  
In this course, we read texts that engage various disciplines such as film, architecture, performance, drawing, history, or science, as well as other literary texts. We consider how these genres interact and perform our own writing experiments in response. Students engage in a workshop environment, discussing required readings and other students' creative work with an eye on how these works were constructed via genre and stylistic techniques.

**WRI781**  
Professional Development: Project Outreach (3)  
This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration. Open to CW&L and CW&P students, also to others by permission of the program. Cross-listed as WRI381.

**WRI785E**  
Practice of Fiction: Building Blocks (3)  
During the first half of every class we concentrate on short works/passages from various authors and/or view short video segments for assignments on specific skills: dialogue, characterization, scene work, narration, and point of view. For the second half of each class, students bring their writing for comments and/or critiques. Work by Alice Munro, Quentin Tarrantino, Lorrie Moore, David Mamet, Jhumpa Lahiri, and others used. Critique skills are taught. Written critical feedback is required from students and instructor on student writing. Goals: Get past second drafts; 35 pp. or one-third of your final manuscript. Recommended for first-semester students. Open to W&P MFA Creative Writing (low-residency) students only.

**WRI788E**  
Creative Reading and Writing: The Art of Nonfiction (3)  
Where does fact meet fiction, reportage meet poetry? In explorations that deepen our understanding of the possibilities for ourselves as nonfiction writers, we come together in workshops to write, read, and discuss memoir, travel writing, nature writing, food writing, history, diaries, criticism, and hybrid forms. We also consider how to assemble a nonfiction book proposal. Readings may include book-length and shorter works by Diana Athill, Alan Bennett, Truman Capote, Gerald Durrell, and Edmund White, as well as selections from John D’Agata’s Next American Essay. Open to W&P MFA Creative Writing (low-residency) students only.

**WRI789W**  
Fall Writing Practicum (1)  
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI389W.

**WRI790E**  
Creative Reading and Writing: Investigative Poetics (3)  
Some possible investigations include whether one kind of engagement with the world is more authentic than another. What makes a poem "political," and whether a political poem is determined by one’s level of engagement with the world. Some others involve writing poetry that [according to Amiel Alcalay] “pillages” from sources such as personal diaries, newspapers and official documents. Writing that wavers between overt and oblique states of mind, and between a direct commentary on reality and abstract experiences within language. Open to MFA Creative Writing students only.

**WRI791W**  
Spring Writing Practicum (1)  
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and

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may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WR1391W.

WR1792E
Book Matters: An Introduction to Publishing (3)
This course introduces the student of writing to the world of publishing. Led by an experienced book editor, and using readings, discussions and online appearances from industry professionals, it explores different types and genres of publishing, considers the roles of literary agents, booksellers and reviewers, and provides an overview of the main publishing processes and functions: editorial, production, design, sales, marketing, publicity and rights. We also develop practical skills in copy-editing and proofreading, write submission letters, compose press releases, and plan marketing campaigns. Our aim is a deeper understanding of the culture of publishing.

WR1793
Special Topics: Writing Workshop (3)
Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but not be limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WR1490/WRI793e.

WR1793E
Special Topics: Writing Workshop (3)
Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WR1490/WRI793. Fall 2014: The Prose Poem, or Poetic Prose. Which of us, in his ambitious moments, has not dreamed of the miracle of a poetic prose, musical, without rhyme and without rhythm, supple enough and rugged enough to adapt itself to the lyrical impulses of the soul, the undulations of the psyche, the prickings of consciousness? Baudelaire (Paris Spleen) The prose poem is a border genre that seems particularly suited to speaking a consciousness, the consciousness that the reader and writer encounter line by line, paragraph by paragraph, a natural prose lyricism composed from ordinary thought and speech. A paragraph can also be seen as a block, a visual space, a different type of border. Besides introducing you to the prose poem, this course is also designed to survey some of the theories and poems from movements in modern and contemporary off-center poetry, such as imagism, surrealism, objectivism, the New York School, Language writing, Oulipo, etc. This course is a combination of a literature course and workshop. You will write poems in prose that interact with the ideas and theories put forth in the lectures and readings.

If you are a poet, working with sentences and paragraph might change your idea about what a poem is, revealing new possible rhythms, forms, approaches and genre sliding. If you are a fiction writer, working with the prose poem may help you work on style and inventive structures for writing.

WR1794W
Writer’s Practicum with Anne Waldman (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI394W.

WR1795W
Writing Practicum with Allen Ginsberg Visiting Fellow (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods of writing and may vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI395W.

WR1796
Special Topics: Poetics Seminar (3)
Topics explore various literature based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, Women Writers, Hybrid Texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Cross-listed as WRI394/796e.

WR1796E
Special Topics: Poetics Seminar (3)
Topics explore various literature based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, New American Poetry, New Narrative Writing, Black Arts Movement, Women Writers, Hybrid Texts, image and text, film and media studies, as well as various other themes driven by critical analysis of literature. Cross-listed as WRI491/796.

WR1797
Special Topics: Professional Development (3)
Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, book arts, 21st century publishing practices, project outreach, small press editing, pedagogy theory and praxis, and various other themes.
driven by the development of professional skills. Cross-listed with WRI492/797.

WRI797E
Special Topics: Professional Development (3)
Topics explore various professional development based methodologies and practices and vary from semester to semester. Course focuses may include, but are not limited to, book arts, 21st century publishing practices, project outreach, small press editing, pedagogy theory and praxis, and various other themes driven by the development of professional skills. Cross-listed with WRI492/797.

WRI875
MFA Thesis Seminar (3)
In this course, MFA Creative Writing & Poetics students in their penultimate semester propose, research, write, and revise their Critical Research Paper. Class time is dedicated to one-on-one instructional support, library research, peer review, and student presentations. In addition to supporting the completion of the Critical Research Paper, the course also introduces students to the role of the writer-as-critic through exploration of critical texts, poetics journals, writers' conferences, and submission processes. Open to Creative Writing and Poetics MFA students only.

WRI880
MFA Thesis (6)
As the culminating completion requirement of the MFA degree, graduate students submit an MFA Thesis, which includes creative and critical components. Additional information about the MFA Thesis is available in the JKS office.

WRI880E
MFA Thesis (6)
As the culminating completion requirement of the MFA degree, graduate students submit an MFA Thesis, which includes creative and critical components. Additional information about the MFA Thesis is available in the JKS office.

WRI881
Extended MFA Thesis (0.5)
Graduate students wanting to apply for an additional semester to complete their MFA thesis must contact their advisor. Additional information about extending the MFA thesis is available in the JKS office.

WRI881E
Extended MFA Thesis (0.5)
Graduate students wanting to apply for an additional semester to complete their MFA thesis must contact their advisor. Additional information about extending the MFA thesis is available in the JKS office.
Summer Writing Program

“The artist’s job: to propel the century a few inches. Start now. Inquire.”
—Anne Waldman, after William Carlos Williams

The Summer Writing Program is a four-week convocation of students, poets, scholars, fiction writers, translators, performance artists, activists, Buddhist teachers, musicians, printers, editors, and others working in small-press publishing. In dialogue with renowned practitioners, students engage in the composition of poetry, prose fiction, cross-genre possibilities, inter-arts, translation, and writing for performance. Participants work in daily contact with some of the most accomplished and notoriously provocative writers of our time, meeting individually and in small groups, so that both beginning and experienced writers find equal challenge in the program. The tradition emphasized is that of the “Outrider” lineage, a heritage of powerful scholarship and counterpoetics that operates outside the normative academic mainstream.

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

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

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

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

Language/Translation, Editing, New Pedagogies,” and “New Directions in Experimental Writing.”

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

Summer Writing Program Magazine

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

SWP Scholarships

There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the Financial Aid section.

• Undergraduate Majors
  • Creative Writing & Literature
  • Interdisciplinary Studies: Concentration in Creative Writing & Literature
  • Summer Writing Program
• Undergraduate Minors
  • Creative Writing & Literature
• Graduate Degrees
  • Creative Writing
  • Creative Writing & Poetics

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

School Dean: Barbara Catbagan
Administrative Specialist: John Weber

The School of Humanities and Interdisciplinary Studies houses Naropa University’s programs in Religious Studies, Traditional Eastern Arts, and Interdisciplinary Studies, as well as the undergraduate Contemplative Learning seminars.

The following are the programs offered by the School of Humanities and Interdisciplinary Studies:

Undergraduate Majors
- Interdisciplinary Studies
- Religious Studies
- Traditional Eastern Arts

Undergraduate Minors
- Religious Studies
- Sanskrit or Tibetan Language
- Gender and Women’s Studies
- Traditional Eastern Arts

Certificate Programs
- Yoga Teacher Training

Graduate Degrees
- Religious Studies
  - Contemplative Religions Concentration
  - Indo-Tibetan Buddhism Concentration
- Religious Studies with Language
  - Contemplative Religions Concentration
  - Indo-Tibetan Buddhism Concentration
- Master of Divinity

Undergraduate Majors

BA in Interdisciplinary Studies

The Interdisciplinary Studies major provides a creative and challenging invitation for students to design a unique 60-credit major exceeding the scope of a single perspective. Students begin the program by taking the required Interdisciplinary Studies Gateway Seminar, which surveys the history of disciplines and how they constitute major and minor degree programs. This gateway course then turns to study the various disciplines as they are constituted at Naropa. With this background, students work with an advisor, their peers, the Gateway Seminar instructor, and two faculty mentors to design a unique focus of study within two or three disciplines called a Learning Agreement and learn the practice of interdisciplinarity. This approach ensures that students bring an informed, interdisciplinary, and committed perspective to designing their Learning Agreement. The Advanced INTD Research Seminar (INTD380) fosters interdisciplinary research methods by providing students with skills necessary for work in their chosen areas of study and across the disciplines. Students are required to take two Special Topics courses in Interdisciplinary Studies (INTD490). The final component of the program is the Capstone Seminar (INTD480) taken in the final semester and designed to guide students through their senior thesis and portfolio.

Declaration of Major

In accordance with university policy, students can declare their major at any time. In order to progress through the course work in this major, students should take any course prerequisites at the earliest opportunity. Because of the nature of this program, it is important to meet with program faculty either before you declare or soon after. Please consult with your Academic Advisor to plan your schedule in the program.

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

Degree Requirements

BA Interdisciplinary Studies

Approval by the program lead of Interdisciplinary Studies of a Learning Agreement outlining the student’s focused, achievable, individualized program.

Students will design their Learning Agreement for a BA in Interdisciplinary Studies in the Gateway Seminar.

Sixty credits are generally earned at 300-level classes and above. These credits will be accumulated by completing the courses listed in the student’s approved Learning Agreement and will include credits earned from the following required courses:

- INTD301 The Gateway Seminar (3)
- INTD380 Advanced INTD Research Seminar (3)
- Six credits of: INTD490 Special Topics (3)
- INTD480 The Capstone Seminar (3)

Course work to be applied to the major may include up to 9 credit hours of Independent Study and 9 credit hours of transfer and/or consortium credits.*

Interdisciplinary Studies students must attend the Gateway and Capstone semesters, Special Topics, and Advanced Research courses in residence.

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

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

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

Course Listings

INTD210
Introduction to Gender and Women’s Studies (3)
Gender and women’s studies begins with Hanisch’s premise that “the personal is political” as a means of thinking about personal issues as broader political and structural issues, resulting in various levels of privilege and oppression. We investigate first-wave feminism, second wave concerns and critiques, and third wave ideologies and queer theories. We examine the constructed nature of gender and identity via historical, theoretical, and cross-cultural texts to develop conscious approaches to thinking about the intersections of race, sexuality, and class. In addition, the course seeks to sharpen our critical awareness of how gender operates in cultural contexts and in our own lives in order to participate in social change. We read a diverse group of historical and contemporary feminist and queer writers, activists, and theorists.

INTD301
The Gateway Seminar (3)
The required Gateway Seminar in the Interdisciplinary Studies program surveys the history of disciplines as they are studied in colleges and universities. These disciplines, psychology, religious studies, fine arts, etc., traditionally constitute what becomes a student’s major and minor degree program. From that vantage point, the Gateway Seminar then turns to study the various disciplines as they are constituted at Naropa. With this background, students then choose their INTD mentors and create their Learning Agreement, which is the template for their own program in Interdisciplinary Studies. This approach ensures that students bring an informed and educated perspective to their unique focus. This course is a prerequisite to INTD program of studies. It enables students to decide if this major is best for them.

INTD310
Feminist and Queer Methods of Inquiry (3)
Feminist and queer scholarship informs methods of information gathering and distribution; and challenges philosophies of science and how science has begun to address these challenges. The course examines how feminist, queer and contemplative ways of knowing can inform the research process and explore postcolonial, diasporic and critical race perspectives on feminist epistemology.

Students take a contemplative tour through diverse methods of inquiry, including by not limited to memoir, observation, participant observation, archival research and experimentation. Through personal reflection and observation of gender in the world, students create diverse work products that both bear witness to gender in the everyday world and stand in resistance to oppressive power structures.

INTD380
Advanced INTD Research Seminar (3)
This course aims to foster INTD research methods by providing students with skills necessary for work in their chosen areas of study, through a critical comparative examination of the practices, protocols, theories and methods of disciplinary education as they have developed intellectually and institutionally over the past several centuries. In systematically comparing the methods and rhetorical strategies of different disciplines, and focusing upon the history of modern educational practices, the course develops critical thinking and research skills essential to laying a foundation for work during the subsequent thesis-writing semester. At the same time, the seminar fosters the community-building work of Interdisciplinary Studies as a contemplative forum for the discussion of broad academic issues confronting university education today. Prerequisite: COR115.

INTD480
The Capstone Seminar (3)
The final component of the Bachelor of Arts program, the Capstone Seminar is designed to guide students through their senior thesis, a scholarly paper with annotated bibliography and a portfolio of course work that reflects the student’s cumulative knowledge at the end of the degree program. This thesis is evaluated by two mentors from the student’s chosen fields of study, as well as by the chair of Interdisciplinary Studies. Prerequisite: INTD 301. Open to INTD majors only.

INTD490
Special Topics Seminar: Making Friends with Death and Dying (3)
The Special Topics Seminar investigates the application of theories and methods of interdisciplinarity to specific historical, critical and theoretical issues and problems. Specific topics are announced each semester and are generated by the students. Spring 2015 Making Friends with Death and Dying This course contemplates death and dying from diverse perspectives: (1) the bio-medical approach of Dr. Sherwin Nuland’s How We Die; (2) Joan Didion’s literary memoir The Year of Magical Thinking; (3) the contemplative hospice training of Judith Lief’s Making Friends with Death; (4) traditional Tibetan Buddhist teachings [Freemantle’s Luminous Emptiness]. By integrating these various approaches we move towards a holistic understanding of the human experience of death and dying.
INTD491
Directed Honors Reading (3)
The honors directed reading seminar is designed to enable interdisciplinary students to read in their respective fields of study as proposed in their Learning Agreement, or concepts that are currently significant, controversial, or seminal in their fields of which texts the student would not otherwise be assigned in a course at Naropa. By permission of instructor. Open to INTD majors only.

INTD492
Honors Directed Research (3)
The honors directed research seminar is designed to enable interdisciplinary students to do research in their respective fields of study as proposed in their Learning Agreement, or concepts that are currently significant, controversial, or seminal in their fields of which texts the student would not otherwise be assigned in a course at Naropa. By permission of instructor. Open to INTD majors only.

INTD499
Independent Study: Interdisciplinary Studies (1)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

BA in Religious Studies
The Bachelor of Arts in Religious Studies is a 36-credit major in which students explore religion in a variety of ways, with an emphasis upon the relevance of historical traditions in contemporary life. Special emphasis is placed upon the role of contemplative practice in the world’s great religions, especially Buddhism. All students must take a series of 16 credits that introduce the study of religion and contemplative practice. Students also choose 9 credits from the Religious Traditions courses, which serve as introductory studies of major world religions. The additional 11 credits may be selected from core areas of study: contemporary issues in religion, contemplative practice, and practice intensives.

Declaration of Major
In accordance with university policy, students can declare their major at any time. Because of the nature of this program, it is important to meet with program faculty either before you declare or soon after. Please consult with your Academic Advisor to plan your schedule in the program.

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

Choose 3 credits from the following courses:
(Prerequisites for 300-level classes)
• REL158W The Breeze of Simplicity: Meditation Weekend (1)
• REL160 Meditation Practicum I: Freeing the Mind (3)
• REL1255W Opening the Heart: Meditation Weekend (1)
• REL271 Centering Prayer as Christian Contemplation (3)
• REL390W Shambhala Training Level I: The Art of Being Human (1)
• REL391W Shambhala Training Level II: Birth of the Warrior (1)
• REL392W Shambhala Training Level III: Warrior in the World (1)
SUBTOTAL 3

Choose 6 credits from the following courses:
(Prerequisites for 300-level classes)
• REL150 Buddhist Journey of Transformation: An Introduction (3)
• REL210 Religion & Mystical Experience (3)
• REL247 Embodying Sacred Wisdom: Modern Saints (3)
SUBTOTAL 6

Choose 9 credits from the following Religious Traditions courses:
• REL150 Buddhist Journey of Transformation: An Introduction (3)
• REL229 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
• REL240 Foundations of Buddhism (3)
• REL314 Contemplative Islam (3)
• REL321 Introduction to Jewish Mysticism (3)
• REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
• REL325 Contemplative Christianity (3)
• REL330 Contemplative Hinduism (3)
• REL334 Hindu Yoga-Tantra (3)
• REL346 Wisdom and Compassion: The Buddhist Path (3)
• REL349 Tibetan Buddhism: Inside the Mystique (3)
• REL355 Sanskrit in the Sacred Traditions of India (3)
• REL376 Inner Oral Tradition of the Torah (3)
SUBTOTAL 9

Undergraduate students may petition to take MA courses in Buddhism after REL60, 240, and 346 are completed.

Choose 11 credits from the following two categories:

Contemporary Issues in Religion
• REL210 Religion & Mystical Experience (3)
• REL212 Queer Theory, Feminism, and Religion (3)
• REL247 Embodying Sacred Wisdom: Modern Saints (3)
• REL312 Spiritual Models of Social Action (3)
• REL348 Buddhism in America: Dharma Comes West (3)
Contemplative Practice

- REL158W The Breeze of Simplicity: Meditation Weekend (1)
- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL170 Meditation Practicum II: Igniting Compassion (3)
- REL250 Spirituality and Creative Expression (3)
- REL255W Opening the Heart: Meditation Weekend (1)
- REL258 Contemplative Practice Intensive (1.5-6)
- REL271 Centering Prayer as Christian Contemplation (3)
- REL345 Zen Buddhism (3)
- REL390W Shambhala Training Level I: The Art of Being Human (1)
- REL391W Shambhala Training Level II: Birth of the Warrior (1)
- REL392W Shambhala Training Level III: Warrior in the World (1)
- REL393W Shambhala Training Level IV: Awakened Heart (1)
- REL394W Shambhala Training Level V: Open Sky (1)

SUBTOTAL 11
TOTAL CREDITS 36

Course Listings

REL150
Buddhist Journey of Transformation: An Introduction (3)
This course traces the transformation of emotional and conceptual confusion into wisdom on the Buddhist path. Beginning with insights into how humans generate confusion and habitual patterns, we extend that insight to develop compassion and skill in working with others and discover skillful means within our confused states in the present moment. Students are introduced to the rich diversity of Indo-Tibetan Buddhist “three vehicles” within the context of Buddhist history, texts and traditions.

REL156W
Zen Intensive Weekend (1)
The teaching and practice of Zen Buddhism assumes that there is a big mind present in all mental and physical activities, that this big mind can be realized, and that its realization can be matured. The class will look at how this Zen paradigm—its teachings, practices and realization—can be a personal vision and part of professional contemporary psychology. Cross-listed as REL552W.

REL390W Shambhala Training Level I: The Art of Being Human (1)
REL391W Shambhala Training Level II: Birth of the Warrior (1)
REL392W Shambhala Training Level III: Warrior in the World (1)
REL393W Shambhala Training Level IV: Awakened Heart (1)
REL394W Shambhala Training Level V: Open Sky (1)

REL158W
Breeze of Simplicity (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL504W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose lighted heart, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL160
Meditation Practicum I: Freeing the Mind (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice, midterm and final oral exams.

REL170
Meditation Practicum II: Igniting Compassion (3)
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong) and the exchange of self and other (tonglen). The course includes midterm and final oral exams. Prerequisite: REL160 or TRA100.

REL190
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL590. Fall 2014: Radical Compassion Symposium. What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The Symposium gathers national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness. Cross-listed as REL590.
REL210
Religion and Mystical Experience (3)
This class explores the essential core of the world’s wisdom traditions: their mystical teachings, rituals, and esoteric practices. Special attention will be given to the nature of mystical experience - characterized by a direct encounter with Ultimate Reality or the Divine - and to the variety of its manifestations in and out of the world’s major religious traditions.

REL212
Queer Theory, Feminism and Religion (3)
Religion has greatly influenced our experiences as gendered beings in the areas of sexuality, power, gender roles, personal identity, privilege and wisdom. Feminism has identified the biases and abuses of patriarchy and sought to rectify them. It has also birthed the GLBT movement and queer theory. How have these efforts spoken to the spiritual subjectivities of women, sexual minorities or men in these traditions? On what terms can gender be appreciated and valued? This course traces the historical evolution and cultural influences of patriarchy, feminism and gay liberation on religious experience as well as religion’s impact on the formation of gender roles.

REL229
Foundations of Judaism (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Prerequisite: COR110. Cross-listed as REL529.

REL240
Foundations of Buddhism (3)
An introduction to Buddhism including a survey of Buddhist history, philosophy and practice. Special emphasis is placed on the basic Buddhist view and perspective as expressed in the life of the Buddha, the four noble truths and the Buddhist understanding of the mind. The course examines the close relationship between Buddhist thought and the central spiritual discipline of meditation. Grading criteria includes a final paper.

REL247
Embodying Sacred Wisdom: Modern Saints (3)
An exploration of the human thirst for spiritual experience and transformation through the studies of biographies of 19th and 20th century contemplatives from several selected religious traditions, both Eastern and Western. Through examining the spiritual and religious journey of saints and their relationships with their traditions, students learn the diversity of religious traditions of sainthood. How do the journeys of their saints relate to our personal journeys? Readings include sacred biographies (hagiographies), study of modern religious traditions in context, and interpretations of sainthood in both theological and cross-cultural perspectives.

REL250
Spirituality and Creative Expression (3)
This course focuses on exploring spirituality and its manifestation in our lives through creative expression. The foundation for this exploration is Maitri practice, which cultivates awareness of our own energetic makeup and how these energies manifest as the core patterns of our daily lives. Developed by Trungpa Rinpoche, the founder of Naropa, this practice is done in five different colored rooms, representing the Five Buddha Families. In addition to the Maitri room practice, we work with several contemplative art forms, such as object arrangement, painting, brush stroke and space awareness exercises. The challenge for each of us is to discover, integrate and appreciate our energetic expressions and to bring our creativity to form, individually and as a group. Prerequisite: REL160 or COR130.

REL255W
Opening the Heart (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krassen, PhD. and Rabbi Zvi Ish-Shalom, PhD. Rabbi Krassen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.

REL258
Contemplative Practice Intensive (1.5)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Undergraduate students may choose to do a program ranging in length from one week to a maximum of four weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhism meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. Cross-listed as REL547.
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL571.

Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL503.

Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours a week outside of class. Cross-listed as REL507.

Sanskrit II (4)
A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL274. Cross-listed as REL533.

Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite: REL229. Cross-listed as REL535.

Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways-as ancestral presences, nature deities, personal guardian spirits. Therefore we will focus on ritual practices-ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Co-requisite: REL210, REL150, REL247, REL158W, or REL255W.

Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Offered alternate years. Co-requisite: REL150, REL158W, REL210, REL247, or REL255W. Cross-listed as REL525.
REL328W  
B.A. Religious Studies Retreat (0.5)  
Introduction to the field of religious studies from the perspective of contemplative education as well as to important thematic and analytic perspectives. Basic contemplative practice from several traditions is present and career opportunities in the arena of religious studies are explored. Building community, forming friendships and sharing our mutual journey is central to this retreat. Course fee.

REL330  
Contemplative Hinduism (3)  
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternative years. Cross-listed as REL330. Co-requisite: REL150, REL210, REL247, REL158W, or REL255W.

REL334  
Hindu Tantra-Yoga (3)  
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Co-requisite: REL150, REL158W, REL210, REL247, or REL255W. Offered alternate years. Cross-listed as REL634.

REL345  
Zen Buddhism (3)  
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area. Co-requisite: REL150, REL158W, REL210, REL247, or REL255W. Offered alternate years. Cross-listed as REL634.

REL346  
Wisdom and Compassion: the Buddhist Path (3)  
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart and the six paramitas or transcendent actions in the benefit of others. Readings are taken from the literature of both sutra (Buddha’s word) and sastra (commentaries) and includes writings of contemporary teachers. Co-requisite: REL150, REL210, REL247, REL158W, or REL255W.

REL348  
Buddhism in America: Dharma Comes West (3)  
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL546.

REL349  
Tibetan Buddhism: Inside the Mystique (3)  
This course introduces Buddhism as it flowered in the Tibetan cultural region, with emphasis on the traditional cosmology of Tibet, its religious history, its exoteric teachings and practices (Hinayana and Mahayana), and its esoteric teachings and practices (Vajrayana). Special attention will be paid to the meditative traditions of Tibet and the Tibetan Book of the Dead. Pre-requisite: REL351. Co-requisite: REL210, REL150, REL247, REL158W, or REL255W.

REL351  
Religious Studies Seminar: Theory and Method (3)  
An introduction to the theoretical models of the field of Religious Studies. The course reviews religious studies as an academic discipline with a special emphasis on applying religious studies methodology to religious traditions and phenomena. Special emphasis is placed on written and oral expression, integrative understanding and the relationship between religious traditions and the personal spiritual understanding/journey. The goal of this course is to give students the necessary tools to produce academically rigorous research projects in any area of the field.

REL355  
Sanskrit in Sacred Traditions of India (3)  
A basic introduction to the Sanskrit language directly linked to sacred concepts drawn from the sacred traditions of Yoga, Tantra, Vedanta and Sankhya. Language skills presented include the oral and written Sanskrit alphabet (devanagari), Roman transliteration, and an introductory recognition of some Sanskrit grammar elements. Explanations of sacred Sanskrit terms/concepts with brief overviews of the representative sacred traditions are interwoven in the course. Participatory oral chanting of the alphabet, sacred seed syllables, and sample concepts/terms/verses are integrated into the class format.

REL375  
Tibetan III (4)  
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating
texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL284. Cross-listed as REL553.

REL376
Inner Oral Tradition of the Torah (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies will be used towards this end. Dramatization of stories will be utilized to access the students' emotions and intuitive powers. Exposure to practices like shofar and sukkah will give the students a first-hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL676. Co-requisite: REL210, REL150, REL247, REL158W, or REL255W.

REL377
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There will be strong emphasis on noun compounds (samaasas). We will move onwards through the Goldman and Goldman primer, Devavanipraveshika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL287. Cross-listed as REL557.

REL377C
Sanskrit III (4)

REL385
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL375. Cross-listed as REL377.

REL387
Sanskrit IV (4)
This semester we complete the range of Sanskrit grammar, with Secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Cross-listed as REL587. Prerequisite: REL377.

REL390W
Shambhala Training Level I: The Art of Being Human (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL391W
Shambhala Training Level II: Birth of the Warrior (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL392W
Shambhala Training Level III: Warrior in the World (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL393W
Shambhala Training Level IV: Awakened Heart (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
REL395W
Shambhala Training Level VI: Great Eastern Sun (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL479
Capstone Seminar and Senior Project (3)
This course reviews religious studies as an academic discipline with a special emphasis on applying religious studies methodology to religious traditions and phenomena encountered in their major study. Special emphasis is placed on written and oral expression, integrative understanding and the relationship between religious traditions and the personal spiritual understanding/journey. The principal that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project.

REL490W
Shambhala Training Level VII: Windhorse (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL491W
Shambhala Training Level VIII: Drala (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL492W
Shambhala Training Level IX: Meek/Perky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL493W
Shambhala Training Level X: Perky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL494W
Shambhala Training Level XI: Outrageous & Inscrutable (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
The curriculum is rooted in the Yang-style teaching of Master Cheng Manching for cultivating and harmonizing the body, mind, and spirit. T'ai-chi ch'uan (or taijiquan) is a traditional Chinese martial art and embodies the philosophy of aligning with the Tao and teaches students how to be actively engaged and responsive to what is happening in the moment using deep relaxation, attentiveness and presence, and nourishment of the intrinsic energy, or qi, that supports all life.

**REL495W**  
Shambhala Training Level XII: Golden Key (1)  
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL499**  
Independent Study: Religious Studies (1)  
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

**BA in Traditional Eastern Arts**  
The 36-credit Traditional Eastern Arts major is a unique opportunity to steep oneself in a traditional contemplative discipline both academically and experientially. Students pursue an in-depth study of one of three body-mind awareness disciplines: T'ai-chi Ch'uan, aikido, or yoga. The curriculum includes an in-depth study of the history, philosophy, and praxis of the chosen discipline. In addition to the sequenced curriculum of practice, students take classes in meditation and anatomy, while choosing from a variety of complementary electives, such as Sanskrit, Ikebana, Zen Buddhism, Hinduism, Tantra, Taoism, Raga Singing, Five Elements Theory, and Somatic Psychology. This major trains and encourages students to develop practice as a way of life, one that informs livelihood, health, creative expression, and service to community.

**Declaration of Major**  
In accordance with university policy, students can declare their major at any time. Because of the nature of this program, it is important to meet with program faculty either before you declare or soon after. Please consult with your Academic Advisor to plan your schedule in the program. Students entering the university and the Traditional Eastern Arts major with 45 plus credits are required to declare a concentration at that time.

**Areas of Concentration**  
**T'ai-chi Ch'uan**  
"Swallow the Chi of Heaven, Tap the Strength of Earth, Cultivate Softness to Prolong Life."  
—Master Cheng Manching  
T'ai-chi ch'uan (or taijiquan) is a traditional Chinese martial art and system for cultivating and harmonizing the body, mind, and spirit. The curriculum is rooted in the Yang-style teaching of Master Cheng Manching and includes solo form work, the two-person interactive exercises of tui shou, or push hands, and form and fencing using the Chinese double-edged sword known as jian. T'ai-chi Ch'uan embodies the philosophy of aligning with the Tao and teaches students how to be actively engaged and responsive to what is happening in the moment using deep relaxation, attentiveness and presence, and nourishment of the intrinsic energy, or qi, that supports all life.

**Aikido**  
"If your heart is large enough to envelop your adversaries, you can see right through them and avoid their attacks. And once you envelop them, you will be able to guide them along a path indicated to you by heaven and earth."  
—O Sensei, Morihei Ueshiba, aikido founder  
The roots of aikido stand in the soil of the great warrior tradition of Budo, where the fighting arts were practiced for defense of society and as a personal path for awakening. Aikido wisdom and skills are developed through lively partner practice of empty hand and weapons techniques. On the mat, students engage with varied attacks and defenses in order to learn to become calm, centered, receptive, and responsive during intense encounters. Whole-body training takes place while watching, listening, doing, and feeling the movements of the practice. Reading and writing assignments deepen the classroom practice. Students may be invited to test for rank by the instructor.

**Yoga Teacher Training**  
"The technique of a world-changing yoga has to be as uniform, sinuous, patient, all-including as the world itself. If it does not deal with all the difficulties or possibilities and carefully deal with each necessary element, does it have any chance of success?"  
—Sri Aurobindo

Naropa University’s Yoga Studies program is dedicated to the education, preservation, and application of the vast teachings of yoga. The program offers a comprehensive study of yoga’s history, theory, and philosophy, as well as providing an in-depth immersion and training in its practice and methodologies. Balancing cognitive understanding with experiential learning, students study these ancient teachings for transformation while gaining the necessary knowledge and skills to safely and effectively teach yoga.

The curriculum systematically covers the rich and diverse history, literature, and philosophies of the yoga tradition, while immersing students in the methodologies of Hatha yoga, including asana, pranayama, and meditation. In addition, students study Sanskrit, Ayurveda, anatomy, yoga therapy, yoga psychology, Hinduism, Tantra, and Buddhism, all while engaging in an intensive Teacher Training curriculum.

Upon completion, students earn both a Bachelor’s Degree and a 1000 hour certificate in Yoga Teacher Training which meets and exceeds the 500-hour requirement of Yoga Alliance. All graduates

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are eligible to become Registered Yoga Teachers (RYT500) with Yoga Alliance.

Degree Requirements

BA in Traditional Eastern Arts

Yoga Teacher Training Concentration

Required Courses

- TRA133 Yoga I: Foundations (3)
- TRA233 Yoga II: The Psychology of Yoga (3)
- TRA333 Yoga III: Integral Practice (3)
- TRA433 Yoga IV: Teacher Training (3)
- TRA449 Yoga V: Teacher Training (3)
- TRA453 Yoga History, Theory, and Philosophy (3)
- TRA463 Yoga Meditation Practicum (3)
- TRA489 Senior Colloquium (1)
- PAR101 Experiential Anatomy (3) or
  PSYB100 Anatomy (3)
- REL355 Sanskrit in the Sacred Traditions of India (3) or
  REL277 Sanskrit I (4)

SUBTOTAL 28

Choose a minimum of 8 credits (7 credits if REL277 is taken) from the following courses:

- PSYB304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
- REL210 Religion & Mystical Experience (3)
- REL330 Contemplative Hinduism (3)
- REL334 Hindu Yoga-Tantra (3)
- TRA100 Shambhala Meditation Practicum (3)
- TRA114 Indian Devotional and Raga Singing (3)
- TRA499 Independent Study (1-3)

SUBTOTAL 8

TOTAL CREDITS 36

Certificate Program in Traditional Eastern Arts with a Concentration in Yoga Teacher Training

Naropa University also offers a certificate program in Yoga Teacher Training for non degree seeking students. Learn more about the program.

T’ai-chi Ch’uan & Aikido Concentrations

T’ai-chi Ch’uan Concentration

Core Requirements (10)

Choose 12 credits from the following courses:

- TRA105 T’ai-chi Ch’uan: Level I (3)
- TRA205 T’ai-chi Ch’uan: Level II (3)
- TRA305 T’ai-chi Ch’uan: Level III (2-3)
- TRA405 T’ai-chi Ch’uan Level IV: Push-Hands [1-3]
- TRA455 T’ai-chi Ch’uan Level V: Sword Form (1-3)
- TRA490 T’ai-chi Ch’uan Level VI (1-3)
- TRA493 T’ai-chi Ch’uan Level VII (1-3)
- TRA496 T’ai-chi Ch’uan Level VIII (1-3)

SUBTOTAL 22

Choose 11 credits from the following courses:

- ART181 Traditional Chinese Brushstroke I (3)
- PSYB303 The Psychology of the Five Elements I (3)
- PSYB304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
- REL210 Religion & Mystical Experience (3)
- TRA120 Ikebana/Kado I (3)
- TRA220 Ikebana/Kado II (3)
- TRA320 Ikebana/Kado III (3)
- TRA499 Independent Study (1-3)

SUBTOTAL 11

Choose 3 credits from the following courses:

- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL258 Contemplative Practice Intensive (1.5-6)
- REL271 Centering Prayer as Christian Contemplation (3)
- PSYB314 Buddhist Psychology I: Mindfulness Meditation (3)
- TRA100 Shambhala Meditation Practicum (3)
- TRA260 Mudra Space Awareness (3)
- TRA463 Yoga Meditation Practicum (3)

SUBTOTAL 3

TOTAL CREDITS 36

Aikido Concentration

Core Requirements (10)

Choose 12 credits from the following courses:

- TRA110 Aikido I (3)
- TRA210 Aikido II (3)
- TRA310 Aikido III (3)
- TRA410 Aikido IV (2-3)
- TRA450 Aikido V (2-3)
- TRA487 Aikido VI (2-3)
- TRA491 Aikido VII (2-3)
- TRA494 Aikido VIII (2-3)
Choose 11 credits from the following courses:

- ART181 Traditional Chinese Brushstroke I (3)
- PSYB303 The Psychology of the Five Elements I (3)
- PSYB304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
- REL210 Religion & Mystical Experience (3)
- TRA120 Ikebana/Kado I (3)
- TRA220 Ikebana/Kado II (3)
- TRA320 Ikebana/Kado III (3)
- TRA437 Aikido Seminars - Mitsugi Saotome, Sensei, and Hiroshi Ikeda, Sensei (0.5 each)
- TRA447 Aikido Seminars - Mitsugi Saotome, Sensei, and Hiroshi Ikeda, Sensei (0.5 each)
- TRA499 Independent Study (1-3)

Choose 3 credits from the following courses:

- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL258 Contemplative Practice Intensive (1.5-6)
- REL271 Centering Prayer as Christian Contemplation (3)
- PSYB314 Buddhist Psychology I: Mindfulness Meditation (3)
- TRA100 Shambhala Meditation Practicum (3)
- TRA260 Mudra Space Awareness (3)
- TRA463 Yoga Meditation Practicum (3)

SUBTOTAL 22

SUBTOTAL 11

Choose 3 credits from the following courses:

- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL258 Contemplative Practice Intensive (1.5-6)
- REL271 Centering Prayer as Christian Contemplation (3)
- PSYB314 Buddhist Psychology I: Mindfulness Meditation (3)
- TRA100 Shambhala Meditation Practicum (3)
- TRA260 Mudra Space Awareness (3)
- TRA463 Yoga Meditation Practicum (3)

SUBTOTAL 11

TOTAL CREDITS 36

Course Listings

TRA100
Shambhala Meditation Practicum I (3)
The Shambhala tradition, taught by Chogyam Trungpa, Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to anyone exploring their own creative process. A slogan of the class is notice what you notice (a phrase Allen Ginsberg coined). Cross-listed as TRA500.

TRA110
Aikido I (3)
We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attacks and harmonious defense responses, and ukemi, the art of falling. We emphasize extending energy and transforming the encounter to one of excitement and harmony. Bokken-aikido sword is introduced. We establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study other contemporary sensei through video and visits to seminars. We journal our practice and write reflection papers. Cross-listed as TRA510.

TRA114
Indian Devotional and Raga Singing (3)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing OM; chants that consist of naming and manifesting god; svaras-seven goddess tones, the notes from which all traditional scales are derived; ragas-crystals of pure sound. We study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma (word is god), Nada Brahma (sound is god) etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA514.

TRA120
Ikebana/Kado I (3)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called “Kado, the way of flowers” because it is a contemplative practice (a “dharma art”) as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches you that everyone has the gentleness and courage of artistic talent. Materials Fee. Cross-listed as TRA520.

TRA133
Yoga I (3)
An introduction to the vast tradition of yoga. Students gain both an understanding of yoga in its historical and philosophical context and an experience of its methods, which constitute an in-depth exploration of breath, movement and consciousness. Students engage with the practices of asana (postures designed to generate sensate awareness, alignment, strength and ease), pranayama (breath awareness and control), dhyana [meditation practices]. Cross-listed as TRA515.

TRA205
T’ai-Chi Ch’uan II (3)
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft and open in the body and mind are emphasized. Cross-listed as TRA525. Prerequisite: TRA105.
TRA210
Aikido II (3)
This class continues to build directly on the basic aikido teachings and philosophy to create greater centered and calm response to conflict in a martial encounter or in our everyday personal lives. Relaxed, nonaggressive learning is emphasized. Greater stamina of body and attention is developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience. Cross-listed as TRA530. Prerequisite: TRA110.

TRA220
Ikebana/Kado II (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA 120. Materials fee. Cross-listed as TRA540.

TRA233
Yoga II: Psychology of the Chakras (3)
Students begin exploring the psychology of the self through the lens of the ‘subtle body,’ namely the chakra system. Drawing from both classical and contemporary yoga, students engage in both an academic and experiential study, utilizing asana, pranayama, meditation, and a variety of psychological approaches. This class continues the study of yoga’s rich literature and philosophy. Cross-listed as TRA535. Prerequisite: TRA133.

TRA252
Taoism (3)
Taoism is a philosophy, religion, and set of transformational practices based on acting in harmony with the Tao, or “way” of nature. It can be traced back to at least the late 4th century BCE and has evolved along with ancient Chinese folk religions to provide the underpinnings of modern religious sects and esoteric practices as well as qigong and many martial arts. This course provides an overview of the historical, cultural, and philosophical context of Taoism, introduces transformational and alchemical practices, includes regular practice of qigong and Taoist meditation, and relates Taoism specifically to the study of T’ai-Chi Ch’uan and other martial arts. Open to students with 30+ earned credits only. Cross-listed as TRA552.

TRA260
Mudra Space Awareness (3)
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students learn acting exercises designed by Chögyam Trungpa, Rinpoche, the maitri practice of the Buddha families and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance and willingness are the primary course requirements. Materials fee. Cross-listed as TRA560.

TRA305
T’ai-Chi Ch’uan Level III (3)
In Level III, the choreography is taught for the completion of the form from the Low Punch to the end. The entire form is reviewed and refined, with special attention to using the principles to inform correct shapes and movements. Partner work and practice drills are introduced. Cross-listed as TRA 545. Prerequisite: TRA 205.

TRA310
Aikido III (3)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the “confusion,” the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity and open heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. Bokken and tanto kata are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students’ development. Cross-listed as TRA550. Prerequisite: TRA210.

TRA320
Ikebana/Kado III (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA 220. Materials fee. Cross-listed as TRA564.

TRA333
Yoga III: Integral Practice (3)
This class integrates the breadth of yoga practice. In addition to deepening the practice of asana, students learn advanced breathing practices (pranayama), bandhas and mudras (gestures that direct the current of life-force), concentration practices (dharana), yogic methods of physical purification, meditation (dhyana), and internal and vocal sound (mantra) and more of yoga’s rich literature and philosophy. A regular home practice is required. Cross-listed as TRA555. Prerequisite: TRA2335.

TRA405
T’ai-Chi Ch’uan IV: Push Hands (1)
Level IV introduces push-hands, or tui shou, the two-person t’ai-chi ch’uan practice. The basic push-hands pattern is taught and the solo form is corrected, with special attention to how push-hands and the solo practice inform each other. Partner work provides the basis for learning how to interact with others using t’ai-chi principles. By practicing these skills in a push-hands setting, the student learns how to bring them to everyday interactions. Cross-listed as TRA 565. Prerequisite: TRA305.
TRA410
Aikido IV (2)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA410. Prerequisite: TRA410.

TRA433
Yoga IV: (3)
This course continues the study of an integral yoga practice, which combines asana, pranayama, concentration and meditation. In addition, this class serves as an introduction to Yoga Teacher Training, intended to complement and conjoin Yoga V. Students continue their study of anatomy, yoga therapy, alignent, yoga philosophy as well as the fundamentals of designing a yoga practice according to an individual's physical and psychological constitution. Cross-listed as TRA561. Prerequisite: TRA433.

TRA437
Aikido Seminar - Ikeda Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA537.

TRA447
Aikido Seminar - Saito Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA547.

TRA449
Yoga V: Teacher Training (3)
Yoga V, in conjunction with Yoga IV, is designed to provide the foundation and training needed for students who aspire to teach yoga. This class examines the various topics essential to being a skilled yoga teacher, including yoga therapy, how to safely and effectively teach asana and pranayama; the principles of effective speech; ethics; alignment; how to make adjustments; the sequencing of postures; knowledge of the yoga tradition and philosophy; and the cultivation of one's authentic self-expression. Students also gain regular practice and experience in teaching yoga. Cross-listed as TRA574. Yoga IV: TRA443 must be taken simultaneously. Prerequisite: TRA333.

TRA450
Aikido V (2)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA587. Prerequisite: TRA450.
TRA489
Senior Colloquium (1)
This required course is a process class and includes writing a journal that addresses how the student connects practice of discipline to experience in life and how the student is learning to embody the contemplative way of life. The main focus is the preparation and the presentation of the senior project. Traditional Eastern Arts students only.

TRA490
T'ai-Chi Ch'uan Level VI (1)
In Level VI, students refine their understanding and practice of t'ai-chi ch'uan. Students focus on one or more of the major components (empty-handed solo form, sword form, and push-hands) of the t'ai-chi curriculum. For those components, students advance and deepen their practice from the introductory approach of Levels I through V, which focus on choreography and overview, to the next level, which is characterized by a focus on roundness, balance, and harmonization. Cross-listed as TRA585. Prerequisites: TRA405 and TRA455.

TRA491
Aikido VII (2)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutorship of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Prerequisite: TRA487.

TRA493
T'ai-Chi Ch'uan Level VII (1)
In Level VII, students continue to refine their understanding and practice of t'ai-chi ch'uan. Students deepen and broaden their focus to additional major components (empty-handed solo form, sword form, and push-hands) of the t'ai-chi curriculum; they can choose to further refine their work from Level VI, or they can choose to focus on new practice components they did not cover in Level VI. For the areas of focus in Level VII, students advance and deepen their practice from the introductory approach of Levels I through V, which focus on choreography and overview, to the next level, which is characterized by a focus on roundness, balance, and harmonization. Prerequisite: TRA490.

TRA494
Aikido VIII (2)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutorship of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Prerequisite: TRA491.

TRA496
T'ai-Chi Ch'uan Level VIII (1)
Level VIII is a capstone course for students completing their Naropa t'ai-chi ch'uan education. At the completion of Level VIII, students will have explored all the major practice components in sufficient depth to achieve the level of roundness, balance, and harmonization. Students who complete Level VIII are prepared to begin more advanced internal studies and to enter on a senior student/assistant track for lineage-based certification. Prerequisite: TRA493.

TRA499
Independent Study: Traditional Eastern Arts (0.5)
Taught by the instructor of the core awareness discipline, this class focuses on the history, culture and philosophy of the major awareness discipline. The student and teacher meet in the beginning, middle and end of the semester. Traditional Eastern Arts students only.
Undergraduate Minors
Minor in Gender and Women's Studies

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

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

SUBTOTAL 6

Emphasis Electives
Choose 6 credits from the following:
- PAX415 Gender, Politics, and Social Change (3)
- REL212 Queer Theory, Feminism, and Religion (3)
- REL334/634 Hindu Yoga-Tantra (3)
- PSYB355 Dynamics of Intimate Relationships (3)
- WRI436/736/736e Trends in Contemporary Literature: Introduction to Feminist Theory (3)
- WRI441 Literature Seminar: Women Writers (3)
- WRI465 Reading and Writing: Experimental Women Writing (3)

SUBTOTAL 6
TOTAL CREDITS 12

Minor in Religious Studies

Choose 3 credits from the following:
- REL150 Buddhist Journey of Transformation: An Introduction (3)
- REL210 Religion & Mystical Experience (3)
- REL247 Embodying Sacred Wisdom: Modern Saints (3)

Choose 9 credits from the following:
- REL150 Buddhist Journey of Transformation: An Introduction (3)
- REL158W The Breeze of Simplicity: Meditation Weekend (1)
- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL170 Meditation Practicum III: Igniting Compassion (3)
- REL210 Religion & Mystical Experience (3)
- REL212 Queer Theory, Feminism, and Religion (3)
- REL229 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL240 Foundations of Buddhism (3)
- REL247 Embodying Sacred Wisdom: Modern Saints (3)
- REL250 Spirituality and Creative Expression (3)
- REL255W Opening the Heart: Meditation Weekend (1)
- REL271 Centering Prayer as Christian Contemplation (3)
- REL312 Spiritual Models of Social Action (3)
- REL314 Contemplative Islam (3)
- REL321 Introduction to Jewish Mysticism (3)
- REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL325 Contemplative Christianity (3)
- REL328W BA Religious Studies Retreat (0.5)
- REL330 Contemplative Hinduism (3)
- REL334 Hindu Yoga-Tantra (3)
- REL345 Zen Buddhism (3)
- REL346 Wisdom and Compassion: The Buddhist Path (3)
- REL348 Buddhism in America: Dharma Comes West (3)
- REL349 Tibetan Buddhism: Inside the Mystique (3)
- REL351 Religious Studies Seminar: Theory & Method (3)
- REL355 Sanskrit in the Sacred Traditions of India (3)
- REL376 Inner Oral Tradition of the Torah (3)
- REL390W - 495W Shambhala Training Levels I-XII (1)
  - REL390W Shambhala Training Level I: The Art of Being Human (1)
  - REL391W Shambhala Training Level II: Birth of the Warrior (1)
  - REL392W Shambhala Training Level III: Warrior in the World (1)
  - REL393W Shambhala Training Level IV: Awakened Heart (1)
  - REL394W Shambhala Training Level V: Open Sky (1)
  - REL395W Shambhala Training Level VI: Great Eastern Sun (1)
  - REL490W Shambhala Training Level VII: Windhorse (1)
  - REL491W Shambhala Training Level VIII: Drala (1)
  - REL492W Shambhala Training Level IX: Meek/Perky (1)
  - REL493W Shambhala Training Level X: Perky (1)
  - REL494W Shambhala Training Level XI: Outrageous & Inscrutable (1)
  - REL495W Shambhala Training Level XII: Golden Key (1)

TOTAL CREDITS 12

Note: For students interested in taking courses on Buddhism, it is recommended that they be taken in the following order: 1) REL150 and/or REL240, 2) REL346, 3) REL348 and/or REL349. The additional meditation courses, including REL345: Zen Buddhism, can be taken at any time.

Minor in Sanskrit or Tibetan Language

Religious Studies majors may take either Sanskrit or Tibetan to fulfill their minor requirement. A sequence of at least four courses (4 credits each) is offered in each language. (Six courses are offered in Tibetan.) The requirement of the minor is to take the first three of
these four courses. However, students are encouraged to consider taking the fourth semester of the language as an elective.

**Tibetan Apprenticeships**

Students who have excelled in two semesters of Tibetan may apply for a research assistant position with the Tsadra Foundation Research Center in Boulder. If applicants also have studied Sanskrit, that is a plus, but not required. Students who have completed at least four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship program, which provides funding for a year (or more) for further Tibetan language training with the translation committee after they graduate.

Sanskrit I–III (12) or Tibetan I–III (12)

TOTAL CREDITS 12

**Minor in Traditional Eastern Arts**

To minor in Traditional Eastern Arts, students must complete 9 credits in one awareness discipline (T’ai-chi Ch’uan, Yoga, or Aikido) plus 3 credits in another Traditional Eastern Arts course.
Graduate Programs

MA in Religious Studies with Language: Contemplative Religions

This MA degree includes all the course work of the MA Religious Studies degree with the Contemplative Religions concentration, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This 61-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemplative practice, and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the teachings and other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global pluralism. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

Sanskrit

As the classical language of South Asia, Sanskrit is the lingua franca of Buddhist and Hindu religious traditions throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge providing access to the world of Buddhist and Hindu texts.

Tibetan

Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

Culminating Requirements

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can include a translation of Sanskrit or Tibetan.

Degree Requirements

MA in Religious Studies with Language: Contemplative Religions

First year, fall

- REL503 Tibetan I (4) or
- REL507 Sanskrit I (4)
- REL645 Methods and Issues in the Study of Religion (3)
- REL779 Interreligious Dialogue: Theory and Practice (3)
- Religious Studies elective (3)
- Contemplative Practice elective (3)

SUBTOTAL 16

First year, spring

- REL533 Tibetan II (4) or
- REL537 Sanskrit II (4)
- REL651 Contemplative Practice Intensive: Religious Studies students (noncredit)
- Contemplative Practice elective (3)
- Three Religious Studies electives (9)

SUBTOTAL 16

Second year, fall

- REL553 Tibetan III (4) or
- REL557 Sanskrit III (4)
- REL585 Spiritual Models of Social Action (3)
- REL655 Trends in Religious Studies (3)
- Two Religious Studies electives (6)

SUBTOTAL 16

Second year, spring

- REL583 Tibetan IV (4) or
- REL587 Sanskrit IV (4)
- REL672 Non-Dualism in Theory and Practice (3)
- REL880 Comprehensive Exam (0)
- REL885 Master’s Project (0)
- Religious Studies elective (3)
- Contemplative Practice elective (3)

SUBTOTAL 13

TOTAL CREDITS 61

Religious Studies Electives

Buddhism Electives

- REL 540 Zen Buddhism (3)
- REL546 Buddhism in America: Dharma Comes West (3)
- REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)
- REL624 Mind and Its World II (3)
- REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
- REL701 The Middle Way School (3)
- REL710 The Third Turning of the Wheel (3)
- REL751 Buddhism in Tibet (3)
- REL 760 Vajrayana: Symbol, Iconography and Ritual (3)
General Electives

- REL525 Contemplative Christianity (3)
- REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL530 Contemplative Hinduism (3)
- REL535 Introduction to Jewish Mysticism (3)
- REL545 Contemplative Islam (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
- REL625 Prayer and Prophecy: Biblical Literatures (3)
- REL634 Hindu Yoga-Tantra (3)
- REL676 Inner Oral Tradition of the Torah (3)
- REL749 Contemporary American Religion (3)

Contemplative Practice Electives

- REL504W The Breeze of Simplicity: Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1)
- REL571 Centering Prayer as Christian Contemplation (3)
- REL600 Meditation Practicum I: Seeds of Peace (3)*
- REL609W Mindfulness Instructor Training I (1)**
- REL620 Meditation Practicum II: Self and No-Self (3)*
- REL635 Meditation Practicum III: Mind-Training (3)*
- REL690W–791W Shambhala Training Levels I–XII (1)
  - REL690W Shambhala Training Level I: The Art of Being Human (1)
  - REL691W Shambhala Training Level II: Birth of the Warrior (1)
  - REL692W Shambhala Training Level III: Warrior in the World (1)
  - REL693W Shambhala Training Level IV: Awakened Heart (1)
  - REL694W Shambhala Training Level V: Open Sky (1)
  - REL695W Shambhala Training Level VI: Great Eastern Sun (1)
  - REL790W Shambhala Training Level VII: Windhorse (1)
  - REL791W Shambhala Training Level VIII: Drala (1)
  - REL792W Shambhala Training Level IX: Meek/Perky (1)
  - REL793W Shambhala Training Level X: Perky (1)
  - REL794W Shambhala Training Level XI: Outrageous & Inscrutable (1)
  - REL795W Shambhala Training Level XII: Golden Key (1)
  - REL709W Mindfulness Instructor Training II (1)**
  - REL780 Meditation Practicum IV: Maitri and Mandala (3)*
  - REL809W Mindfulness Instructor Training III (1)**

* These courses must be taken in sequence.

** These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Course Listings

REL501W
Theravada Vipassana: Weekend (1)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, "vipassana," from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of "noble silence." Cross-listed as REL157W.

REL503
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

REL503C
Tibetan I (4)

REL504W
Breeze of Simplicity: Meditation Weekend (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose lighthearted, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL507
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonious combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.


**REL525**
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

**REL527E**
Buddha Nature: The Nature of Enlightenment in Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationships of these two traditions through a close study of a landmark treatise by Gō Lotsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

**REL529**
Foundations of Judaism (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Cross-listed as REL229.

**REL530**
Contemplative Hinduism (3)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternate years. Cross-listed as REL330.

**REL532E**
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

**REL533**
Tibetan II (4)
A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL289.

**REL535**
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite REL529. Cross-listed as REL321.

**REL536E**
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

**REL537**
Sanskrit II (4)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

**REL540**
Zen Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen [the cornerstone meditation practice of Zen], periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition.
The course may include all-day sitting at one of the Zen centers in the Denver area.

**REL543E**

**Classical Jewish Mysticism (3)**

This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the 16th century. The history and contemplative approach of the Hekhalot/Mekavah School, Abraham Abulafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, emphasis is paid to the experiential dimension of the teachings. Co requisite: REL529 or equivalent.

**REL545**

**Contemplative Islam (3)**

An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis will be placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur'an and the Sunna of the prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternative years.

**REL546**

**Buddhism in America: Dharma Comes West (3)**

This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL348.

**REL547**

**Contemplative Practice Intensive (1.5)**

The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Graduate students may choose to do a program ranging in length from 1 week to a maximum of 4 weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. This course is not available to Religious Studies graduate students. Cross-listed as REL258.

**REL552W**

**Zen Intensive Weekend (1)**

The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm—its teachings, practices and realization—can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

**REL553**

**Tibetan III (4)**

This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

**REL554W**

**Opening the Heart (1)**

This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krassen, PhD. and Rabbi Zvi Ish-Shalom, PhD. Rabbi Krassen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.
and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the 18th century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut (mystical union), minhag (custom), and ecstatic forms of music and dance. Corequisite: REL529 or equivalent.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavani-pravvesa, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.

REL590
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190. Fall 2014: Radical Compassion Symposium. What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The symposium gathers national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness.

REL600
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, experiential exercises, family sculpts and the contemplative practices of basic attendance and exchange, students explore their ability to open and their "rules for commenting" in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL 616, Process Lab 1.

REL603
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical
demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

REL611
First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma (“higher dharma”) distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

REL614
Mind and Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for both the Tibetan Tradition and History of Religions emphases.

REL615
Conflict and Diversity (3)
An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.

REL616
Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDIV students.

REL620
Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shadra traditions. Prerequisite: REL600 or permission of instructor.

REL624
Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for both the History of Religions and Tibetan Tradition emphases.

REL625
Prayer and Prophecy: Biblical Literatures (3)
Combining a survey of Judaean-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, and concepts of God and spirituality today are addressed. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation; and the use of intellect, community, personal experience and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3)
This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of 16th century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slobodka, Novhorodok and Salant; and on modern expressions of Musar such as those found in the writings of Levinas, Hutner, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Corequisite: REL529 or equivalent.

REL633
Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and
so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

REL634
Hindu Tantra-Yoga (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividiya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen). Based on the Indian and Tibetan traditions. Prerequisite: REL620 or permission of the instructor.

REL644E
Contemplative Judaism Practicum: Prayer and Meditation (3)
This experiential course provides students with instruction and guidance in traditional and contemporary modes of Jewish contemplative practice. Practices include davenen (traditional liturgical prayer), Hebrew letter manipulation and chanting, visualization practices, contemplative ritual, niggunim (melodic liturgical prayer), Hebrew letter manipulation and chanting, HaBaD hitbonenut (contemplation) practice and contemporary expressions of Jewish meditation. Prerequisite: Classical Jewish Mysticism and Hasidism. Prerequisites: REL 529, REL543e and REL561e.

REL645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

REL650
Buddhist Meditation Intensive (0)
In this 28-day intensive group meditation, students practice shamatha-vipassana in Tibetan, Zen, or Insight Meditation traditions under the guidance of trained meditation instructors. The choice of retreat is approved by Religious Studies faculty and School Director beforehand. This training can provide experiential, direct insight into the nature of mind and the Buddhist teachings. The meditation intensive is a noncredit requirement for the MA in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity programs. Students should complete the meditation intensive during the winter break of their first year or the summer following their first year.

REL651
Contemplative Practice Intensive: Religious Studies Students (0)
This 28-day group contemplative practice intensive can be done at an established contemplative center in a faith tradition of the student’s choice: Christian monastery, Hindu ashram, Tibetan Buddhist meditation center, Jewish Contemplative retreat center, Zen monastery, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. The choice of retreat is to be approved by Religious Studies faculty and School Director beforehand. The contemplative practice intensive is a non-credit requirement for MA in Religious Studies: Contemplative Religions (with or without Language) and Master of Divinity programs. Students should complete the contemplative practice intensive during the winter break of their first year or the summer following their first year.

REL654
Process Lab II (1)
A continuation of REL 616. MDiv, taken concurrently with REL 615. Prerequisite: REL616.

REL655
Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics and the interaction of religion with race, class and gender through the social sciences.

REL658
Homiletics and Ritual Arts (3)
This class examines working with ritual through dharma talks, and homiletics: the art of spiritual teaching. Community-based rituals such as weddings, funerals, blessings, and rites of passage equip chaplains to serve their constituencies. Additional examples of
ritual practice include dialogue, wisdom circles, and restorative justice. Students are trained to deliver sermons, dharma talks, and dialogues, small group teaching, utilizing effective methods of discourse and facilitation.

**REL661**  
Second Turning of the Wheel: The Bodhisattva Path (3)  
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s ‘Root Verses of the Middle Way’ and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL611.

**REL663E**  
Jewish Law: Traditional, Progressive, Radical (3)  
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelssohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Corequisite: REL529 or equivalent.

**REL672**  
Non-Dualism in Theory and Practice (3)  
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

**REL676**  
Inner Oral Tradition of the Torah (3)  
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and sukkah give the students a first hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

**REL690W**  
Shambhala Training Level I: The Art of Being Human (1)  
Shambhala Training is the path of study and practice of Shambhala wariorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL691W**  
Shambhala Training Level II: Birth of the Warrior (1)  
Shambhala Training is the path of study and practice of Shambhala wariorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL692W**  
Shambhala Training Level III: Warrior in the World (1)  
Shambhala Training is the path of study and practice of Shambhala wariorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL693W**  
Shambhala Training Level IV: Awakened Heart (1)  
Shambhala Training is the path of study and practice of Shambhala wariorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
REL694W
Shambhala Training Level V: Open Sky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL695W
Shambhala Training Level VI: Great Eastern Sun (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL699
Independent Study: Religious Studies (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

REL701
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyü, Nyingma and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases. Prerequisite: REL661.

REL702
Translation Project: Tibetan (1.5)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

REL703
Translation Project: Sanskrit (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

REL705
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614 and REL 624. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It will correlate the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and psychological assessment are presented, as well as experiential listening, navigating boundaries, ritual, prayer, and self-care.
REL720
Buddha Nature and Shentong (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take in their Nithartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL725
Contemplative Practice Intensive (Residential Retreat) (3)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice-format, with sitting practice, movement-based practice and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For M.A. degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1)
A continuation of REL 654. MDiv only. Prerequisite: REL654. To be taken concurrently with REL 658.

REL747
Master of Divinity Field Work I (0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

REL751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDiv). Offered on alternate years.

REL760
Vajrayana: Symbol, Inconography, and Ritual (3)
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

REL763
Religious Education (3)
This course introduces lifespan religious education, including an examination of the history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, skill training in curriculum development and lesson planning.

REL768
Process Lab IV (1)
This course is a continuation of REL 728. MDiv only. Prerequisite: REL728.

REL779
Interreligious Dialogue (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddhist families, including discussion of the neurosis and sanity associated with each family. Space awareness practice (maitri) provides a personal experience of these families, and this practice is a central part of this class. Based on the Indian and Tibetan traditions. Prerequisites: REL635 or permission of the instructor.
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL790W
Shambhala Training Level VII: Windhorse (1)

REL791W
Shambhala Training Level VIII: Drala (1)

REL792W
Shambhala Training Level IX: Meek (1)

REL793W
Shambhala Training Level X: Perky (1)

REL794W
Shambhala Training Level XI: Outrageous & Inscrutable (1)

REL795W
Shambhala Training Level XII: Golden Key (1)

REL803
MDIV Research and Methodology (1.5)

REL804
Applied Ethics and Service Learning (2)

REL809W
Mindfulness Instructor Training III (1)
being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite REL709W. Course fee.

REL820E
Advanced Mystical Text Seminar (3)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Hasidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind, Azriel of Gerona, Nachmanides, Joseph Gikaltlia, the Zohar, Meir Ibn Gabbai, Moses Cordovero, Isaiah Horowitz, Isaac Luria, Hayyim Vital, the Baal Shem Tov, the Maggid of Mezhetirch, Ya’aqov Yosef of Polonoyye, Menahem Mendel of Vitebsk, Levi Yizhaq of Berditchev, Menahem Nahum of Chernobyl, Elimelekh of Litzensk, Shneur Zalman of Ladi, Nahman of Brazlav, and Mordekhai Yosef Leiner, inter alia. Prerequisite: Classical Jewish Mysticism and Hasidism and/or its equivalent. Prerequisites: REL543e and REL561e.

REL853
M.Div. Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880
Comprehensive Exam (0)
For Students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
MA/MDiv Final Project (0)
MA only.

REL886
Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.

MA in Religious Studies with Language: Indo-Tibetan Buddhism
The 61-credit MA Religious Studies with Language program with the Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Tradition. This MA degree includes all the course work of the MA Religious Studies degree with the Indo-Tibetan Buddhism concentration, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester, with the added dimension of exploring Buddhist texts beyond the filter of a particular English translation through language study. The faculty includes Western-trained academics and acharyas [master teachers] steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

Sanskrit
As the classical language of South Asia, Sanskrit is the lingua franca of Buddhist and Hindu religious traditions throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge, providing access to the world of Buddhist and Hindu texts.

Tibetan
Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan Language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

Two Emphases: History of Religions or Tibetan Tradition
For their second academic year, students choose either the History of Religions or Tibetan Tradition emphasis.

History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the past twenty-five years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic, and meditative. “History of Religions” refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods, and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by Dzogchen Ponlop Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of...
Religions methods described above. [For background information, see www.nitarthainstitute.org.]

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

**Tibetan Language Teacher Training Program**

Each year, a top student is chosen from the third year Tibetan language students to help a faculty member teach Tibetan I and II. The student must be concurrently enrolled in Tibetan V and VI.

**Tibetan Apprenticeships**

Students who have excelled in two semesters of Tibetan may apply for a research assistant position with the Tsadra Foundation Research Center in Boulder. If applicants also have studied Sanskrit, that is a plus, but not required. Students who have completed at least four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship program, which provides funding for a year (or more) for further Tibetan language training with the translation committee after they graduate.

**Culminating Requirements**

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can include a translation of Sanskrit or Tibetan.

**Degree Requirements**

**MA in Religious Studies with Language: Indo-Tibetan Buddhism**

First year, fall

- REL503 Tibetan I (4) or REL507 Sanskrit I (4)
- REL600 Meditation Practicum I: Seeds of Peace (3)
- REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)

**SUBTOTAL 13**

First year, spring

- REL533 Tibetan II (4) or REL537 Sanskrit II (4)
- REL620 Meditation Practicum II: Self and No-Self (3)
- REL624 Mind and Its World II (3)
- REL650 Buddhist Meditation Intensive (noncredit)*
- REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)

Religious Studies elective (3)

**SUBTOTAL 16**

First year, summer

Tibetan Tradition emphasis students will attend Nitartha Institute**

- REL705 The Mind Only School (1.5) Tibetan Tradition emphasis only
- REL720 Buddha Nature and Shentong Traditions (1.5) Tibetan Tradition emphasis only

**SUBTOTAL 3 (Tibetan Tradition emphasis)**

Second year, fall

- REL553 Tibetan III (4) or REL557 Sanskrit III (4)
- REL635 Meditation Practicum III: Mind-Training (3)
- REL645 Methods and Issues in the Study of Religion (3)
- REL701 The Middle Way School (3)

Religious Studies elective (3)

**SUBTOTAL 16**

Second year, spring

- REL583 Tibetan IV (4) or REL587 Sanskrit IV (4)
- REL710 The Third Turning of the Wheel (3)
- REL751 Buddhism in Tibet (3) or REL760 Vajrayana: Symbol, Iconography and Ritual (3)
- REL780 Meditation Practicum IV: Maitri and Mandala (3)

Religious Studies elective (3) History of Religions emphasis only

- REL880 Comprehensive Exam (noncredit)
- REL885 MA/MDiv Final Project (noncredit)

**SUBTOTAL 13 (16 History of Religions emphasis)**

**TOTAL CREDITS 61**

* It is highly recommended that students complete the noncredit monthlong Buddhist Meditation Intensive requirement (REL650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

** Students are required to complete the requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to sequence of the curriculum.

**Religious Studies Electives**

**Buddhism Electives**

- REL540 Zen Buddhism (3)
- REL546 Buddhism in America: Dharma Comes West (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography and Ritual (3)

**General Electives**

- REL525 Contemplative Christianity (3)
• REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
• REL530 Contemplative Hinduism (3)
• REL535 Introduction to Jewish Mysticism (3)
• REL545 Contemplative Islam (3)
• REL585 Spiritual Models of Social Action (3)
• REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
• REL625 Prayer and Prophecy: Biblical Literatures (3)
• REL634 Hindu Yoga-Tantra (3)
• REL655 Trends in Religious Studies (3)
• REL672 Non-Dualism in Theory and Practice (3)
• REL676 Inner Oral Tradition of the Torah (3)
• REL749 Contemporary American Religion (3)
• REL779 Interreligious Dialogue: Theory and Practice (3)

Contemplative Practice Electives
• REL504W The Breeze of Simplicity: Meditation Weekend (1)
• REL540 Zen Buddhism (3)
• REL554W Opening the Heart: Meditation Weekend (1)
• REL571 Centering Prayer as Christian Contemplation (3)
• REL609W Mindfulness Instructor Training I (1)*
• REL690W–791W Shambhala Training Levels I–XII (1)
  • REL690W Shambhala Training Level I: The Art of Being Human (1)
  • REL691W Shambhala Training Level II: Birth of the Warrior (1)
  • REL692W Shambhala Training Level III: Warrior in the World (1)
  • REL693W Shambhala Training Level IV: Awakened Heart (1)
  • REL694W Shambhala Training Level V: Open Sky (1)
  • REL695W Shambhala Training Level VI: Great Eastern Sun (1)
  • REL790W Shambhala Training Level VII: Windhorse (1)
  • REL791W Shambhala Training Level VIII: Drala (1)
  • REL792W Shambhala Training Level IX: Meek/Perky (1)
  • REL793W Shambhala Training Level X: Perky (1)
  • REL794W Shambhala Training Level XI: Outrageous & Inscrutable (1)
  • REL795W Shambhala Training Level XII: Golden Key (1)
• REL709W Mindfulness Instructor Training II (1)*
• REL809W Mindfulness Instructor Training III (1)*

* These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Course Listings

REL501W
Theravada Vipassana: Weekend (1)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the business of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

REL503C
Tibetan I (4)

REL504W
Breeze of Simplicity: Meditation Weekend (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose lighthearted, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL507
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarity with the Sanskrit alphabet [devanagari], mastering the conventions of euphonic combination [sandhi] and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts [e.g., the Heart Sutra]. Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers
of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

**REL527E**

**Buddha Nature: The Nature of Enlightenment in Uttaratantra and Mahamudra (3)**

One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gö Lotsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

**REL529**

**Foundations of Judaism (3)**

This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Cross-listed as REL229.

**REL530**

**Contemplative Hinduism (3)**

An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternate years. Cross-listed as REL330.

**REL532E**

**Buddhism: The Way of Wisdom and Compassion (3)**

Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

**REL533**

**Tibetan II (4)**

A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL289.

**REL535**

**Introduction to Jewish Mysticism (3)**

The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite REL529. Cross-listed as REL321.

**REL536E**

**Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)**

Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

**REL537**

**Sanskrit II (4)**

This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

**REL540**

**Zen Buddhism (3)**

Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.
REL543E
Classical Jewish Mysticism (3)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the 16th century. The history and contemplative approach of the Hekhalot/Mekah School, Abraham Abulaafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, attention is paid to the experiential dimension of the teachings. Co-requisite: REL529 or equivalent.

REL545
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis will be placed on the traditional values, beliefs, and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternative years.

REL546
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Graduate students may choose to do a program ranging in length from 1 week to a maximum of 4 weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. This course is not available to Religious Studies graduate students. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1)
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm-its teachings, practices and realization-can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krassen, PhD. and Rabbi Zvi Ish-Shalom, PhD. Rabbi Krassen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.

REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There will be strong emphasis on noun compounds (samaasas). We will move onwards through the Goldman and Goldman primer, Devanapraiveshika. We will read selectively in a range of texts, including Hindu & Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita will be introduced, as well as the Heart Sutra. Particular attention will be given in class to Indic culture, its connection to Sanskrit language & religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.
REL561E
Hasidism: Movement, Masters, Teaching (3)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the 18th century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut (mystical union), minhag (custom), and ecstatic forms of music and dance. Corequisite: REL529 or equivalent.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.

REL590
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190. Fall 2014: Radical Compassion Symposium. What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The symposium gathers national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness.

REL600
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, experiential exercises, family sculpts and the contemplative practices of basic attendance and exchange, students explore their ability to open and their "rules for commenting" in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL 616, Process Lab 1.

REL603
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical
demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

**REL611**

**First Turning of the Wheel: Nature of Mind and Emotions (3)**

The First Turning introduces the early sūtra discourses of the Buddha and the Abhidharma ("higher dharma") distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

**REL614**

**Mind and Its World I (3)**

An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for both the Tibetan Tradition and History of Religions emphases.

**REL615**

**Conflict and Diversity (3)**

An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.

**REL616**

**Process Lab I (1)**

The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDiv students.

**REL620**

**Meditation Practicum II: Self and No-Self (3)**

Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.

**REL624**

**Mind and Its World II (3)**

An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for both the History of Religions and Tibetan Tradition emphases.

**REL625**

**Prayer and Prophecy: Biblical Literatures (3)**

Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, and concepts of God and spirituality today are addressed. Offered alternate years.

**REL628**

**Studying Buddhism: Methods and Issues (3)**

Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation; and the use of intellect, community, personal experience and so forth.

**REL631E**

**Musar and Pietism: The Jewish Ethical Tradition (3)**

This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of 16th century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slobodka, Novhorodok and Salant; and on modern expressions of Musar such as those found in the writings of Levinas, Hutner, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Co requisite: REL529 or equivalent.

**REL633**

**Tibetan VI (3)**

This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and
so forth. Also continues to develop student knowledge of spoken
Tibetan. Prerequisite: REL603.

REL634
Hindu Tantra-Yoga (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of
Shiva and Shakti. We study contemplative theory and practices
from Tantric texts and commentaries, including sacred ritual, deity
forms, mantra, yantra (sacred geometry), nyasa (sacred energetic
placements), chakras, and visualizations. We also explore Kashmir
Shavism, a nondualistic monism, and the Srividya Goddess
tradition. Tantric influences in Indian poetry, art, and dance-music
forms are shared whenever possible. The last class features a
culminating class worship ritual (puja) incorporating many Tantric
contemplative tools studied all semester. Offered alternate years.
Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, emphasizing
Mahayana practice, including the generation of an enlightened
attitude (bodhicitta), the practice of the perfections (paramitas), the
training of the mind (lojong), and the exchange of the self and other
(tonglen). Based on the Indian and Tibetan traditions. Prerequisite:
REL620 or permission of the instructor.

REL644E
Contemplative Judaism Practicum: Prayer and Meditation
(3)
This experiential course provides students with instruction and
guidance in traditional and contemporary modes of Jewish
contemplative practice. Practices include davenen (traditional
liturgical prayer), Hebrew letter manipulation and chanting,
visualization practices, contemplative ritual, nígguním (melodic
meditation), breathing practices, Lurianic prayer, musar practices,
hasidic dancing, HaBaD hitbonenut (contemplation) practice
and contemporary expressions of Jewish meditation. Prerequisite:
Classical Jewish Mysticism and Hasidism. Prerequisites: REL 529,
REL543e and REL561e.

REL645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been
and continue to be used to study religion. Scanning a range of
religious phenomena, from the mystical experience, to myth and
ritual, sacred image, word, space and more, we explore the
writings of scholars who have drawn on philosophical, sociological,
comparative, feminist and postmodern methodologies. The aim of
the course is as much to build a theoretical foundation for the further
study of religion as to provide a forum to examine and develop our
own understanding and definitions of the religious life. Readings
include work by James, Otto, Buber, Levi-Strauss, Some, Turner,
Elieade.

REL650
Buddhist Meditation Intensive (0)
In this 28-day intensive group meditation, students practice
shamatha-vipassana in Tibetan, Zen, or Insight Meditation traditions
under the guidance of trained meditation instructors. The choice of
retreat is approved by Religious Studies faculty and School Director
beforehand. This training can provide experiential, direct insight
into the nature of mind and the Buddhist teachings. The meditation
intensive is a noncredit requirement for the MA in Religious Studies:
Indo-Tibetan Buddhism (with or without Language) and the Master
of Divinity programs. Students should complete the meditation
intensive during the winter break of their first year or the summer
following their first year.

REL651
Contemplative Practice Intensive: Religious Studies Students
(0)
This 28-day group contemplative practice intensive can be done
at an established contemplative center in a faith tradition of the
student’s choice: Christian monastery, Hindu ashram, Tibetan
Buddhist meditation center, Jewish Contemplative retreat center,
Zen monastery, etc. The retreat gives the participant an opportunity
to practice a prescribed discipline while living in community with
others in a contemplative environment. The choice of retreat is to
be approved by Religious Studies faculty and School Director
beforehand. The contemplative practice intensive is a non-credit
requirement for MA in Religious Studies: Contemplative Religions
(with or without Language) and Master of Divinity programs.
Students should complete the contemplative practice intensive
during the winter break of their first year or the summer following
their first year.

REL654
Process Lab II (1)
A continuation of REL 616. MDiv, taken concurrently with REL 615.
Prerequisite: REL616.

REL655
Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of
religious studies is embroiled in a debate between objectivity and
reflexivity. In recent years, a demand for new methods that allow
the scholar’s voice and participation to be present and engaged in the
process of observation has created space for reflexive, narrative,
inter-textual and qualitative methods. In this course, we explore
religious studies through the lens of current issues such as ecology,
religion and science, postcolonial approaches, politics and the
interaction of religion with race, class and gender through the social
sciences.

REL658
Homiletics and Ritual Arts (3)
This class examines working with ritual through dharma talks, and
homiletics: the art of spiritual teaching. Community-based rituals
such as weddings, funerals, blessings, and rites of passage equip
chaplains to serve their constituencies. Additional examples of
ritual practice include dialogue, wisdom circles, and restorative justice. Students are trained to deliver sermons, dharma talks, and dialogues, small group teaching, utilizing effective methods of discourse and facilitation.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s ‘Root Verses of the Middle Way’ and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL663E
Jewish Law: Traditional, Progressive, Radical (3)
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelsohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Corequisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

REL676
Inner Oral Tradition of the Torah (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students' emotions and intuitive powers. Exposure to practices like shofar and succah give the students a first hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

REL690W
Shambhala Training Level I: The Art of Being Human (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL691W
Shambhala Training Level II: Birth of the Warrior (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL692W
Shambhala Training Level III: Warrior in the World (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL693W
Shambhala Training Level IV: Awakened Heart (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
REL694W
Shambhala Training Level V: Open Sky (1)
Shambhala Training is the path of study and practice of Shambhala wariorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL695W
Shambhala Training Level VI: Great Eastern Sun (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL699
Independent Study: Religious Studies (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

REL701
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyü, Nyingma and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases. Prerequisite: REL661.

REL702
Translation Project: Tibetan (1.5)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

REL703
Translation Project: Sanskrit (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

REL705
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614 and REL 624. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It will correlate the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and psychological assessment are presented, as well as experiential listening, navigating boundaries, ritual, prayer, and self-care.
REL720
Buddha Nature and Shentong (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take in their Nithartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL725
Contemplative Practice Intensive (Residential Retreat) (3)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice-format, with sitting practice, movement-based practice and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For M.A. degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1)
A continuation of REL 654. MDiv only. Prerequisite: REL654.To be taken concurrently with REL 658.

REL747
Master of Divinity Field Work I (0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

REL751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDiv). Offered on alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3)
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

REL763
Religious Education (3)
This course introduces lifespan religious education, including an examination of the history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, skill training in curriculum development and lesson planning.

REL768
Process Lab IV (1)
This course is a continuation of REL 728. MDiv only. Prerequisite: REL728.

REL779
Interreligious Dialogue (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddhist families, including discussion of the neurosis and sanity associated with each family. Space awareness practice (maitri) provides a personal experience of these families, and this practice is a central part of this class. Based on the Indian and Tibetan traditions. Prerequisites: REL635 or permission of the instructor.
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level VIII: Drala (1)
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level IX: Meek (1)
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level X: Perky (1)
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level XI: Outrageous & Inscruptable (1)
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level XII: Golden Key (1)
Shambhala Training is the path of study and practice of Shambhala warrio...the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

MDIV Research and Methodology (1.5)
This course provides students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDIV only.

Applied Ethics and Service Learning (2)
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork, with special emphasis on the application of ethical principles in the context of ministry in the community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. The Naropa Chaplaincy Project is the site for the service learning aspect of the course.

Mindfulness Instructor Training III (1)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-
being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite REL709W. Course fee.

**REL820E**  
**Advanced Mystical Text Seminar (3)**  
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Hasidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text, or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind, Azriel of Gerona, Nachmanides, Joseph Gikatilla, the Zohar, Meir Ibn Gabbai, Moses Cordovero, Isaiah Horowitz, Isaac Luria, Hayyim Vital, the Baal Shem Tov, the Maggid of Mezheveritch, Ya’aqov Yosef of Polonoyye, Menahem Mendel of Vitebsk, Levi Yizhaq of Berdichev, Menahem Nahum of Chernobyl, Elimelekh of Lizzensk, Shneur Zalman of Liadi, Nahman of Brazlav, and Mordechai Yosef Leiner, inter alia. Prerequisite: Classical Jewish Mysticism and Hasidism and/or its equivalent. Prerequisites: REL543e and REL561e.

**REL853**  
**M.Div. Thesis Seminar (1.5)**  
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

**REL880**  
**Comprehensive Exam (0)**  
For Students in the MA and MDiv programs only. Please see your advisor for more information.

**REL885**  
**MA/MDiv Final Project (0)**  
MA only.

**REL886**  
**Extended Master’s Project (0.5)**  
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.

**MA in Religious Studies: Contemplative Religions**

The MA Religious Studies degree offers two concentrations: Contemplative Religions and Indo-Tibetan Buddhism.  

This 45-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemplative practice, and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the teachings and other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global pluralism. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

**Culminating Requirements**

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project.

**Degree Requirements**

**MA in Religious Studies: Contemplative Religions**

First year, fall

- REL645 Methods and Issues in the Study of Religion (3)
- REL779 Interreligious Dialogue: Theory and Practice (3)
- Religious Studies elective (3)
- Contemplative Practice elective (3)

SUBTOTAL 12

First year, spring

- REL651 Contemplative Practice Intensive: Religious Studies Students [noncredit]*
- Contemplative Practice elective (3)
- Three Religious Studies electives (9)

SUBTOTAL 12

Second year, fall

- REL585 Spiritual Models of Social Action (3)
- REL655 Trends in Religious Studies (3)
- Two Religious Studies electives (6)

SUBTOTAL 12

Second year, spring

- REL672 Non-Dualism in Theory and Practice (3)
- REL880 Comprehensive Exam [noncredit]
- REL885 MA/MDiv Final Project [noncredit]
- Contemplative Practice elective (3)
- Religious Studies elective (3)

SUBTOTAL 9

TOTAL CREDITS 45

* It is recommended that students complete the noncredit month-long Contemplative Practice Intensive requirement (REL651) no later than the winter break between the fall and spring semesters of their second year. This requirement can be done in two two-week sections.
Religious Studies Electives

General Electives

- REL525 Contemplative Christianity (3)
- REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL530 Contemplative Hinduism (3)
- REL533 Introduction to Jewish Mysticism (3)
- REL545 Contemplative Islam (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Prayer and Prophecy: Biblical Literatures (3)
- REL676 Inner Oral Tradition of the Torah (3)
- REL749 Contemporary American Religion (3)

Buddhism Electives

- REL540 Zen Buddhism (3)
- REL546 Buddhism in America: Dharma Comes West (3)
- REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)
- REL624 Mind and Its World II (3)
- REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
- REL701 The Middle Way School (3)
- REL710 The Third Turning of the Wheel (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

Contemplative Practice Electives

- REL504W The Breeze of Simplicity: Meditation Weekend (1)
- REL 540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1)
- REL571 Centering Prayer as Christian Contemplation (3)
- REL600 Meditation Practicum I: Seeds of Peace (3)*
- REL609W Mindfulness Instructor Training I (1) **
- REL620 Meditation Practicum II: Self and No-Self (3)*
- REL635 Meditation Practicum III: Mind-Training (3)*
- REL690W–791W Shambhala Training Levels I–XII (1)
  • REL690W Shambhala Training Level I: The Art of Being Human
  • REL691W Shambhala Training Level II: Birth of the Warrior
  • REL692W Shambhala Training Level III: Warrior in the World
  • REL693W Shambhala Training Level IV: Awakened Heart
  • REL694W Shambhala Training Level V: Open Sky
  • REL695W Shambhala Training Level VI: Great Eastern Sun
  • REL790W Shambhala Training Level VII: Windhorse
  • REL791W Shambhala Training Level VIII: Drata
  • REL792W Shambhala Training Level IX: Meek/Perky
  • REL793W Shambhala Training Level X: Perky
  • REL794W Shambhala Training Level XI: Outrageous & Inscrutable
  • REL795W Shambhala Training Level XII: Golden Key
  • REL709W Mindfulness Instructor Training II (1) **
- REL780 Meditation Practicum IV: Maitri and Mandala (3)*
- REL809W Mindfulness Instructor Training III (1) **

* These courses must be taken in sequence.
** These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a month-long Buddhist meditation intensive, two weeks of which must be completed before the class begins.

Course Listings

REL501W
Theravada Vipassana: Weekend (1)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

REL503C
Tibetan I (4)

REL504W
Breeze of Simplicity: Meditation Weekend (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose lighthearted, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL507
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic
combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL275.

REL527E
Buddha Nature: The Nature of Enlightenment in Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gô Lotsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

REL529
Foundations of Judaism (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts, Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Cross-listed as REL229.

REL530
Contemplative Hinduism (3)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternate years. Cross-listed as REL330.

REL532E
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

REL533
Tibetan II (4)
A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL289.

REL535
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite REL529. Cross-listed as REL321.

REL536E
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

REL537
Sanskrit II (4)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.
REL540
Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.

REL543E
Classical Jewish Mysticism (3)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the 16th century. The history and contemplative approach of the Hekhalot/Mekah School, Abraham Abulafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and thurany, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, attention is paid to the experiential dimension of the teachings. Co-requisite: REL529 or equivalent.

REL545
Contemplative Judaism (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis will be placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternative years.

REL546
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Graduate students may choose to do a program ranging in length from 1 week to a maximum of 4 weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhism meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. This course is not available to Religious Studies graduate students. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1)
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm–its teachings, practices and realization–can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism. This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krassen, PhD. and Rabbi Zvi Ish-Shalom, PhD. Rabbi Krassen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.
REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There will be strong emphasis on noun compounds (samaasas). We will move onwards through the Goldman and Goldman primer, Devavani-pravesha and Bhagavad-gita. We will read selectively in a range of texts, including Hindu & Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita will be introduced, as well as the Heart Sutra. Particular attention will be given in class to Indic culture, its connection to Sanskrit language & religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the 18th century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut (mystical union), minhag (custom), and ecstatic forms of music and dance. Corequisite: REL529 or equivalent.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL587
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavani-pravesha, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.

REL590
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190. Fall 2014: Radical Compassion Symposium. What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The symposium brings together national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness.

REL600
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, experiential exercises, family sculpt and the contemplative practices of basic attendance and exchange, students explore their ability to open and their "rules for commenting" in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL 616, Process Lab 1.

REL603
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries,
songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL583.

**REL609W**
Mindfulness Instructor Training I (1)
The first in a series of three-course training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

**REL611**
First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma (“higher dharma”) distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

**REL614**
Mind and Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for both the Tibetan Tradition and History of Religions emphases.

**REL615**
Conflict and Diversity (3)
An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.

**REL616**
Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDiv students.

**REL620**
Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a "self" and analyzing this "self" using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.

**REL624**
Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for both the History of Religions and Tibetan Tradition emphases.

**REL625**
Prayer and Prophecy: Biblical Literatures (3)
Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, and concepts of God and spirituality today are addressed. Offered alternate years.

**REL628**
Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation; and the use of intellect, community, personal experience and so forth.

**REL631E**
Musar and Pietism: The Jewish Ethical Tradition (3)
This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of 16th century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slabodka, Novhorodok and Salant; and on modern expressions of Musar such as those found in the writings of Levi纳斯, Hutner, and Soloveichik. The transformational practices of these schools
is explored through introspective and interpersonal exercises. Co-
requisite: REL529 or equivalent.

**REL633**

Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

**REL634**

Hindu Tantra-Yoga (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a non-dualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

**REL635**

Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen). Based on the Indian and Tibetan traditions. Prerequisite: REL620 or permission of the instructor.

**REL644E**

Contemplative Judaism Practicum: Prayer and Meditation (3)
This experiential course provides students with instruction and guidance in traditional and contemporary modes of Jewish contemplative practice. Practices include davenen (traditional liturgical prayer), Hebrew letter manipulation and chanting, visualization practices, contemplative ritual, niggunim (melodic meditation), breathing practices, Lurianic prayer, musar practices, hasidic dancing, HaBaD hitbonenut (contemplation) practice and contemporary expressions of Jewish meditation. Prerequisite: Classical Jewish Mysticism and Hasidism. Prerequisites: REL 529, REL543e and REL561e.

**REL645**

Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

**REL650**

Buddhist Meditation Intensive (0)
In this 28-day intensive group meditation, students practice shamatha-vipassana in Tibetan, Zen, or Insight Meditation traditions under the guidance of trained meditation instructors. The choice of retreat is approved by Religious Studies faculty and School Director beforehand. This training can provide experiential, direct insight into the nature of mind and the Buddhist teachings. The meditation intensive is a noncredit requirement for the MA in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity programs. Students should complete the meditation intensive during the winter break of their first year or the summer following their first year.

**REL651**

Contemplative Practice Intensive: Religious Studies Students (0)
This 28-day group contemplative practice intensive can be done at an established contemplative center in a faith tradition of the student’s choice: Christian monastery, Hindu ashram, Tibetan Buddhist meditation center, Jewish Contemplative retreat center, Zen monastery, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. The choice of retreat is to be approved by Religious Studies faculty and School Director beforehand. The contemplative practice intensive is a non-credit requirement for MA in Religious Studies: Contemplative Religions (with or without Language) and Master of Divinity programs. Students should complete the contemplative practice intensive during the winter break of their first year or the summer following their first year.

**REL654**

Process Lab II (1)
A continuation of REL 616. MDiv, taken concurrently with REL 615. Prerequisite: REL616.

**REL655**

Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics and the interaction of religion with race, class and gender through the social sciences.
REL658
Homiletics and Ritual Arts (3)
This class examines working with ritual through dharma talks, and homiletics: the art of spiritual teaching. Community-based rituals such as weddings, funerals, blessings, and rites of passage equip chaplains to serve their constituencies. Additional examples of ritual practice include dialogue, wisdom circles, and restorative justice. Students are trained to deliver sermons, dharma talks, and dialogues, small group teaching, utilizing effective methods of discourse and facilitation.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s ‘Root Verses of the Middle Way’ and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL663E
Jewish Law: Traditional, Progressive, Radical (3)
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelssohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Corequisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

REL676
Inner Oral Tradition of the Torah (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah give the students a first hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

REL690W
Shambhala Training Level I: The Art of Being Human (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL691W
Shambhala Training Level II: Birth of the Warrior (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL692W
Shambhala Training Level III: Warrior in the World (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL693W
Shambhala Training Level IV: Awakened Heart (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society
based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL694W
Shambhala Training Level V: Open Sky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL695W
Shambhala Training Level VI: Great Eastern Sun (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL699
Independent Study: Religious Studies (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

REL701
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existential self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyü, Nyingma and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases. Prerequisite: REL661.

REL702
Translation Project: Tibetan (1.5)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

REL703
Translation Project: Sanskrit (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

REL705
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614 and REL 624. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutas such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It will correlate the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and
REL720
Buddha Nature and Shentong (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take in their Nithartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL725
Contemplative Practice Intensive (Residential Retreat) (3)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice-format, with sitting practice, movement-based practice and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For M.A. degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1)
A continuation of REL 654. MDiv only. Prerequisite: REL654. To be taken concurrently with REL 658.

REL747
Master of Divinity Field Work I (0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

REL751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDiv). Offered on alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3)
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

REL763
Religious Education (3)
This course introduces lifespan religious education, including an examination of the history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, skill training in curriculum development and lesson planning.

REL768
Process Lab IV (1)
This course is a continuation of REL 728. MDiv only. Prerequisite: REL728.

REL779
Interreligious Dialogue (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice [maitri] provides a personal experience of these families, and this practice is a central...
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL791W
Shambhala Training Level VIII: Drala (1)
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REL792W
Shambhala Training Level IX: Meek (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL793W
Shambhala Training Level X: Perky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL794W
Shambhala Training Level XI: Outrageous & Inscrutable (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite REL709W. Course fee.

REL820E Advanced Mystical Text Seminar (3)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Hasidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind, Azriel of Gerona, Nachmanides, Joseph Gikaltia, the Zohar, Meir Ibn Gabbai, Moses Cordovero, Isaac Horowitz, Isaac Luria, Hayyim Vital, the Baal Shem Tov, the Maggid of Mezeritch, Ya’aqov Yosef of Polonoyye, Menahem Mendel of Vitbeski, Levi Yitzhaq of Berditchev, Menahem Nahum of Chernobyl, Elimelekh of Lishensk, Shneur Zalman of Liadi, Nahman of Brazilz, and Mordekhai Yosef Leiner, inter alia. Prerequisite: Classical Jewish Mysticism and Hasidism and/or its equivalent. Prerequisites: REL543e and REL561e.

REL853 M.Div. Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880 Comprehensive Exam (0)
For Students in the MA and MDiv programs only. Please see your advisor for more information.

REL885 MA/MDiv Final Project (0)
MA only.

REL886 Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.

MA in Religious Studies: Indo-Tibetan Buddhism
The 45-credit MA Religious Studies with Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Traditions.

Tibet has played a central role in the development of Buddhism in Asia, including preserving the scholastic traditions and texts of India while deepening the meditative practices and insights of the Indian oral traditions. This MA degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester. The faculty includes Western-trained academics and acharyas (master teachers) steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

Two Emphases: History of Religions or Tibetan Tradition
For their second academic year, students choose either the History of Religions emphasis or the Tibetan Tradition emphasis.

History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the past thirty years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic, and meditative. “History of Religions” refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods, and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by Dzogchen Ponlop Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation, and conduct, and utilize elements of the History of Religions methods described above. (For background information, see www.nitarthainstitute.org.)

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

Culminating Requirements
The degree program concludes with an oral comprehensive exam as well as a master’s paper or project.

Degree Requirements
MA in Religious Studies: Indo-Tibetan Buddhism
First year, fall
• REL600 Meditation Practicum I: Seeds of Peace [3]
• REL611 The First Turning of the Wheel: Nature of Mind and Emotions [3]
• REL614 Mind and Its World I [3]
• REL645 Methods and Issues in the Study of Religion [3]

SUBTOTAL 12

First year, spring
• REL620 Meditation Practicum II: Self and No-Self [3]
• REL624 Mind and Its World II [3]
• REL650 Buddhist Meditation Intensive (noncredit)*
• REL661 The Second Turning of the Wheel: The Bodhisattva Path [3]

SUBTOTAL 9

First year, summer
Tibetan Tradition emphasis students will attend Nitartha Institute **
• REL705 The Mind Only School [1.5] Tibetan Tradition emphasis only
• REL720 Buddha Nature and Shentong Traditions [1.5] Tibetan Tradition emphasis only

SUBTOTAL 3 (Tibetan Tradition emphasis)

Second year, fall
• REL635 Meditation Practicum III: Mind-Training [3]
• REL701 The Middle Way School [3]

Two Religious Studies electives [6]

SUBTOTAL 12

Second year, spring
• REL710 The Third Turning of the Wheel [3]
• REL751 Buddhism in Tibet [3]
or
• REL760 Vajrayana: Symbol, Iconography and Ritual [3]
• REL780 Meditation Practicum IV: Maitri and Mandala [3]
• REL880 Comprehensive Exam [0]
• REL885 Master’s Project [0]

Religious Studies elective [3] History of Religions emphasis only

SUBTOTAL 9 [12: History of Religions emphasis]

TOTAL CREDITS 45

* It is highly recommended that students complete the noncredit monthlong Buddhist Meditation Intensive requirement (REL650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

** Students must complete the requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

Religious Studies Electives

Buddhism Electives
• REL540 Zen Buddhism [3]

General Electives
• REL546 Buddhism in America: Dharma Comes West [3]
• REL751 Buddhism in Tibet [3]
• REL760 Vajrayana: Symbol, Iconography and Ritual [3]

Contemplative Practice Electives
• REL504W The Breeze of Simplicity: Meditation Weekend [1]
• REL540 Zen Buddhism [3]
• REL554W Opening the Heart: Meditation Weekend [1]
• REL571 Centering Prayer as Christian Contemplation [3]
• REL609W Mindfulness Instructor Training I [1]*
• REL690W–791W Shambhala Training Levels I–XII [1]
  • REL690W Shambhala Training Level I: The Art of Being Human [1]
  • REL691W Shambhala Training Level II: Birth of the Warrior [1]
  • REL692W Shambhala Training Level III: Warrior in the World [1]
  • REL693W Shambhala Training Level IV: Awakened Heart [1]
  • REL694W Shambhala Training Level V: Open Sky [1]
  • REL695W Shambhala Training Level VI: Great Eastern Sun [1]
  • REL790W Shambhala Training Level VII: Windhorse [1]
  • REL791W Shambhala Training Level VIII: Drala [1]
  • REL792W Shambhala Training Level IX: Meek/Perky [1]
  • REL793W Shambhala Training Level X: Perky [1]
  • REL794W Shambhala Training Level XI: Outrageous & Incrutable [1]
  • REL795W Shambhala Training Level XII: Golden Key [1]
• REL709W Mindfulness Instructor Training II [1]*
• REL809W Mindfulness Instructor Training III [1]*

* These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.
Course Listings

REL501W
Theravada Vipassana: Weekend (1)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

REL503C
Tibetan I (4)

REL504W
Breeze of Simplicity: Meditation Weekend (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose lighthearted, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL507
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

REL527E
Buddha Nature: The Nature of Enlightenment in Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gö Lotsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

REL529
Foundations of Judaism (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Cross-listed as REL229.

REL530
Contemplative Hinduism (3)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternate years. Cross-listed as REL330.

REL532E
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of
recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

**REL533 Tibetan II (4)**
A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL289.

**REL535 Introduction to Jewish Mysticism (3)**
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and Eastern European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite REL529. Cross-listed as REL321.

**REL536E Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)**
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting; weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

**REL537 Sanskrit II (4)**
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

**REL540 Zen Buddhism (3)**
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition.

The course may include all-day sitting at one of the Zen centers in the Denver area.

**REL543E Classical Jewish Mysticism (3)**
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the 16th century. The history and contemplative approach of the Hekhalat/Mekavah School, Abraham Abulafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, attention is paid to the experiential dimension of the teachings. Co-requisite: REL529 or equivalent.

**REL545 Contemplative Islam (3)**
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis will be placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternative years.

**REL546 Buddhism in America: Dharma Comes West (3)**
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL348.

**REL547 Contemplative Practice Intensive (1.5)**
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Graduate students may choose to do a program ranging in length from 1 week to a maximum of 4 weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Other choices are possible with the approval of the program. It is advisable to check with the
Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. This course is not available to Religious Studies graduate students. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1)
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm-its teachings, practices and realization-can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krasen, PhD. and Rabbi Zvi Ish-Shalom, PhD. Rabbi Krasen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.

REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There will be strong emphasis on noun compounds (samaasas). We will move onwards through the Goldmann and Goldmann primer, Devavanipravesika. We will read selectively in a range of texts, including Hindu & Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita will be introduced, as well as the Heart Sutra. Particular attention will be given in class to Indic culture, its connection to Sanskrit language & religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the 18th century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut [mystical union], minhag [custom], and ecstatic forms of music and dance. Corequisite: REL529 or equivalent.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.
REL590
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190. Fall 2014: Radical Compassion Symposium: What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The symposium gathers national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness.

REL600
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, experiential exercises, family sculptures and the contemplative practices of basic attendance and exchange, students explore their ability to open and their "rules for commenting" in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL 616, Process Lab I.

REL603
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

REL611
First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma ("higher dharma") distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

REL614
Mind and Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for both the Tibetan Tradition and History of Religions emphases.

REL615
Conflict and Diversity (3)
An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.

REL616
Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDIV students.

REL620
Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a "self" and analyzing this "self" using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.
REL624
Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for both the History of Religions and Tibetan Tradition emphases.

REL625
Prayer and Prophecy: Biblical Literatures (3)
Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, and concepts of God and spirituality today are addressed. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation; and the use of intellect, community, personal experience and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3)
This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of 16th century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slobodka, Novhorodok and Salant; and on modern expressions of Musar such as those found in the writings of Levinas, Hutner, and Soloveitchik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Co-requisite: REL529 or equivalent.

REL633
Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

REL634
Hindu Tantra-Yoga (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen). Based on the Indian and Tibetan traditions. Prerequisite: REL620 or permission of the instructor.

REL644E
Contemplative Judaism Practicum: Prayer and Meditation (3)
This experiential course provides students with instruction and guidance in traditional and contemporary modes of Jewish contemplative practice. Practices include davenen (liturgical prayer), Hebrew letter manipulation and chanting, visualization practices, contemplative ritual, niggunim (melodic meditation), breathing practices, Lurianic prayer, musar practices, hasidic dancing, HaBaD hitbonenut (contemplation) practice and contemporary expressions of Jewish meditation. Prerequisite: Classical Jewish Mysticism and Hasidism. Prerequisites: REL 529, REL543e and REL561e.

REL645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.
REL650  
**Buddhist Meditation Intensive (0)**  
In this 28-day intensive group meditation, students practice shamatha-vipassana in Tibetan, Zen, or Insight Meditation traditions under the guidance of trained meditation instructors. The choice of retreat is approved by Religious Studies faculty and School Director beforehand. This training can provide experiential, direct insight into the nature of mind and the Buddhist teachings. The meditation intensive is a noncredit requirement for the MA in Religious Studies: Indo-Tibetan Buddhism [with or without Language] and the Master of Divinity programs. Students should complete the meditation intensive during the winter break of their first year or the summer following their first year.

REL651  
**Contemplative Practice Intensive: Religious Studies Students (0)**  
This 28-day group contemplative practice intensive can be done at an established contemplative center in a faith tradition of the student’s choice: Christian monastery, Hindu ashram, Tibetan Buddhist meditation center, Jewish Contemplative retreat center, Zen monastery, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. The choice of retreat is to be approved by Religious Studies faculty and School Director beforehand. The contemplative practice intensive is a non-credit requirement for MA in Religious Studies: Contemplative Religions [with or without Language] and Master of Divinity programs. Students should complete the contemplative practice intensive during the winter break of their first year or the summer following their first year.

REL654  
**Process Lab II (1)**  
A continuation of REL 616. MDiv, taken concurrently with REL 615. Prerequisite: REL616.

REL655  
**Trends in Religious Studies (3)**  
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics and the interaction of religion with race, class and gender through the social sciences.

REL658  
**Homiletics and Ritual Arts (3)**  
This class examines working with ritual through dharma talks, and homiletics: the art of spiritual teaching. Community-based rituals such as weddings, funerals, blessings, and rites of passage equip chaplains to serve their constituencies. Additional examples of ritual practice include dialogue, wisdom circles, and restorative justice. Students are trained to deliver sermons, dharma talks, and dialogues, small group teaching, utilizing effective methods of discourse and facilitation.

REL661  
**Second Turning of the Wheel: The Bodhisattva Path (3)**  
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s ‘Root Verses of the Middle Way’ and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL611.

REL663E  
**Jewish Law: Traditional, Progressive, Radical (3)**  
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelssohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Corequisite: REL529 or equivalent.

REL672  
**Non-Dualism in Theory and Practice (3)**  
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

REL676  
**Inner Oral Tradition of the Torah (3)**  
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah give the students a first hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level II: Birth of the Warrior (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level III: Warrior in the World (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

Shambhala Training Level IV: Awakened Heart (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
REL703
Translation Project: Sanskrit (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

REL705
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614 and REL 624. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It will correlate the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and psychological assessment are presented, as well as experiential listening, navigating boundaries, ritual, prayer, and self-care.

REL720
Buddha Nature and Shentong (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL725
Contemplative Practice Intensive (Residential Retreat) (3)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice-format, with sitting practice, movement-based practice and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For M.A. degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1)
A continuation of REL 654. MDiv only. Prerequisite: REL654. To be taken concurrently with REL 658.

REL747
Master of Divinity Field Work I (0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.
REL751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDiv). Offered on alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3)
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

REL763
Religious Education (3)
This course introduces lifespan religious education, including an examination of the history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, skill training in curriculum development and lesson planning.

REL768
Process Lab IV (1)
This course is a continuation of REL 728. MDiv only. Prerequisite: REL728.

REL779
Interreligious Dialogue (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice (maitri) provides a personal experience of these families, and this practice is a central part of this class. Based on the Indian and Tibetan traditions. Prerequisites: REL635 or permission of the instructor.

REL790W
Shambhala Training Level VII: Windhorse (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL791W
Shambhala Training Level VIII: Drala (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL792W
Shambhala Training Level IX: Meek (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL793W
Shambhala Training Level X: Perky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.
REL794W
Shambhala Training Level XI: Outrageous & Inscrutable (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL795W
Shambhala Training Level XII: Golden Key (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL803
MDIV Research and Methodology (1.5)
This course provides students with an overview of research methodology and applied theology in preparation for the MDIV culminating project. MDIV only.

REL804
Applied Ethics and Service Learning (2)
For third-year MDIV students, this class provides ongoing instruction, direction, and guidance for student fieldwork, with special emphasis on the application of ethical principles in the context of ministry in the community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. The Naropa Chaplaincy Project is the site for the service learning aspect of the course.

REL809W
Mindfulness Instructor Training III (1)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite REL709W. Course fee.

REL820E
Advanced Mystical Text Seminar (3)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Hasidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind, Azriel of Gerona, Nachmanides, Joseph Gikaltia, the Zohar, Meir Ibn Gabba, Moses Cordovero, Isaiah Horowitz, Isaac Luria, Hayyim Vital, the Baal Shem Tov, the Maggid of Mezheritch, Ya’aqov Yosef of Polonoyye, Menahem Mendel of Vitebsk, Levi Yitzqag of Berditchev, Menahem Nahum of Chernobyl, Elimelekh of Lihensk, Shneur Zalman of Liadi, Nahman of Brazilv, and Mordechai Yosef Leiner, inter alia. Prerequisite: Classical Jewish Mysticism and Hasidism and/or its equivalent. Prerequisites: REL543e and REL561e.

REL853
M.Div. Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880
Comprehensive Exam (0)
For Students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
MA/MDiv Final Project (0)
MA only.

REL886
Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.

Master of Divinity
The Master of Divinity degree prepares students for professional work in the fields of pastoral care, chaplaincy, community development, and dharma teaching. This 72-credit three-year program is firmly grounded in Buddhist philosophy and meditation practice while emphasizing an interreligious approach to individual and community care. This training is then applied in hands-on internship work to develop individuals who can actively manifest wisdom and compassion in the world. The program breaks new ground in preparing Buddhist-inspired students to serve their communities in leadership capacities.
The MDiv degree prepares students through four streams of learning: Theological Study—an in-depth understanding of the basic Buddhist texts and doctrines in historical and present-day contexts; Community—devoted to the insights and tools for fostering “engaged” communities; Interfaith Pastoral Care—the ability to serve the spiritual and human needs of a diverse community in ministerial/chaplaincy roles while embodying the principles and practices of one’s primary tradition; and Practice and Meditation—the spiritual practice of sitting meditation from the Buddhist tradition.

Clinical pastoral education or fieldwork placements based on individual student interests provide a context for integrating all four streams of learning, applying them to real-world needs, while initiating the process of lifetime learning through the students’ work.

Two Emphases: History of Religions or Tibetan Tradition

Students may choose the History of Religions or the Tibetan Tradition emphasis. For specific information on the characteristics of these two emphases and how they differ, see the graduate religious studies section of the catalog.

Note on Fees: There are several expenses associated with noncredit requirements in the Religious Studies Department programs. These do not involve any Naropa tuition cost but do involve costs paid to the organizations offering these programs.

The month-long contemplative practice retreat is approximately $1,300. Master of Divinity students pay a fee of approximately $1,800 for participation in a clinical pastoral education (CPE) approved internship. Tibetan Tradition Emphasis students register for a 3-credit Nitartha Institute program through Naropa, which will cover the tuition cost, but not the room and board, text, and other items of the Nitartha program, which are approximately $1,000. The prices listed above are estimates based on current costs. These costs are determined by outside organizations and are subject to change. There are also occasionally smaller course fees associated with individual classes, which are subject to change.

Degree Requirements

Master of Divinity

(Please note that many students complete the program in four rather than three years. For a complete four-year plan, please see your Academic Advisor.)

First year, fall

- REL600 Meditation Practicum I: Seeds of Peace (3)
- REL602 Communication: Family Systems (3)
- REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)
- REL616 Process Lab I (1)

SUBTOTAL 13

First year, spring

- REL615 Conflict and Diversity (3)
- REL620 Meditation Practicum II: Self and No-Self (3)
- REL624 Mind and Its World II (3)
- REL650 Buddhist Meditation Intensive (noncredit)*
- REL654 Process Lab II (1)
- REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)

SUBTOTAL 13

First year, summer

Tibetan Tradition students will attend Nitartha Institute** and register for:

- REL705 The Mind Only School (1.5) Tibetan Tradition emphasis only
- REL720 Buddha Nature and Shentong Traditions (1.5) Tibetan Tradition emphasis only

SUBTOTAL 3 (Tibetan Tradition emphasis)

Second year, fall

- REL635 Meditation Practicum III: Mind-Training (3)
- REL658 Homiletics and Ritual Arts (3)
- REL728 Process Lab III (1)
- REL779 Interreligious Dialogue: Theory and Practice (3)
- Dharma elective (3)

SUBTOTAL 13

Second year, spring

- REL710 The Third Turning of the Wheel (3)
- REL714 Introduction to Pastoral Care (3)
- REL749 Contemporary American Religion (3)
- REL768 Process Lab IV (1)
- Contemplative elective (3)

SUBTOTAL 13

Second year, summer

SUBTOTAL 0

Third year, fall

- REL763 Religious Education (3)
- REL803 MDiv Research Methodology (1.5)

Religious Studies Elective (3)

General Elective (3)

SUBTOTAL 10.5

Third year, spring

- REL804 Applied Ethics and Service Learning (2)
- REL853 MDiv Thesis Seminar (1.5)
• REL880 Comprehensive Exam [0]

Religious Studies Elective [3] History of Religions emphasis only

General Elective [3]

SUBTOTAL 9.5 [6.5] (Tibetan Tradition emphasis)

TOTAL CREDITS 72

* It is highly recommended that students complete the noncredit monthlong dathun requirement (REL650) by the winter break between the fall and spring semesters of their first year or at the latest during the summer following their first year.

* * It is required that students in the Tibetan Tradition emphasis complete the requirement to attend a monthlong Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

Religious Studies Electives

General Electives

• REL525 Contemplative Christianity [3]
• REL530 Contemplative Hinduism [3]
• REL535 Introduction to Jewish Mysticism [3]
• REL545 Contemplative Islam [3]
• REL585 Spiritual Models of Social Action [3]
• REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community [3]
• REL625 Prayer and Prophecy: Biblical Literatures [3]
• REL634 Hindu Yoga-Tantra [3]
• REL655 Trends in Religious Studies [3]
• REL672 Non-Dualism in Theory and Practice [3]
• REL676 Inner Oral Tradition of the Torah [3]

Dharma Electives

• REL540 Zen Buddhism [3]
• REL546 Buddhism in America: Dharma Comes West [3]
• REL701 The Middle Way School [3]
• REL751 Buddhism in Tibet [3]
• REL760 Vajrayana: Symbol, Iconography, and Ritual [3]

Contemplative Practice Electives

• REL504W The Breeze of Simplicity: Meditation Weekend [1]
• REL540 Zen Buddhism [3]
• REL554W Opening the Heart: Meditation Weekend [1]
• REL571 Centering Prayer as Christian Contemplation [3]
• REL609W Mindfulness Instructor Training I [1]*
• REL634 Hindu Yoga-Tantra [3]
• REL690W–791W Shambhala Training Levels I–XII [1]
  • REL690W Shambhala Training Level I: The Art of Being Human [1]
  • REL691W Shambhala Training Level II: Birth of the Warrior [1]
  • REL692W Shambhala Training Level III: Warrior in the World [1]
• REL693W Shambhala Training Level IV: Awakened Heart [1]
• REL694W Shambhala Training Level V: Open Sky [1]
• REL695W Shambhala Training Level VI: Great Eastern Sun [1]
• REL790W Shambhala Training Level VII: Windhorse [1]
• REL791W Shambhala Training Level VIII: Drata [1]
• REL792W Shambhala Training Level IX: Meek/Perky [1]
• REL793W Shambhala Training Level X: Perky [1]
• REL794W Shambhala Training Level XI: Outrageous & Inscrutable [1]
• REL795W Shambhala Training Level XII: Golden Key [1]
• REL709W Mindfulness Instructor Training II [1]*
• REL780 Meditation Practicum IV: Maitri and Mandala [3]
• REL809W Mindfulness Instructor Training III [1]*
• TRA505 T’ai-chi Ch’uan: Level I [3]
• TRA515 Yoga I [3]
• TRA520 Ikebana/Kado I [3]

* These courses must be taken in sequence. The prerequisites for REL699W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Course Listings

REL501W
Theravada Vipassana: Weekend [1]
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I [4]
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

REL503C
Tibetan I [4]

REL504W
Breeze of Simplicity: Meditation Weekend [1]
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. Beginning or experienced students are welcome and guided through the presentations. The weekend includes lectures, discussion,
meditation, and/or other spiritual practices. Cross-listed as REL158W. Fall 2014: Yogis in Caves and Yogis in the World. The Integration of Expression of Wisdom-Compassion For over 20 years, Tsoknyi Rinpoche has been teaching students worldwide about the innermost nature of mind in the Tibetan Buddhist tradition. Rinpoche is one of those rare teachers whose light-hearted, yet illuminating style appeals to both beginners and advanced practitioners alike.

REL507
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

REL527E
Buddha Nature: The Nature of Enlightenment in Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gô Lotsawa (1392-1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

REL529
Foundations of Judaism (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed. Cross-listed as REL229.

REL530
Contemplative Hinduism (3)
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early Tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered alternate years. Cross-listed as REL330.

REL532E
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

REL533
Tibetan II (4)
A continuation of Tibetan I. The second semester will continue the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL289.

REL535
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Prerequisite: REL529. Cross-listed as REL321.

REL536E
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of...
Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

REL537
Sanskrit II (4)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL540
Zen Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.

REL543E
Classical Jewish Mysticism (3)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the 16th century. The history and contemplative approach of the Hekhalot/Mekavah School, Abraham Abulafia, the Zohar School, and Isaac Luria are covered. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepares the student for further study of contemplative Judaism. Throughout the course, attention is paid to the experiential dimension of the teachings. Co-requisite: REL529 or equivalent.

REL545
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis will be placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur'an and the Sunna of the prophet Muhammad. A central theme that will be examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students will participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternative years.

REL546
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5)
The purpose of this intensive is to give students the opportunity to deepen their discipline and knowledge of their own spiritual tradition in a community setting that offers a prescribed schedule of practice and of service. Graduate students may choose to do a program ranging in length from 1 week to a maximum of 4 weeks at a retreat center of their choice. The center or organization must be approved by the Religious Studies program. Some examples of these sites are Tibetan Buddhist meditation centers, Shambhala Retreat Centers, Zen Centers, Christian monasteries, Ashrams, and Jewish Contemplative retreats. Others choices are possible with the approval of the program. It is advisable to check with the Contemplative Practice Coordinator to make sure that your choice of retreat center can be approved. This course is not available to Religious Studies graduate students. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1)
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm-its teachings, practices and realization-can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart (1)
This course introduces spiritual practices, meditation, and various themes from specific spiritual traditions. The spiritual tradition will vary depending on the visiting instructor presenting. When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. This weekend provides tools that allow one to work with this in order to discover compassion and the courageous heart available to everyone. Cross-listed as REL554W. Contemplative Judaism This retreat course will explore the ancient Kabbalistic symbol of the Tree of Life as a map of consciousness and embodied awakening. The course will be lead by Rabbi Miles Krassen, PhD. and Rabbi Zvi Ish-Shalom.
PhD. Rabbi Krassen is a teacher, author, scholar in the fields of comparative mysticism, World’s Wisdom Traditions, and a musician. He proceeded Rabbi Ish-Shalom as the Contemplative Judaism scholar at Naropa. He now works with disseminating mystical Jewish teachings based on early Hasidism and Kabbalah. Sunday will include special events and guests to celebrate the life and legacy of Rabbi Zalman Schachter-Shalomi, Professor Emeritus at Naropa University and founder of the Jewish Renewal movement.

REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There will be strong emphasis on noun compounds (samaasas). We will move onwards through the Goldman and Goldman primer, Devavanipraveshika. We will read selectively in a range of texts, including Hindu & Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita will be introduced, as well as the Heart Sutra. Particular attention will be given in class to Indic culture, its connection to Sanskrit language & religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the 18th century. Topics include contemplative prayer, mystical/charismatic leadership, mystical immanence of the Divine, worship through materiality, devekut (mystical union), minhag (custom), and ecstatic forms of music and dance. Corequisite: REL529 or equivalent.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of Intensive Practice and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Prerequisite: REL557. Cross-listed as REL387.

REL590
Special Topics in Religious Studies (1)
The Special Topics course explores topics of general focus and relevance to the field of Religious Studies, geared toward the research interests of the faculty. Specific topics are announced the semester the course is offered. Cross-listed as REL190. Fall 2014: Radical Compassion Symposium. What does a world based on compassion and awakened kindness look like? How can we bear witness to the suffering, fear and aggression that surround us and harness our resources to support the evolution of a community founded on awareness, interconnectedness, and global citizenship? The symposium gathers national and international contemplatives, activists and scientists to explore the cultivation of an enlightened society in our modern age. While addressing the causes of aggression and fear, the course creates a fertile gathering that celebrates and nourishes the seeds of global compassion and a community of awakened kindness.

REL600
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, experiential exercises, family sculpts and the contemplative practices of basic attendance and exchange,
students explore their ability to open and their “rules for commenting” in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL 616, Process Lab 1.

REL603

Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL583.

REL609W

Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathun, and must have maintained a consistent shamatha practice for at least one year. Course fee.

REL611

First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma ("higher dharma") distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

REL614

Mind and Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for both the Tibetan Tradition and History of Religions emphases.

REL615

Conflict and Diversity (3)
An examination of the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.

REL616

Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDIV students.

REL620

Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.

REL624

Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for both the History of Religions and Tibetan Tradition emphases.

REL625

Prayer and Prophecy: Biblical Literatures (3)
Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDIV students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, and concepts of God and spirituality today are addressed. Offered alternate years.

REL628

Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation; and the use of intellect, community, personal experience and so forth.
REL631E
Musar and Pietism: The Jewish Ethical Tradition (3)
This course surveys the teachings and literature of the major pietistic trends from the Middle Ages until modern day. Emphasis is placed on the medieval pietistic teachings of Bachya Ibn Pequdah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of 16th century Safed as expressed in texts such as Reishit Chochmah; on the writings of Moshe Chayyim Luzatto; on the teachings of the East European Musar schools of Slobodka, Novhorodok and Salant; and on modern expressions of Musar such as those found in the writings of Levinas, Hutsner, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Co-requisite: REL529 or equivalent.

REL633
Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as practice instructions, commentaries, songs of realization, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

REL634
Hindu Tantra-Yoga (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of the self and other (tonglen). Based on the Indian and Tibetan traditions. Prerequisite: REL620 or permission of the instructor.

REL644E
Contemplative Judaism Practicum: Prayer and Meditation (3)
This experiential course provides students with instruction and guidance in traditional and contemporary modes of Jewish contemplative practice. Practices include davenen (traditional liturgical prayer), Hebrew letter manipulation and chanting, visualization practices, contemplative ritual, niggunim (melodic meditation), breathing practices, Lurianic prayer, musar practices, hasidic dancing, HaBaD hitbonenut (contemplation) practice and contemporary expressions of Jewish meditation. Prerequisite: Classical Jewish Mysticism and Hasidism. Prerequisites: REL529, REL543e and REL561e.

REL645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

REL650
Buddhist Meditation Intensive (0)
In this 28-day intensive group meditation, students practice shamatha-vipassana in Tibetan, Zen, or Insight Meditation traditions under the guidance of trained meditation instructors. The choice of retreat is approved by Religious Studies faculty and School Director beforehand. This training can provide experiential, direct insight into the nature of mind and the Buddhist teachings. The meditation intensive is a noncredit requirement for the MA in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity programs. Students should complete the meditation intensive during the winter break of their first year or the summer following their first year.

REL651
Contemplative Practice Intensive: Religious Studies Students (0)
This 28-day group contemplative practice intensive can be done at an established contemplative center in a faith tradition of the student’s choice: Christian monastery, Hindu ashram, Tibetan Buddhist meditation center, Jewish Contemplative retreat center, Zen monastery, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. The choice of retreat is to be approved by Religious Studies faculty and School Director beforehand. The contemplative practice intensive is a non-credit requirement for MA in Religious Studies. Contemplative Religions (with or without Language) and Master of Divinity programs. Students should complete the contemplative practice intensive during the winter break of their first year or the summer following their first year.

REL654
Process Lab II (1)
A continuation of REL 616. MDiv, taken concurrently with REL 615. Prerequisite: REL616.
REL655
Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics and the interaction of religion with race, class and gender through the social sciences.

REL658
Homiletics and Ritual Arts (3)
This class examines working with ritual through dharma talks, and homiletics: the art of spiritual teaching. Community-based rituals such as weddings, funerals, blessings, and rites of passage equip chaplains to serve their constituencies. Additional examples of ritual practice include dialogue, wisdom circles, and restorative justice. Students are trained to deliver sermons, dharma talks, and dialogues, small group teaching, utilizing effective methods of discourse and facilitation.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in the Mahayana texts. Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Santideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s ‘Root Verses of the Middle Way’ and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL611.

REL663E
Jewish Law: Traditional, Progressive, Radical (3)
This course investigates the philosophic and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophic views of halakha (Jewish law), antinomian trends, and contemporary expressions of halakhic practice. Ranging from the Talmudic to modern periods, this course emphasizes the teachings of Mendelssohn, Hirsch, Rosenzweig, Mordechai Kaplan, Soloveitchik, Hartman, Levinas, and Zalman Schachter-Shalomi. Special attention is given to how these teachers understand the relationship between Jewish law and the process of inner transformation. Corequisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

REL676
Inner Oral Tradition of the Torah (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories is utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah give the students a first hand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

REL690W
Shambhala Training Level I: The Art of Being Human (1)
Shambhala Training is the path of study and practice of Shambhala warri...
path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL693W**
Shambhala Training Level IV: Awakened Heart (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL694W**
Shambhala Training Level V: Open Sky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL695W**
Shambhala Training Level VI: Great Eastern Sun (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

**REL699**
Independent Study: Religious Studies (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework are decided upon by the student and faculty member.

**REL701**
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyü, Nyingma and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases. Prerequisite: REL661.

**REL702**
Translation Project: Tibetan (1.5)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL703**
Translation Project: Sanskrit (1.5)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL705**
Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL 614 and REL 624. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

**REL709W**
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

**REL710**
Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study
includes reading from core sutras such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It will correlate the relationship between pastoral care and religious ethics, with a special emphasis on Buddhist and Christian comparative ethics. The theories and practices of spiritual and psychological assessment are presented, as well as experiential listening, navigating boundaries, ritual, prayer, and self-care.

REL720
Buddha Nature and Shentong (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take in their Nithartha Institute summer program. Required for Tibetan Tradition emphasis. Prerequisite: REL614 and REL624.

REL725
Contemplative Practice Intensive (Residential Retreat) (3)
The residential component of the program aims to facilitate the deeper integration and embodiment of the central contemplative practices covered over the course of the program. The retreat consists of an intensive practice-format, with sitting practice, movement-based practice and process-oriented exercises. During this five-day retreat, each day consists of nine program hours. Note: For M.A. degree students, residential attendance is required. For Online Certificate students, residential attendance or participation in the residential retreat through an online format (if available) or attendance at a local retreat approved by the faculty coordinator of the program will be acceptable. Prerequisites: REL543e and REL561e.

REL728
Process Lab III (1)
A continuation of REL 654. MDiv only. Prerequisite: REL654. To be taken concurrently with REL 658.

REL747
Master of Divinity Field Work I (0)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

REL751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Required for History of Religions sequence (not for MDiv). Offered on alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3)
This course explores selected literature of Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years. Prerequisite REL624 or REL661.

REL763
Religious Education (3)
This course introduces lifespan religious education, including an examination of the history, current trends, foundational theories, and applicable skills. Topics include theories of learning from both Western and Eastern perspectives, stages of faith and moral development, venues for religious education, skill training in curriculum development and lesson planning.

REL768
Process Lab IV (1)
This course is a continuation of REL 728. MDiv only. Prerequisite: REL728.
REL779
Interreligious Dialogue (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice (maitri) provides a personal experience of these families, and this practice is a central part of this class. Based on the Indian and Tibetan traditions. Prerequisites: REL635 or permission of the instructor.

REL790W
Shambhala Training Level VII: Windhorse (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL791W
Shambhala Training Level VIII: Drala (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL792W
Shambhala Training Level IX: Meek (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL793W
Shambhala Training Level X: Perky (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL794W
Shambhala Training Level XI: Outrageous & Inscrutable (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL795W
Shambhala Training Level XII: Golden Key (1)
Shambhala Training is the path of study and practice of Shambhala warriorship—the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels, known as the Heart of Warriorship—which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL803
MDIV Research and Methodology (1.5)
This course provides students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDiv only.
REL804
Applied Ethics and Service Learning (2)
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork, with special emphasis on the application of ethical principles in the context of ministry in the community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. The Naropa Chaplaincy Project is the site for the service learning aspect of the course.

REL809W
Mindfulness Instructor Training III (1)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisite REL709W. Course fee.

REL820E
Advanced Mystical Text Seminar (3)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Hasidic traditions. All texts are studied in translation from Hebrew and/or Aramaic. The author, text or topic changes each semester according to the specific needs of the students. Some of the texts we may study include the works of: Isaac the Blind, Azriel of Gerona, Nachmanides, Joseph Gikaltalia, the Zohar, Meir Ibn Gabhai, Moses Cordovero, Issaiah Horowitz, Isaac Luria, Hayyim Vital, the Baal Shem Tov, the Maggid of Mezheritch, Ya’aqov Yosef of Polonoyye, Menahem Mendel of Vitebsk, Levi Yizhaq of Berditchev, Menahem Nahum of Chernobyl, Elimelekh of Liphensk, Shneur Zalman of Liadi, Nahman of Brazlaver, and Mordekhai Yosef Leiner, inter alia. Prerequisite: Classical Jewish Mysticism and Hasidism and/or its equivalent. Prerequisites: REL543e and REL561e.

REL853
M.Div. Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880
Comprehensive Exam (0)
For Students in the MA and MDiv programs only. Please see your advisor for more information.
Certificates

Certificate Program in Traditional Eastern Arts: Yoga Teacher Training

The Traditional Eastern Arts certificate program is a two-year, 30-credit program designed to give the student proficiency in teaching yoga (18 credits), a foundation of sitting meditation (6 credits) and anatomy (3 credits), and one elective (3 credits). Please see http://www.naropa.edu/costs-aid/costs/undergraduate-costs/tuition-fees.php for details on costs for tuition and fees. This program is open to those who already have completed a minimum of 60 semester credits.

Required Courses

- TRA100 Shambhala Meditation Practicum (3)
- TRA133 Yoga I: Foundations (3)
- TRA233 Yoga II: The Psychology of Yoga (3)
- TRA333 Yoga III: Integral Practice (3)
- TRA433 Yoga IV: Teacher Training (3)
- TRA449 Yoga V: Yoga Teacher Training (3)
- TRA453 Yoga History, Theory, and Philosophy (3)
- TRA463 Yoga Meditation Practicum (3)
- PSYB100 Anatomy (3)

Choose one of the following courses:

- TRA114 Indian Devotional and Raga Singing (3)
- REL330 Contemplative Hinduism (3)
- REL334 Hindu Yoga-Tantra (3)

TOTAL CREDITS 30

For information about careers related to a certificate in Traditional Eastern Arts, we are providing the name and the US Department of Labor’s Standard Occupational Classification (SOC) code of the occupations for which the certificate program prepares its students. We have added a link to occupational profiles on the US Department of Labor’s O*NET Web site.

Occupation name and SOC code: Self-Enrichment Education Teachers, O*NET link for occupational profiles: http://www.onetcodeconnector.org/ccreport/25-3021.00
School of Natural and Social Sciences

School Dean: Susan Burggraf
Administrative Specialist: Andraa von Boeselager

The School of Natural and Social Sciences aims to develop the whole person through contemplative learning that broadens and sharpens the intellect, deepens intuition, sparks curiosity, nourishes compassion, and embodies confidence. Our BA and MA programs provide a profound understanding of the world through the study of education, peace and social justice, psychology, sacred ecology, science, systems, and service learning. Our methods employ non-dual approaches that integrate analytic and intuitive understanding, support diverse perspectives, cultivate wisdom and contemplation, and engage in hands-on community-based work. Learning within our programs presents fertile opportunities for understanding complexity, while fostering reciprocal, participatory relationships across deeply valued difference. Faculty and students work together to create dynamic learning communities that cultivate compassion and develop the knowledge and skills to engage complex, real-world issues. Graduates of our programs flourish in their understanding of and gentleness toward self and all beings, and are able to respond to our common suffering through transformative approaches.

Undergraduate Majors
- Contemplative Psychology
- Early Childhood Education
- Environmental Studies
- Peace Studies

Undergraduate Minors
- Contemplative Education
- Contemplative Psychology
- Environmental Studies
- Early Childhood Education
- Peace Studies

Graduate Degrees
- Contemplative Education
- Environmental Leadership

Undergraduate Majors

BA in Peace Studies

The Peace Studies program prepares students to work as local and global change agents by cultivating curiosity, compassion, and courage and developing the knowledge and skills to foster a more just, equitable, and sustainable world. The 36-credit Peace Studies major offers an interdisciplinary approach to the study of peace, conflict, and transformative action, engaging students in service, research, and creative projects that take them into the community and bring the community into the classroom.

Faculty design and promote active learning environments, encouraging independent and collaborative projects that reflect students’ personal passions and commitments. The program approaches the study of peace and conflict holistically—with attention to personal and social transformation, to the needs of individuals, communities, and the global commons. From introductory to advanced courses, the program creates opportunities for students to integrate and apply their learning.

The Peace Studies major includes primary and cross-listed courses in education, environmental studies, psychology, and religious studies. Students complete an internship and a senior project as part of the major.

Program Vision

The Peace Studies program offers an interdisciplinary approach to the study of peace and conflict that takes students into the community and brings the community into the classroom. Faculty and students work together to create dynamic learning communities that cultivate compassion and develop the knowledge and skills to engage complex, real-world issues. While some students choose to focus on local civic engagement projects and initiatives, others are drawn to work nationally and internationally. The program approaches the study of peace and conflict holistically—with attention to personal and social transformation, to the needs of individuals, communities, and the global commons.

Entering the Major

In accordance with University policy, students can declare their major at any time. Please consult with your Academic Advisor to plan your schedule in the program.

Degree Requirements

BA in Peace Studies

- PAX250 Introduction to Peace and Conflict Studies (3)
- PAX327 Law, Human Rights, and Social Change (3)
- PAX335 Socially Engaged Spirituality (3)
- PAX340 Conflict Transformation: Theory and Practice (3)
- PAX345 Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3)
- PAX360 International Affairs (3)
- PAX450 Internship (3)
- PAX480 Senior Project (3)

SUBTOTAL 24

Choose 3 credits from Themes in Peace & Conflict Studies

- EDU352 Poverty Matters (3)
- ENV355 Environmental Justice (3)
- PSYB359 Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
- PAX370 Social Innovation and Entrepreneurship (3)
SUBTOTAL 3
Choose 9 credits from Interdisciplinary Explorations

• PAX370 Social Innovation and Entrepreneurship (3)
• EDU245 Education, Culture, and Critical Pedagogy (3)
• EDU352 Poverty Matters (3)
• ENV215 Sustainability (3)
• ENV253 Environmental Economics (3)
• ENV260 Introduction to Permaculture (3)
• ENV318 Deep Ecology (3)
• ENV342 Permaculture Design (3)
• ENV355 Environmental Justice (3)
• ENV370 Ecopsychology (3)
• INTD210 Introduction to Gender and Women’s Studies (3)
• PSYB359 Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
• PSYB373 Social Psychology (3)
• REL212 Queer Theory, Feminism, and Religion (3)
• WRI380 Writing Workshop: Eco-Poetics (3)

SUBTOTAL 9
TOTAL CREDITS 36

Course Listings

PAX250
Introduction to Peace and Conflict Studies (3)
Key questions in the field of peace and conflict studies are investigated: What are the causes and conditions of violence and the conditions that foster peace and social justice? What is the difference between "negative" and "positive" peace? How do ordinary citizens, non-governmental organizations, and international organizations contribute to peacebuilding? What are the ethical values and practical tools of peacebuilders across cultures and traditions? The aim of the course is to deepen understanding of peace research and initiatives as well as the root causes of violence.

PAX315
Gender, Politics, and Social Change (3)
Gender is investigated as a lens on global politics and social change. The course examines the impact of war and violence on women, and historical and contemporary examples of women’s peace activism and political leadership. Through selected case studies, students become familiar with a range of interlocking issues that affect women globally, examining the gendered politics of war and peace and multiple versions of feminism and coalition building. We move the classroom into the community through field trips and partnerships with local community groups and invite scholars, activists, and community leaders from diverse locations into the classroom. Prerequisite: COR115.

PAX327
Law, Human Rights, and Social Change (3)
Selected aspects of U.S. law, legal institutions, and traditions with a view toward understanding how they respond to and affect social change are surveyed. The course examines landmark court cases, such as Miranda v. Arizona, Roe v. Wade, and Brown v. Board of Education, that demonstrate how the judicial branch of government affects everyday life and develops, shapes, and enforces social policy. We also consider how the United States is, or is not, influenced by international treaties such as the Universal Declaration of Human Rights (UDHR) and the Geneva Convention. Students are introduced to and practice legal skills, such as case law analysis, advocacy, issue analysis, fact/evidence selection and relevance, and the ability to examine and argue both sides of an issue. Prerequisite: COR150 or COR113.

PAX335
Socially Engaged Spirituality (3)
A study of varied traditions and ways of articulating socially engaged spirituality from historical and contemporary perspectives. The lives and work of Gandhi and King are used as reference points, and examples from around the globe engage students in understanding the dynamics of socially engaged spirituality in different settings and in their own lives. As they investigate the relationship between personal and social transformation, students develop a personal dialogue with selected peacemakers and justice seekers. Assignments encourage students to clarify their own ethical principles and commitments, deepening the inquiry through shared exploration. Source material may range from autobiography and biography to literary texts and film. Methods include individual and group contemplative practices, community-based fieldwork, and creative expression.

PAX340
Conflict Transformation: Theory and Practice (3)
An exploration of theories and practices of conflict transformation in a range of settings and locations. The course examines interpersonal and structural dynamics of conflict, building skills to work effectively with individuals and small groups and studying attempts to end cycles of violence, revenge and trauma at the national and international level. We investigate our own assumptions about conflict, the potency of cultural and religious differences, the complexities of intervention and the possibility of transformation. We consider the role of curiosity, creativity, and the moral imagination in peacebuilding. Students in this course write and produce original digital stories and acquire beginning level skills in mediation. Prerequisite: COR 113 or COR 130.

PAX360
International Affairs (3)
This course introduces students to the field of international relations and international politics. We study a number of theoretical approaches in International Relations and key concepts in the field to illuminate selected aspects of contemporary global issues. Themes will vary from semester to semester but may include globalization, geopolitics and nationalism, international food politics, human rights and humanitarian intervention, and refugees. Using a case study approach, we will explore key themes in regional contexts, which will vary depending on current hot spots and the areas of specialization of the instructor.
PAX370
Social Innovation and Entrepreneurship (3)
This interdisciplinary seminar introduces students to the emerging field of social entrepreneurship through readings, case studies, guest lectures, films, and field trips. As we examine the history and methods, the challenges and opportunities of local and global social entrepreneurs and innovators, we elicit our own bold visions for the future. We engage the local community as an incubator of social innovation, exploring the role of creativity, collaboration, courage, and compassion in social entrepreneurship. Students in this course build practical skills, developing business plans and models for ventures that address social challenges in education, health-care, human rights, and food security, among others. Students from all disciplines who seek to build capacity as visionary, pragmatic change agents are welcome. Prerequisite: COR113.

PAX450
Internship (3)
The internship provides students with opportunities to deepen their understanding of the practical means of working for social change by working on projects that require a range of skills: grassroots organizing, coalition building, lobbying, policy research, grant-writing, and fundraising. Students may pursue internships that build on prior experience or pursue a new direction. Internship placements range from community-based media to restorative justice initiatives and to educational organizations working on issues of social justice, peace, human rights, and environmental sustainability. The internship culminates in presentations to the community in which students bring back new knowledge and skills to the Naropa community.

PAX480
Senior Project (3)
The senior project requires both sustained independent work and collaboration, as students read and research, conduct interviews in the community, and receive feedback from a faculty mentor. Students are encouraged to design senior projects that include self-reflection and inquiry, creativity and scholarship, and the intention to serve a specific community. Senior project research methods range from case study and community-based research to arts-based research, biography, and oral history. The outcomes vary from publication, performance, building organizational capacity, and other forms of public work. Students complete a self-assessment as part of their senior projects, which culminate in celebratory presentations to the community. Cross-listed as ENV480.

PAX499
Independent Study: Peace Studies (0.5)

BA in Contemplative Psychology

The BA in Contemplative Psychology provides a rigorous program of study that develops the whole person through experiential learning that broadens and sharpens intellect, deepens intuition, nourishes compassion, and embodies confidence. Drawing from meditative wisdom traditions and contemporary practices of diversity, the curriculum provides fertile opportunity for understanding complexity, while fostering reciprocal learning across deeply valued difference.

Program Vision

The BA Contemplative Psychology program offers an innovative approach to the study and practice of psychology, guided by the principle that psychological health and well-being are innate. The Contemplative Psychology program creates and supports a learning environment that values personal experience and insight as essential to embodied achievement. Through various modes of inquiry, such as contemplative practice, empirical research, theoretical analysis, oral and written narrative, group dynamics, and community engagement, the field of contemplative psychology nourishes individual and collective transformation. The program develops the whole person through experiential learning that broadens and sharpens intellect, deepens intuition, nourishes compassion, and embodies confidence. Drawing from meditative wisdom traditions and contemporary practices of diversity, the curriculum provides fertile opportunity for understanding complexity, while fostering reciprocal learning across deeply valued difference.

Entering the Major

In accordance with University policy, students can declare their major at any time. In order to progress through the course work in this major, students should take the following important course prerequisite at the earliest opportunity: PSYB101, Introduction to Western Psychology. Please consult with your Academic Advisor to plan your schedule in the program.

Degree Requirements

BA in Contemplative Psychology

Core Requirements

- PSYB314  Buddhist Psychology I: Mindfulness Meditation (3)
- PSYB325  Buddhist Psychology II: Awakening Compassion (3)
- PSYB343W  Contemplative Community Retreat (1)
- PSYB415  Maitri: Working with Emotions (3)
- PSYB425  Field Placement (3)
- PSYB482  Senior Seminar I: Transformational Psychology—The Group Experience (3)
- PSYB483  Senior Seminar II: Transformational Psychology—The Threshold Experience (3)

SUBTOTAL 19

Select two of the following courses:

- PSYB301  Statistics and Research Methods (3)
- PSYB345  Developmental Psychology (3)
• PSYB357  Cognitive Psychology (3)
• PSYB371  Personality Theories (3)
• PSYB373  Social Psychology (3)

SUBTOTAL 6
Select one of the following courses:
  • PSYB420  Abnormal Psychology (3)
  • PSYB490  Special Topics in Psychology (3)
  • PSYB495  Advanced Practicum in Psychological Research (3)

SUBTOTAL 3

CORE REQUIREMENTS 28

Concentrations
Select one of the following four concentrations: Somatic Psychology, Psychology of Health and Healing, Transpersonal and Humanistic Psychology, or Psychological Science. Each concentration has one or more required courses.

Somatic Psychology
The Somatic Psychology concentration emphasizes the practice of making meaningful connections between emotional process and the body’s expressions, sensations, and symptoms. Course work includes three learning domains: 1) the historical and developing theory of body psychology; 2) the research and science regarding body psychology; and 3) the increase of body/self-awareness developed through experiential and movement-oriented classes.

Required Course
  PSYB304  Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)

Select two of the following courses:
  • PSYB208  Embodying Process and the Individual (3)
  • PSYB255  Body-Mind Centering (3)
  • PSYB303  The Psychology of the Five Elements I (3)
  • PSYB328  Gestalt: Presence (3)
  • PSYB333  Hakomi Somatics (3)
  • PSYB359  Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
  • PSYB435  Authentic Movement/Body Awareness Practice (3)
  • PAR321  Contemplative Dance Practice (3)

CONCENTRATION TOTAL 9

Psychology of Health and Healing
The Psychology of Health and Healing concentration emphasizes body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing methodologies and learn experiential techniques for balancing the spiritual and somatic aspects of health.

Required Course
  PSYB329  Approaches to Healing (3)

Select two of the following courses:
  • PSYB208  Embodying Process and the Individual (3)
  • PSYB255  Body-Mind Centering (3)
  • PSYB303  The Psychology of the Five Elements I (3)
  • PSYB328  Gestalt: Presence (3)
  • PSYB333  Hakomi Somatics (3)
  • PSYB359  Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)

CONCENTRATION TOTAL 9

Transpersonal and Humanistic Psychology
The Transpersonal and Humanistic Psychology concentration helps students synthesize two major forces in Western psychotherapy and appreciate their unique contributions to the understanding of mental health. These include the recognition of spiritual longing for wholeness as essential to psychological growth, and the acknowledgment of the importance of the client-therapist relationship in the healing process.

Required Courses
  • PSYB350  Humanistic Psychology (3)
  • PSYB354  Introduction to Transpersonal Psychology (3)

Select one of the following courses:
  • PSYB225  Family Systems (3)
  • PSYB328  Gestalt: Presence (3)
  • PSYB330  Introduction to Jungian Psychology (3)
  • PSYB355  Dynamics of Intimate Relationships (3)
  • PSYB430  Exploring Dream Psychology (3)

CONCENTRATION TOTAL 9

Psychological Science
The Psychological Science concentration emphasizes the study of human experience and activity through systematic observation. Topics include development from infancy through adulthood, individual differences, embodiment, perception, emotion, consciousness, thinking, social influence, self, and other aspects of mental life. In addition to theoretical study, methods of obtaining and evaluating empirical evidence are explored, ranging from behavior assessment to contemplative phenomenology.

Required Course
  PSYB301  Statistics and Research Methods (3)

Select two of the following courses:
  • PSYB234  Perception (3)
  • PSYB345  Developmental Psychology (3)
  • PSYB371  Personality Theories (3)
  • PSYB373  Social Psychology (3)
  • PSYB420  Abnormal Psychology (3)
CONCENTRATION TOTAL 9
PROGRAM TOTAL 37

Course Listings

**PSYB100**
**Anatomy: Learning Through the Senses (3)**
A traditional approach to the study of normal human anatomy, rooted in the conventional science of anatomy, studying the structure and subsequent function of the major body systems: skeletal, muscular, nervous, endocrine, immune, digestive, blood, cardiovascular, respiratory, urinary and reproductive systems. Some practical understanding of these major systems is given from a naturopathic physician/acupuncturist’s perspective. One class briefly introduces energetic systems of anatomy (e.g. meridians, chakras). Special fee to cover two optional visits to a cadaver lab. Fee will be refunded if student chooses not to participate.

**PSYB101**
**Introduction to Western Psychology (3)**
This survey course explores psychology as it has developed in the Western world. Students learn to better understand mental life and behavior by studying diverse Western traditions that range from laboratory science to the intuitive clinical work involving clients and therapist. Topics covered include brain function, consciousness, perception, learning, thought, maturation, emotion, personality, mental illness, and therapy. Understanding these topics is deepened by critically evaluating Western psychological frameworks with respect to each student’s experience.

**PSYB208**
**Embodying Process and the Individual (3)**
The body is the vessel of emotions, the vehicle for actions, and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class examines the role of bodily experience. By studying sensation, energy, emotion, perception, movement, breath, speech, and touch, students cultivate an ongoing individual practice of embodiment.

**PSYB209**
**Herbal Medicine (3)**
This course offers an introduction to the use of food, herbs, and other natural remedies to experience vital health. We learn to make a few simple herbal preparations, and discuss herb safety and proper dosages. Topics include herbal history, food as medicine, reproductive health, emotional health, children’s health, addictions, psychoactive plants, aromatherapy, color therapy, feng shui, and careers in natural medicine. The class has an East-West approach and enables students to use plants and other natural therapies for their own health as well as helping others.

**PSYB225**
**Family Systems (3)**
An investigation of the family as a system, which has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the students' understanding of their family of origin and the families of others. The course provides an introduction to the history of family therapy and to the major theorists in the field. A variety of family structures are explored from different therapeutic models. The course combines readings, lectures, discussions, and experiential exercises. Open to all students with 30+ credits.

**PSYB234**
**Perception (3)**
The senses—sight, hearing, taste, smell, touch, and bodily sensations—give our minds access to the world. Students practice contemplative sensory awareness by attending to nuances and details of their own experience. Reflections are documented in student journals. Introspection (direct observation of conscious experience) joins scientific understanding of perceptual processes in laboratory exercises, lecture, and discussion. Findings from modern research on perception and attention provide a more complete understanding of the embodied nature of subjective experience. Materials fee.

**PSYB239**
**Nutrition (3)**
Students learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology, the scientific discoveries of the 20th and 21st centuries, direct experience, and intuition. Students acquire information and tools to determine a diet that currently suits them, as well as how to alter that diet as personal health requirements change. We study the dietary changes in the 20th century that underlie the most common causes of chronic disease and death. Nutritional strategies are studied to prevent those diseases.

**PSYB255**
**Body-Mind Centering (3)**
This course focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering®, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems, developmental movements, and supports alignment and integration. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of the instructor.

**PSYB301**
**Statistics and Research Methods (3)**
This course introduces statistical analysis and research methods used to test theories within psychological science. Students learn the most common techniques for describing data and making inferences in psychological research. Students learn to develop research questions, design rigorous and ethically sound experiments, and collect, analyze and interpret data. Prerequisite: PSYB101.
PSYB303
Psychology of the Five Elements I (3)
An exploration of the Law of the Five Elements and the classical medicine "System of Kings," which originated in China over 5,000 years ago. The ancient Chinese viewed our body, mind, and spirit as inseparable from the world of nature around us and believed that if we observe nature closely enough, we could find the cause of any affliction of body, mind, or spirit. Through lecture and discussions, meditations, visualizations, and hands-on exercises we work directly with our sense perceptions and the techniques of identifying color, sound, odor, and emotion as tools to perceive elemental balance or imbalance. We work directly with our current state of physical, mental, and spiritual health.

PSYB304
Somatic Intelligence: The Neuroscience of Our Body Mind Connection (3)
An introduction to somatic psychology, this course presents a theoretical study of the body-mind continuum. The importance of emotions, movement, perception, and the nature of illness and healing is illustrated by recent scientific theories and findings. By studying how our bodies and psyches weave together, we become aware of their interdependence and can construct more effective therapeutic experiences both for ourselves and for others. Students learn the fundamental principles of the somatic psychology field and explore, in depth, their relationship with advanced developmental psychology theories. Prerequisite: PSYB101. PSYB100, Anatomy, is strongly recommended.

PSYB314
Buddhist Psychology I: Mindfulness Meditation (3)
An introduction to the psychological principles and sitting practice of mindfulness-awareness meditation. The meditation is drawn from the Tibetan and Zen Buddhist traditions as well as the Shambhala teachings of sacred warriorship. By exploring the many ways ego-fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101. Open to Contemplative Psychology and Interdisciplinary Studies students with 45 credits only. Others by permission of instructor.

PSYB323
Psychology of the Five Elements II (3)
The Psychology of the Five Elements II is a continuation of the work in PSYB 303. Students work more deeply with Five Element theory through practicing pulse reading and identifying color, sound, odor, and emotion as ways to uncover elemental imbalances. We study the classical Daoist system of the Five Spirits and learn how to cultivate and maintain their presence in our lives. In addition, we study various local plants and trees to access their wisdom and healing powers. Prerequisite: PSYB 303 or by permission of instructor.

PSYB325
Buddhist Psychology II: Awakening Compassion (3)
An in-depth examination of the principles of compassionate action, as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisattva path) and the Western tradition of service to others. Students learn and practice tonglen meditation and the skills of deep listening, empathic attendance, dialogue, and servant leadership. Students are required to practice the skill of attending relationship. Prerequisite: PSYB314 or meditation experience with permission of instructor. Open to Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor.

PSYB328
Gestalt: Presence (3)
Gestalt, a way of being, is a powerful and provocative method to understand one’s body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support, and clear boundaries. The course includes readings, lectures, discussions, and experiential exercises on "the nature of being" and ego. Upper-division Contemplative Psychology and Interdisciplinary Studies students only. Prerequisite: PSYB 101.

PSYB329
Approaches to Healing (3)
A basic overview of the theory, practice and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field. Open to upper-division students with 60+ credits only.

PSYB330
Introduction to Jungian Psychology (3)
A general introduction to the psychology of C.G. Jung, this course covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the self, individuation, synchronicity, active imagination and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams and working toward developing a "life myth." Each class combines lecture, discussion and process, in order to bring meaning and reality to Jung’s concepts. Prerequisite: PSYB 101 or by permission of instructor. Open to students with 30+ credits.

PSYB333
Hakomi Somatics (3)
Mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others. Hakomi somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence that
underlies habitual, limiting patterns which can be recognized and understood. This process allows learning and transformation to occur with the support of mindfulness exercises. Topics include the Hakomi principles, character strategies, boundaries, resources, and somatic psychological skill building, which can be applied to daily life. Upper-division BA students only.

**PSYB343W**
**Contemplative Community Retreat (1)**
This two-day retreat at Shambhala Mountain Center takes place every other fall semester. The practices of sitting and walking meditation, Tonglen, Maitri Space Awareness, and contemplative play, bring students, faculty, and staff together in community with a sense of purpose and friendship. Open to Contemplative Psychology students only. A required retreat orientation occurs in advance of the retreat and serves to prepare students for success in the PSYB343W retreat environment. Co-requisite: PSYB314. Special fee for room and board.

**PSYB345**
**Developmental Psychology (3)**
A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss philosophical and practical relationship of ethics to psychology, including cross-cultural issues. Students clarify, formulate and develop their own beliefs and approaches to human development in relation to these major schools of thought and explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101.

**PSYB350**
**Humanistic Psychology (3)**
An exploration of the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called “third force” in the modern Western tradition of psychology, which emerged after 1940 as an expansion of and alternative to the psychoanalytic and behavioral schools that preceded it. Humanistic emphasizes the authenticity of the therapist as the key factor in promoting the client’s potential for growth and healing. Focus is on the work of Adler, Rogers, and Maslow among the humanists, and the work of Yalom, May, Frankl, Perls, and Bugental among the existentialists. Prerequisite: PSYB101. Open to Contemplative Psychology and Interdisciplinary Studies students only.

**PSYB354**
**Introduction to Transpersonal Psychology (3)**
An exploration of the basic principles of transpersonal psychology and psychotherapy. This is the so-called “fourth force” in the modern Western tradition of psychology, which emerged in the 1960’s as an expansion and alternative to the psychoanalytic, behavioral, and humanistic schools that preceded it. Transpersonal, meaning “beyond the persona or mask,” studies human transcendence, wholeness, and transformation. Focus is on the work of Jung, Assagioli, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens. Prerequisite: PSYB101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only.

**PSYB355**
**Dynamics of Intimate Relationships (3)**
An exploration of multiple approaches to intimate relationship from schools of thought such as feminist psychology, social psychology, attachment theory, counseling psychology, Buddhist and transpersonal psychology, sociology, queer theory, and multicultural and scientific research. Issues discussed include attraction, communication, neurobiology of love, relationship as spiritual path, attachment and family of origin, cultural influences, relationship dysfunction, relationship violence, gender, and sexuality. Through the synthesis of contemplative introspection, critical thinking and the research and theories explored in class, students will develop their own theories of relationship. Prerequisite: PSYB101. Open to upper-division students only.

**PSYB357**
**Cognitive Psychology (3)**
This course concerns the study of thought, conscious experience, and associated mental functions. This area of psychological science focuses on the high-level mental processes and related brain activity involved in conscious mental life and unconscious information processing. Specific topics include attention, language, intelligences, imagery, emotion, conceptual knowledge, memory, problem solving, expertise, reasoning, and decision-making. This course emphasizes the perspectives of information processing, cognitive neuroscience, and contemplative psychological science. Prerequisite: PSYB101.

**PSYB359**
**Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)**
Unresolved trauma affects our psychological and physical well-being. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Pre-requisite: PSYB101. Open to upper-division students only.

**PSYB371**
**Personality Theories (3)**
Students explore the development of human personality by studying the theories of major traditional systems of psychology, including psychoanalysis, analytical psychology, behavioral, humanistic, systemic, feminist, and existential models. Students clarify, formulate, and develop their own thoughts and approaches to the psychology of personality in relation to these theories and explore the relationship of these approaches to the contemplative and
transpersonal perspectives. Prerequisite: PSYB101. Open to students with 45+ earned credits only.

**PSYB373**  
Social Psychology (3)

**PSYB415**  
Maitri: Working with Emotions (3)  
Maitri: Working with Emotions continues the meditation course sequence, introducing the Vajrayana approach to working with emotions through the Five Buddha Family principles. Maitri Space Awareness Practice provides a personal experience of these families. Students practice particular postures in specially designed rooms, inviting an exploration of psychological states of mind and emotions such as pride, passion, paranoia, ignorance, and aggression. Approaching these emotions with curiosity and openness, there is the possibility of discovering one’s inherent wisdom compassion and insight. The course includes weekly lectures, practice in the maitri rooms and participation in a smaller group to process material more personally. Prerequisite: PSYB 314 or equivalent meditation experience. Upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor. Special fee for art supplies.

**PSYB420**  
Abnormal Psychology (3)  
Students investigate the merits and liabilities of Western assessment and treatment approaches to psychological problems. We consider the sociocultural contexts in which assessment and treatment approaches are variably formulated and applied. We investigate both transcultural understandings of psychological problems and the wisdom of cultural relativity. Students acquire a solid foundation in traditional Western clinical approaches to mental health as articulated and codified in the DSM 5. Prerequisites: PSYB345, or PSYB357, or PSYB371. Open to students with 60+ earned credits only.

**PSYB425**  
Field Placement (3)  
Students engage in an approved community-based volunteer project. Lectures, dialogue, guest speakers, and experiential activities support students in developing their own vision of socially relevant community-based learning that is culturally sensitive and nurtured by contemplative practice. Students hone previously learned skills in diversity and contemplative practice and apply these to real world settings. Prerequisite: PSYB415.

**PSYB430**  
Exploring Dream Psychology (3)  
This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom: individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work to their waking psychological life in assignments. Prerequisite: PSYB330 or PSYB334.

**PSYB435**  
Authentic Movement: Movement/Body Awareness Practice (3)  
Authentic Movement is a self-directed movement process employing the wisdom of the body as a pathway to awareness. It offers an opportunity to experience the individual and collective body as a vessel for healing and transformation and creative process. This course explores the ground form of Authentic Movement: the mover, the witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of healing relationships. Authentic Movement provides a model for life lived in authentic relationship to self, others and community. Prerequisite: Any of the following: PSYB 208, PSYB 255, PSYB 304, PSYB 333, or PSYB 359

**PSYB482**  
Senior Seminar I: Transformational Psychology- The Group Experience (3)  
Senior Seminar I is the initiatory phase in a two-semester multisensory, multifaceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions, and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom, and compassion. Open to Contemplative Psychology seniors with 90 CREDITS only or by permission of instructor. Materials fee.

**PSYB483**  
Senior Seminar II: Transformational Psychology- The Threshold Experience (3)  
Senior Seminar II is the culminating phase in a two-semester multisensory, multifaceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final integrative papers. Students research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in an event held during an extended class period on the last day of the course. prerequisite: PSYB482. Materials fee.

**PSYB490**  
Special Topics in Psychology (3)  
An advanced examination of a topic drawn from psychology. Assignments may include reading, labs, papers, oral presentations, quizzes/exams, literature searches and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites include PSYB101 and any 300-level course. May be repeated.
PSYB495
Advanced Practicum in Psychological Research: (3)
An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include literature search, study design, data collection, data entry, data analysis, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites: PSYB101 and any 300-level PSYB course, or permission of instructor. Spring 2015: Contemplative Metacognition Together we explore a new theoretical framework for understanding mindfulness and meditation, by reading newly published work in the field and also by conducting our own empirical research that involves collecting and analyzing data. The Contemplative Metacognition Framework involves nonconceptual awareness, together with sophisticated cooperation between attention and intention. This practicum introduces students to new theoretical constructs in contemplative psychological science, and provides hands-on experience conducting collaborative scientific research.

Entering the Major
In accordance with University policy, students can declare their major at any time. In order to progress through the coursework in this major, students should take the following important course prerequisite at the earliest opportunity: EDU245 Education, Culture, and Critical Pedagogy. Because of the nature of this program, it is important to meet with program faculty either before you declare or soon after. Please consult with your Academic Advisor to plan your schedule in the program.

Portfolio
All students must submit a portfolio, according to department guidelines, of their work prior to graduation. The portfolio is part of the undergraduate Early Childhood Education degree program requirements.

Degree Requirements
BA in Early Childhood Education

Prerequisite Course
- EDU245 Education, Culture, and Critical Pedagogy (3)

Required Courses
- EDU210 Nature and Education (3)
- EDU310 Kindergarten Magic: ECE Curriculum Development (3)
- EDU330 Holistic Teaching Traditions: Introduction to ECE Profession (3)
- EDU360 Administration of Early Childhood Care and Education Programs (3)
- EDU365 Administration: Human Relations for Early Childhood Professions (3)
- EDU380 Observing Development: Infants & Toddlers (3)
- EDU385 Observing Development: Early Childhood Growth & Development (3)
- EDU404 Maitri and Learning Styles (3)
- EDU420 Energy & Expression: Guidance Strategies for Children (3)
- EDU430 Teaching Young Children: ECE Lab Techniques (3)
- EDU450 Supervised Teaching Practicum (4)

SUBTOTAL 34

Choose one elective:
- EDU352 Poverty Matters (3)
- EDU393 Issues in Education: The Mary Culkin Series (3)

BA in Early Childhood Education

The Early Childhood Education 37 credit major is a dynamic and diverse program, calling upon students to be immersed in contemporary theories of development, rich curriculum studies, and in-depth training in contemplative traditions, all of which supports the ground of developing teachers from the inside out. In addition, students’ learning is expanded by observations, service learning, lab assignments, and international service work, which foster the students’ practical classroom experience from day one.

This major draws upon the richness of Boulder’s contemplative early education community, including Alaya Preschool, Naropa’s lab school. Program courses emphasize the integration of mindfulness — awareness with holistic teaching practices. Observation-based child development courses emphasize emotional development. Students explore contemplative teaching skills drawn from holistic and spiritual traditions, such as Waldorf, Montessori, Shambhala, and Reggio Emilia. Teaching skills grow from firsthand observation practice and course study with master teachers in a variety of contemplative preschool settings.

Internship
The culmination of the BA degree is the internship course, in which students apprentice with experienced teachers in Naropa’s lab school or other early education programs. This highly individualized on-the-job training helps students develop and refine their teaching skills in exemplary educational environments. (Students are strongly encouraged to take no more than 12 credits during the internship.)
SUBTOTAL 3
TOTAL CREDITS 37

Course Listings

**EDU210**  
Nature and Education (3)  
This course contributes to broadening and deepening student understanding of the relationship between nature and education. The scope, scale, trends and implications of nature and education in classroom practices, pedagogy, and curriculum are theoretically and experientially examined and practiced. Course fee.

**EDU245**  
Education, Culture & Critical Theory (3)  
Education, culture and critical theory promote the idea that education is to help students make sense of their world and at the same time help students make sense of themselves in the world. Students are both subjects and objects of education, They are the learner, teacher and the researcher. Through the study of critical theory, this class explores the questions of what education can be, develops skills to uncover what education actually is and deepens students' understanding of the contradictions that have shaped their own and other people's consciousness. This course deepens the students' appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways power operates to create oppressive conditions for some groups and privilege for others. Students gain skills in challenging the more common views of reality.

**EDU310**  
Kindergarten Magic: ECE Curriculum Development (3)  
An opportunity for teachers of young children to focus on the artistry and essential skills of being a preschool or kindergarten teacher. Movement, story, song, crafts, puppetry, circle time, and painting are explored as part of the early childhood curriculum. Students create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic while learning to develop an early childhood curriculum.

**EDU330**  
Holistic Teaching Traditions: Introduction to ECE Profession (3)  
During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. The study focuses primarily on the contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia and others. On-site observations are done in preschools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. In this process they begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. Sitting meditation requirement.

**EDU365**  
Administration: Human Relations for Early Childhood Professions (3)  
This course focuses on the human relations component of an early childhood professional’s responsibilities, including director-staff relationships, staff development, leadership strategies, parent-professional partnerships, and community interaction.

**EDU380**  
Observing Development: Infants and Toddlers (3)  
A study of the development of children ages birth to three, with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theory within a contemplative context in the areas of body, speech, and mind.

**EDU385**  
Observing Development: Early Childhood Growth and Development (3)  
A study of the development of children ages four to eight with emphasis on four to six-year-olds. As in EDU380, the study begins with first-hand contemplative observation and then proceeds to relevant developmental theories within a contemplative context of the areas of body, speech, and mind. Prerequisite: EDU380, Observing Development: Infants and Toddlers.

**EDU393**  
Issues in Education: The Mary Culkin Series (3)  
A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this course for credit. Course work includes relevant readings and response papers relating to each topic.

**EDU404**  
Maitri & Learning Styles (3)  
Students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for westerners from the tradition of Tibetan yoga, maitri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discrete styles of statement in ourselves and others. Students learn how they might manifest these intrinsic wisdoms in their own educational journeys, in teaching, in curriculum development and in creating learning environments. Prerequisite: Established meditation practice and permission of instructor. Materials fee.
EDU430
Teaching Young Children: ECE Lab Techniques (3)
This course brings a contemplative view to learning the skills necessary for teaching preschool children, emphasizing the importance of observation and reflection. The class combines lecture/discussion, observation and experiential approaches. Students utilize developmentally appropriate practice and the seven core dispositions of teaching to examine the dynamics of the child, the adult and the environment within a contemplative setting. The class visits each of the internship settings and students are assigned their internship placements for the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher. Prerequisite: EDU245 and EDU380.

EDU450
Supervised Teaching Practicum (4)
This practicum provides supervised internship teacher training in a contemplative preschool setting. As the culmination of the BA program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained in all the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team, and the program director. Open to program students only. Prerequisites: EDU245, EDU330, EDU380, EDU404, and EDU430. EDU420 and EDU310 can be taken simultaneously with or prior to EDU450.

EDU499
Independent Study: Early Childhood Education (0.5)
Independent Study.

BA in Environmental Studies
Environmental studies is an inherently transdisciplinary field arising from the interaction of Western-based natural and social sciences, and other sources of wisdom and tradition. The Environmental Studies 36-credit major is designed to empower students to develop the knowledge base and skill set needed to address complex environmental issues.

The Environmental Studies curriculum integrates the complex and interconnected relationships of the natural environment, human culture, and personal experiences. These relationships are studied through five interrelated strands: field science, sacred ecology, sustainability, permaculture, and environmental history and justice.

Program Vision
Environmental studies at Naropa University integrates a deep understanding of the living world through the study of science, systems, sacred ecology, historic and contemporary environmental movements, diverse perspectives and wisdom, and contemplation, as well as engaging in hands-on community-based work. We believe that through critical examination and understanding, engaging in deep relationships, and developing appropriate skills, humans can learn how can we respond to the rapidly increasing degradation of our natural resources so we can creatively move forward with resiliency for a more balanced, sustainable relationship with the living world.

Entering the Major
In accordance with University policy, students can declare their major at any time. Please consult with your Academic Advisor to plan your schedule in the program.

Senior Project
BA majors are required to complete an individual senior project in the final year of the program. The project can take the form of either a traditional senior thesis paper or a community-based project. This requirement is fulfilled by completing ENV480, Senior Project.

Internship and Independent Study Opportunities
The Environmental Studies program has fostered partnerships with community organizations where students can arrange internships and co-create meaningful Independent Study opportunities that supplement the Environmental Studies curriculum.

Permaculture Certificate
Students who take and successfully complete ENV260: Introduction to Permaculture, and ENV342: Permaculture Design, at Naropa University with grades of “B” or better in both courses, including their final project, are eligible for a Permaculture Certificate, which originates from the Permaculture Institute USA Inc. This is issued by the permaculture instructor.

Degree Requirements

BA in Environmental Studies

Core Courses
- ENV207 History of the Environmental Movement (3)
- ENV215 Sustainability (3)
- ENV223 Field Ecology (3)
- ENV238 Survival Skills (3)
- ENV260 Introduction to Permaculture (3)
- ENV318 Deep Ecology (3)
- ENV321 Geology (3)
- ENV350 Nature, the Sacred, and Contemplation (3)
- ENV355 Environmental Justice (3)
- ENV420 Environmental Service Learning: Ecological Restoration (3)
- ENV480 Senior Project Course (3)

SUBTOTAL 33

Choose one focus course:
- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)
- ENV342 Permaculture Design (3)
- ENV363 Indigenous Environmental Issues (3)
• ENV370 Ecopsychology (3)

SUBTOTAL 3
TOTAL CREDITS 36

Course Listings

ENV100
Physical Geography: Beholding the Body of the Earth (3)
Deepening our natural understanding of the earth as a living system, this course explores Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth-geomorphology and geophysiology-or one could say the "digestion," "circulatory" and other systems of Gaia. This new vision in Western science can reawaken understanding and reconfirm our commitment and reciprocity with the earth.

ENV207
History of the Environmental Movement (3)
An examination of the history of the environmental movement from a U.S. and global perspective. Fundamental elements that inform and shape environmental movements around the world and the impact on people and their responses are studied. Required for ENV majors.

ENV215
Sustainability (3)
An introduction to the definitions and principles of sustainability, this course explores models and dimensions of sustainability in both the natural world and in human societies. Current examples of sustainable design and development in different parts of the world are offered to inspire students to "think sustainability" and to be alert to it in every aspect of their learning. Personal impact on the environment and personal sustainability are examined as aspects of developing a sustainable vision for the present and the future. Required for ENV majors.

ENV223
Field Ecology (3)
This course introduces students to the principles of ecology, systems science, and the ecosystems of the Boulder region. The flow of energy and cycles of materials through the earth, water, air and biological systems are explored. Field trips are one central aspect of this class. We visit the diverse array of ecosystems of this region at various elevations. Students learn to read and understand the ecosystem patterns of our area and observe systems principles expressed in the landscape. Required for ENV majors.

ENV236
Green Building (3)
An introduction to green construction practices and design and a wide range of green technologies that contribute to sustainable living, the course includes practical hands-on experience and field trips.

ENV238
Survival Skills (3)
This course introduces philosophical understanding of living in the natural world in its rhythms and seasonal cycles. Basic wilderness survival skills are learned including making fire, building shelter, finding medicinal plants, hunting and tracking. Materials fee. Prerequisite: ENV100. Required for ENV majors.

ENV245
Geography: Pilgrimage and Sacred Landscape (3)
Religious and cultural worldviews play a significant role in shaping our understanding of and impact on the earth. Students explore the world through the lens of pilgrimage and sacred landscape. Geography is a discipline of storytelling of the earth. Thus, we engage in listening, reading, writing and telling stories to recall and awaken our connection with the earth.

ENV253
Environmental Economics (3)
An examination of how conventional economic theory, as well as alternative economic theories, applies to natural resource use and the environment. Fundamental principles of economic relationship to natural resources, externalities, limits to economic growth, the trade-off between growth and the environment, globalization and global ecological issues are studied. Students learn tools of economic analysis and their application to environmental issues and problems.

ENV260
Introduction to Permaculture (3)
This course introduces a core set of principles that help us to design human living environments that are increasingly self-sufficient while reducing our society’s reliance on industrial systems of production and distribution that are fundamentally damaging to the planet’s ecosystems. This design system known as Permaculture covers basic agro-ecological design theory. We explore this in a hands-on way while creating edible landscapes, diverse gardens, compost systems and growing food on the campus. This course also includes field trips and demonstrations. Materials fee. Required for ENV majors.

ENV318
Deep Ecology (3)
This course serves as an exploration of the philosophical dimensions of the human-nature relationship. While Deep Ecology serves as the primary framework for this exploration, other approaches, such as ecofeminism and social ecology, are considered. Deep ecology alternatives for addressing ethical and ecological problems are examined along with options for effective and compassionate action. Prerequisite: COR115. Required for ENV majors.

ENV321
Geology (3)
This field course introduces students to the basic principles of geology through exploring the Front Range, using the world class rock exposures found in this area. Students learn to identify rocks and minerals as well as landscapes shaped by steams, wind and
glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV223.

**ENV342**
Permaculture Design (3)
Advanced coverage of the Permaculture Design course curriculum. Students solidify their understanding of Permaculture and build competence in using ecological design principles and practices to create regenerative human living environments. Students gain practical skills for building living soils, harvesting runoff rainwater, designing ecological pest control, and the development of sustainable food-producing landscapes. Each student designs a final project modeling Permaculture principles and ecological soundness. Materials fee. Prerequisite: ENV260.

**ENV350**
Nature, the Sacred, and Contemplation (3)
An exploration of the individual, cultural, and contemplative dimensions of the human-nature relationship. It provides the contemplative tools of mindfulness meditation, sensory awareness exercises, and other nature-based awareness practices in order for students to examine and refine their own experiences of nature and the sacred. A three-day residential retreat with a solo contemplative nature walk is a required part of the course. Course fee. Required for ENV majors. Prerequisite: ENV245.

**ENV355**
Environmental Justice (3)
An examination of contemporary issues of environmental justice/racism in the United States and throughout the world. The environmental justice movement is based on social justice/multicultural issues. Prerequisite: COR150. Required for ENV majors.

**ENV363**
Indigenous Environmental Issues (3)
An exploration of the historical relationship between indigenous peoples and their environment in each of the ecosystems under consideration; change in the relationship as a result of European contact; modernization and development; and the current integration of these areas into the present global market economy. Prerequisite: COR150. Offered every other year.

**ENV370**
Ecopsychology (3)
This course highlights key theories and core practices associated with the emerging field of ecopsychology. A basic tenet of ecopsychology is that personal and planetary well-being are inseparable. The theory and practice of ecopsychology is directed toward enhancing the health of the human-nature relationship. The work of ecopsychology is to understand, heal and develop the psychological dimensions of the human-nature relationship through connecting with natural processes in the web of life. Prerequisite: COR130.

**ENV420**
Environmental Service Learning: Ecological Restoration (3)
This course requires students to apply their skills from classroom learning and to engage in hands-on environmental work while developing their leadership skills and contemplative approaches to environmental action. Students engage in real issues and learn through practical experience about environmental problem solving, community concerns and teamwork. In this service-learning team project, students engage with community partners in ecological restoration work in our community. Students are responsible for project planning and design, implementation and final presentation of outcomes to the community partners. Pre-requisite: COR220. Required for ENV majors.

**ENV480**
Senior Project (3)
The Senior Project Course is a capstone project-based course in which students demonstrate their cumulative knowledge, skills and abilities in a specific environmental based research in an action project. Students meet in a course format and work independently and collectively on a research project. Students are expected to follow guidelines for the research project and meet specific course criteria. Required for ENV majors. Cross-listed as PAX450.

**ENV499**
Independent Study: Environmental Studies (1)
Independent Study
Undergraduate Minors

Minor in Contemplative Education

- EDU210 Nature and Education (3)
- EDU245 Education, Culture, and Critical Pedagogy (3)
- EDU330 Holistic Teaching Traditions: Introduction to ECE Profession (3)
- EDU404 Maitri and Learning Styles (3)

TOTAL CREDITS 12

Minor in Contemplative Psychology

To minor in Contemplative Psychology, students may choose any 12 credits from PSYB courses.

Minor in Early Childhood Education

Choose four courses from the following:

- EDU310 Kindergarten Magic: ECE Curriculum Development (3)
- EDU352 Poverty Matters (3)
- EDU380 Observing Development: Infant & Toddlers (3)
- EDU385 Observing Development: Early Childhood Growth & Development (3)
- EDU393 Issues in Education: The Mary Culkin Series (3)
- EDU430 Teaching Young Children: ECE Lab Techniques (3)

TOTAL CREDITS 12

Minor in Environmental Studies

Students from other programs interested in an Environmental Studies minor may select one of the following 12-credit minors. Courses must be taken in the appropriate sequence where prerequisites exist.

Ecology and Systems Science

- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV223 Field Ecology (3)
- ENV238 Survival Skills (3)
- ENV321 Geology (3)

TOTAL CREDITS 12

Environmental History and Justice

- ENV207 History of the Environmental Movement (3)
- ENV355 Environmental Justice (3)
- ENV363 Indigenous Environmental Issues (3)
- ENV420 Environmental Service Learning: Ecological Restoration (3)

TOTAL CREDITS 12

Environmental Sustainability

- ENV215 Sustainability (3)
- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)
- ENV260 Introduction to Permaculture (3)

TOTAL CREDITS 12

Permaculture

- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV223 Field Ecology (3)
- ENV260 Introduction to Permaculture (3)
- ENV342 Permaculture Design (3)

TOTAL CREDITS 12

Sacred Ecology

- ENV245 Geography: Pilgrimage and Sacred Landscape (3)
- ENV318 Deep Ecology (3)
- ENV350 Nature, the Sacred, and Contemplation (3)
- ENV370 Ecopsychology (3)

TOTAL CREDITS 12

Minor in Peace Studies

Required Course

- PAX250 Introduction to Peace and Conflict Studies (3)

SUBTOTAL 3

Choose 9 credits from the following:

- PAX315 Gender, Politics, and Social Change (3)
- PAX327 Law, Human Rights, and Social Change (3)
- PAX335 Socially Engaged Spirituality (3)
- PAX340 Conflict Transformation: Theory and Practice (3)
- PAX345 Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3)
- PAX360 International Affairs (3)

SUBTOTAL 9

TOTAL CREDITS 12
Graduate Programs

MA in Contemplative Education

The MA in Contemplative Education is a two-year professional-development degree for practicing teachers from all levels of instruction. This 36-credit program is also open to non-teachers interested in a nonsectarian contemplative approach to teaching and learning.

This low-residency degree program is offered by way of summer programs and online courses. It joins the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The program begins in late July with a three-week residential program, which is followed by two online courses in each of the fall and spring semesters. The second year repeats this sequence. The program is completed during the third summer with a weekend for presentation of Masters’ Projects and Graduation. Summer programs focus on the contemplative transformation of the teacher. Online semesters apply contemplative approaches to each student’s classroom teaching, as well as extending academic studies of spiritual approaches to teaching, learning, and human emotional development.

Education Beyond the Classroom

Education Beyond the Classroom (EBC) welcomes nonteachers to apply to the MA Contemplative Education program. This option is open to those interested in directing their study beyond the program’s existing central emphasis on pedagogy and curriculum design. While EBC students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. Education Beyond the Classroom students are required, as are all program students, to integrate contemplative personal experience, daily life applications, and relationship skills into their course work.

Degree Requirements

MA in Contemplative Education

First year, summer

- EDU600 Presence in Teaching (2)
- EDU605 The Mindful Teacher (4)

SUBTOTAL 6

First year, fall (online)

- EDU615e Perspectives in Sacred Learning (3)
- EDU635e Contemplative Teaching (3)

SUBTOTAL 6

First year, spring (online)

- EDU530e Emotional Roots of Development (3)
- EDU665e Compassionate Teaching (3)

SUBTOTAL 6

Second year, summer

- EDU700 Cultivating Authentic Knowledge (2)
- EDU705 Embodied Wisdom (4)

SUBTOTAL 6

Second year, fall (online)

- EDU735e Transforming Instruction & Curriculum (4)
- EDU850e Master’s Project I: Inquiry and Preparation (2)

SUBTOTAL 6

Second year, spring (online)

- EDU720e Spiritual Roots of Development (3)
- EDU880e Master’s Project II: Articulation and Presentation (3)

SUBTOTAL 6

Third year, summer weekend

Masters’ Project Presentation & Graduation (part of EDU880e)

TOTAL CREDITS 36

Course Listings

EDU530E

Emotional Roots of Development (3)

A study of emotional development from Western and Eastern sources as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in humanity across the lifespan. The course covers three aspects: (1) emotion, (2) meaning making, and (3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. Observation practices are used to expand awareness and apply understanding. Prerequisites: A teaching practice and experience with meditation. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU600

Presence in Teaching (2)

An exploration of the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story, and other forms of communication. We explore contemplative teaching
within the laboratory of body, speech, and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU605
The Mindful Teacher (4)
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills, and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers are studied. Observations, perceptual exercises, and emotional awareness skills complement readings and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU615E
Perspectives in Sacred Learning (3)
Student study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on “sacred learning” and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU635E
Contemplative Teaching (3)
An exploration of contemplative concepts, skills, and practices introduced in the summer module. As preparation for the journey of mindful teaching, the Tibetan Buddhist meditative traditions (drawn from Naropa University’s heritage) form the basis, or ground, of the course. Practices and perspectives of master teachers and current educators of various contemplative traditions will also be examined and put to the test. Audio lectures, observation techniques, meditation, and experiential exercises will complement written lectures, readings, and discussions. Mindfulness-awareness development will be experienced both personally and as a component of community learning.

EDU665E
Compassionate Teaching (3)
An exploration of compassionate teaching in the classroom. This nonsectarian approach to teaching as a personal spiritual journey brings the teacher’s inner life to the art of teaching. Students investigate the traditional compassionate qualities of generosity, patience, discipline, exertion, and knowledge in teaching and learning and also explore the dynamics of transitions and compassionate relationships in learning communities. Readings come from leaders in the field as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness-awareness meditation and loving-kindness practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU700
Cultivating Authentic Knowledge (2)
Preparation for the sacred transformation of curriculum within nonsectarian contexts. Students experience curricular activities and principles derived from a spiritually based educational tradition, Ten Aspects of Knowledge of the ancient Indian University, Nalanda. The essence of the Ten Aspects is cultivating both subject content and spiritual depth as the basis for authentic curriculum development. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU705
Embodied Wisdom (4)
A deepening of contemplative teaching and learning through the practices of meditation, loving-kindness, and Maitri Space Awareness. Methods that develop facility with emotions, expression, and relationships, in the exploration of personal, experiential, and traditional knowledge of the five elemental energies of Tibetan Buddhism are utilized. Students lay the foundation for tailoring their teaching methods and styles to their own and their students’ authentic expressions. The practices of aesthetics, presence, and contemplative movement further deepen facility with these energies. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register. Course fee.

EDU720E
Spiritual Roots of Development (3)
This course investigates theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilbur, Washburn, Steiner, Aurobindo, and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU735E
Transforming Instruction and Curriculum (4)
This course examines two Buddhist-inspired approaches to transforming instruction and curriculum: the Five Qualities of contemplative teaching and learning, and the Ten Aspects of Knowledge. The Five Qualities offer holistic practices and approaches to instruction derived from the traditional Tibetan Buddha Families. The Ten aspects from Nalanda, the ancient Indian university, suggest methods for contemporary curriculum development. We study contemplative pedagogies and how to deepen academic content areas in students’ own classrooms. An essential element is the personal transformation of the teacher from
the practices of mindfulness, loving-kindness, and space awareness. Prerequisites: EDU700 and EDU705.

EDU850E
Masters Project I: Inquiry and Preparation (2)
The purpose of Master’s Project I is to provide guidance to students regarding a variety of formats and approaches (i.e., methodologies) from which students can inquire about and prepare for a final project that draws on the central tenets of the program and individual experiences, including summer intensives. Students investigate concepts, ideas, and complementary research approaches, and develop a Master’s Project Proposal by the end of the semester.

EDU880E
Masters Project II: Articulation and Presentation (3)
Master’s Project II provides both individualized and group support for students in the Contemplative Education program as they activate the ideas developed in their Master’s Project Proposal. Students study, inquire about, and then articulate their project focus; that articulation will be in writing of a document and may include other creative genres. The “articulation” culminates in the Master’s Project Presentation during the following summer. Prerequisite: EDU850e, Master’s Project I.

EDU881E
Extended Thesis (0.5)
Extended Thesis

Degree Requirements
MA Environmental Leadership
First year, fall
- ENV600 Inner Work for Environmental Leaders I (3)
- ENV610 Groups as Living Systems I (2)
- ENV630 Transforming Systems (3)
- ENV710 Sustainability: Policy and Practice (3)

SUBTOTAL 11
First year, spring
- ENV611 Groups as Living Systems II (1)
- ENV637 Multicultural Perspectives of Environmental Leaders (3)
- ENV645 The New Science and Its Cultural Applications (3)
- ENV650 Inner Work for Environmental Leaders II (3)

SUBTOTAL 10
First year, summer
- ENV665 Wilderness Solo (3)
- ENV701e Nonprofit Management & Social Entrepreneurship (3)

SUBTOTAL 6
Second year, fall
- ENV705 Leadership Skills Seminar (3)
- ENV725 Applied Environmental Leadership Project (3)

SUBTOTAL 6
Second year, spring
- ENV750 Application of Contemplative Practices & Perspectives: Going Forth (2)
- ENV775 Professional Coaching (1)
- ENV785 Environmental Leadership Capstone Seminar (3)

SUBTOTAL 6
TOTAL CREDITS 39

Course Listings
ENV600
Inner Work for Environmental Leaders I (3)
This course introduces mindfulness training through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world, as well as nature-based ecopsychological practices that explore the relationship between nature, psyche and spirit. Emphasis is on bringing the nonduality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing mind without analysis, reinforcement or rejection clears the way to relate directly with others and develop skills for a new kind of leadership. The course

MA in Environmental Leadership
The MA in Environmental Leadership prepares the next generation of innovative leaders to transform and guide communities and organizations toward an environmentally just and sustainable society. Employing an integrated, living-systems perspective and infused with insights from ecopsychology and contemplative traditions, the program offers a balance of theory, skills, inner development and experiential application. The two-year 39-credit residential program is composed of semester-long courses and an eight-day summer field course that includes a three-day wilderness solo. In the final year, students apply their leadership skills to a substantial project in collaboration with an organization or community group. Most classes are scheduled in the late afternoon and evening and on occasional weekends to accommodate working students.

MA Completion
This is a professional skill-based degree, which does not require a thesis. Students volunteer and work in an organization, and demonstrate competency by completing documentation, presentation, and formal assessment of their applied leadership project.
includes an introductory two-day retreat. Course fee. Required for EL MA.

ENV610
Groups as Living Systems I (2)
This course introduces both the concepts and principles of groups as living systems and an experiential approach to working with groups based on the Matrix Leadership model. The course utilizes emerging new principles in science, spirituality and psychology to conceptualize and support the growth and development of healthy, high functioning groups, while meeting the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life: inclusion, conflict and mutual connection. Students develop a number of key tools for generating and maintaining creative and functional groups that are applicable in any organizational or community setting. Required for EL MA.

ENV611
Groups as Living Systems II (1)
This course continues working with both the concepts and principles of groups as living systems and an experiential approach to working with groups based on the Matrix Leadership model. The course utilizes emerging new principles in science, spirituality and psychology to conceptualize and support the growth and development of healthy, high functioning groups, while meeting the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life: inclusion, conflict and mutual connection. Students develop a number of key tools for generating and maintaining creative and functional groups that are applicable in any organizational or community setting. Prerequisite: ENV 610. Required for EL MA.

ENV630
Transforming Systems (3)
An introduction to general and living systems theory as an effective paradigm for engaging in change processes at different scales in both biological and social domains. Particular attention is given to how systems of all scales transform into new systems, leading to an exploration of environmental, social and cultural change processes. The course provides interwoven strands of information, theory and application from the sociocultural, ecological, spiritual, political, economic and personal/contemplative spheres. Theory is anchored in lived experience through personal and group work, field learning in the social and natural sciences and problem-solving. Required for EL MA.

ENV637
Multicultural Perspectives for Environmental Leaders (3)
This course is designed to provide multicultural perspectives for environmental leaders. The key focus is to examine the ways race, culture, history, class, and other socio-economic conditions, geography, and gender affect environmental issues. This is examined at both a global and national level, through the fields of political ecology and environmental justice. The course also has a strong focus on understanding and healing. The class is highly interactive and requires a deep level of research, presentation, and discussion by all participants. As a result of this course, students have a heightened capacity to bring these issues to their work and service to the world. Course fee alternates years with ENV650.

ENV645
The New Science and Its Cultural Applications (3)
In a synthesis of the old and new visions in Western science, this course develops understanding of the new material emerging in science regarding the earth as a living system; examines cosmology and Gaian science, as well as key principles of geophysiology; and explores the significant cultural implications and applications. This material provides key tools and perspectives for environmental leaders, as well as insights useful for working with organizations and communities. Required for EL MA.

ENV650
Inner work for Environmental Leaders II (3)
A continuation of Inner Work for Environmental Leaders I. In addition to mindfulness training and nature-based ecopsychological practices, the course introduces specific practices of loving kindness and cultivating compassion for oneself and others (metta and tonglen from the Buddhist tradition) and non-violent communication (NVC) as essential tools for environmental practitioners. Topics include working with strong emotions, transformative approaches to conflict, effective communication with others and caring for the activist. This course includes a nonresidential weekend intensive. Course fee alternates each year with ENV637. Required for EL MA.

ENV665
Wilderness Solo (3)
A nine-day field retreat held in September that includes a three-day wilderness solo.

ENV701E
Non-profit Management & Social Entrepreneurship (3)
This online course provides students with perspectives and practical tools for working in organizations, focusing on non-profit management and Social Entrepreneurship. Topics covered include practical tools such as strategic planning, fund-raising, and grant writing, as well as the visioning and inspiration that underlie this work. Case studies, models, and applications to the MA Applied Leadership Projects ground this class in real world examples and experience. Required for all MA ENV students.

ENV705
Leadership Skills Seminar (3)
In this seminar, students study and gain hands-on experience in essential, traditional leadership skills. Theory and practical applications of conflict resolution, mediation and other selected skills are presented. Students develop their understanding through case studies and research, and learn and apply these skills in the class. Required for EL MA.
ENV710
Sustainability (3)
Sustainability has emerged as a potentially unifying paradigm for work that simultaneously fosters human and planetary well-being. Students study the historical origins, theoretical frameworks and tools associated with the three-legged view (economy, environment, society) of current sustainability policies and practices, and use case-study methodologies to analyze and evaluate how sustainability policies and practices are being designed and implemented in a variety of organizations and communities. Students conduct an experiential exploration of the personal and spiritual dimension of sustainability practice. Required for EL MA.

ENV725
Applied Environmental Leadership Project (3)
Students are required to take a leadership role in a substantial project that leads to increased sustainability in an organizational or community setting. The project serves as demonstration of competence in the practical application of theory and skills learned in this degree program. This course is designed to support students through this process. Elements of project design and report writing are covered. Classes focus on coaching, feedback, analysis and presentation of the applied leadership projects. Required for EL MA, and restricted to EL MA students.

ENV750
Application of Contemplative Practices and Perspectives:
Going Forth (2)
This course provides students with continuity and support for contemplative practices and perspectives gained in the first year. Students further their cohort/community relationships, acquire skills in group reflection and health, and provide opportunities to bring this understanding to their Applied Leadership Project as well as their evolving leadership style. They choose and apply a personal sustainability practice throughout the semester. This course serves as closure to the program and transition into the work world.

ENV775
Professional Coaching (1)
Training in and applications of professional coaching skills, this work gives students access to fresh perspectives and feedback, as well as a lifelong tool for their work as leaders. Students apply coaching skills to their work on the Applied Leadership Projects. Course required for all EL MA students.

ENV785
Environmental Leadership Capstone Seminar (3)
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding as well as skills acquired in the curriculum through course work, internships, leadership development, research and other learning activities. The emphasis is on the student’s demonstrated development and competency of applied environmental leadership skills and written analytic material that can be utilized for individual student assessment and program assessment. Students are assessed on their professional report and formal presentation of their Applied Environmental Leadership Project during this semester. Prerequisite: completion of all other required courses in this major. Required for and restricted to EL MA students. Course fee.

MAR500E
Authentic Leadership (6)
Naropa University’s Authentic Leadership program is a transformative leadership course that integrates ancient wisdom with effective, modern approaches to management. The format encourages deep, personal learning in an environment that makes it possible to assimilate ideas and concepts at an accelerated pace. Executive coaching with experienced professionals is a central component. A wide variety of professionals from around the country attend this course along with Naropa students.
School of the Arts
School Dean: Sue Hammond West
Administrative Specialist: Liz Acosta

We are a community of students, faculty, and staff dedicated to human awakening and transformation through embodied artistic expression. We strive for a level of rigor, investigation, and cultural relevance that translates complex personal, spiritual, and social elements into the role of the artist in contemporary life.

Undergraduate Majors
- Music
- Performance
- Visual Arts

Undergraduate Minors
- Contemplative Art Therapy
- Film and Media Studies
- Music
- Performance
- Visual Arts

Graduate Degrees
- Theater: Contemporary Performance

Undergraduate Majors

BA in Music
In this 35 to 37-credit major, students are free to make the music that is most meaningful to them without restrictions on genre or style. Training includes performance, harmonic analysis, aural and rhythmic acuity, theory, history, and multicultural perspectives on musical traditions. Creativity is grounded in the practice of improvisation—making music in the moment—and extends to the craft of composition, recording, and innovative uses of music technology.

Entering the Major
In accordance with university policy, students can declare their major at any time. In order to progress through the coursework in this major, students should take the following important courses at the earliest opportunity: MUS200 with a grade of "B-" or higher; MUS250 with a grade of "B-" or higher; Declaration Passage with a grade of "Pass." Please consult with your Academic Advisor to plan your schedule in the program.

Degree Requirements

BA in Music

Required Courses
- MUS200  Musicianship I (3)
- MUS210  Musicianship II (3)

Course Listings

MUS103 Afro-Pop Ensemble (3)
From Jiti to Jitjive, this ensemble learns and performs contemporary popular music of Africa. Precise rhythms and lively singing are the backbone of the ensemble. All instruments are welcome and there’s plenty of room for those who don’t play a standard Western instrument. Be prepared to sing!
MUS200
Musicianship I (3)
Training in skills necessary for the performance of many types of music including classical, jazz, folk and popular styles. Through games, exercises, theoretical analysis, improvisation and composition, students develop rhythmic precision, aural skills and an understanding of the basic principles of music theory. Topics include intervals, major and minor scales, key signatures, meter and notation.

MUS208
Naropa Chorus (3)
In an atmosphere of discovery and experimentation, students explore three basic themes: body awareness, voice control, and performance. Using music from all periods of history (Medieval, Renaissance, Baroque, classical, folk, pop, jazz, world, and contemporary), students learn how to breathe freely, stand and move dynamically, and sing in many styles and voice qualities with comfort and confidence. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn how your voice actually works, how to use your whole self while singing, and to apply this knowledge and awareness to various vocal styles in performance.

MUS210
Musicianship II (3)
A continuation of MUS200. Additional topics include four-part writing, the modes, harmonic analysis and seventh chords. Prerequisite: MUS200 or its equivalent.

MUS215
Rhythm Hemispheres: World Percussion Traditions (3)
Introduction to a wide scope of musical traditions as embodied in the study of percussion. The course covers World percussive traditions, including African, Asian, Indian, South American, North American and European traditions from a variety of periods of music history. Different traditions and periods are covered from year to year. The ability to read music is helpful, but not essential.

MUS220
Declaration Passage (0)
The Declaration Passage is a scheduled meeting between the student, a chosen faculty from the Music Department and the chair of the Music Department in order for the student to officially declare a major in Music.

MUS225
Balinese Gamelan Orchestra (2)
This class provides an introduction to the traditional music of Bali using Naropa University’s Gamelan Orchestra. Gamelan is a musical form dominated by percussion instruments similar to the xylophone, as well as drums, gong, cymbals, Gamelan flutes, and voice. Gamelan is often used to accompany dance, theater, or puppetry. The Gamelan Orchestra appears in concert at the end of each semester. No previous experience is required.

MUS230
Improvisation (3)
Improvisation is the disciplined practice of awareness, precision and generosity. Through open playing, exercises and simple composition, students explore various means of individual and group creativity. In this class, we learn by doing!

MUS250
Music Appreciation: Music of the Old World, the New World, and Beyond (3)
An introduction to the sound of the world through the music of many cultures. Students gain a basic understanding of music history and theory, and an appreciation of the wisdom and beauty of music from a multicultural perspective. A comparative introduction to basic musical principles including rhythm, melody, harmony, notation and instrumentation from the perspectives of China, Japan, the United States, Europe and Africa. This course offers students insight into our human heritage through a broad overview of human music making throughout the world. Open to all students.

MUS255
Introduction to World Music: (3)
Introduction to World Music: Note: This course alternates between the music of India and Japan. The Music of India Through lectures, recordings, demonstration, and interactive discussion, this course provides an introduction to the concepts and structure of both North (Hindustani) and South(Karnataka) Indian styles. We cover the fundamental elements of raga, tala, and laya, as well as the musical instruments and history of Indian music within the context of Indian culture, society, and religion. Some comparisons to Western musical concepts and performance are included. No previous experience in music is required. Alternates with Introduction to World Music: The Music of Japan. The music of Japan: The music of Japan features a tradition of musical preservation and evolution spanning more than a thousand years. This course uses the combination of the universal experience of music and the unique characteristics of specific musical traditions as its starting point. It aims at musical appreciation and enjoyment through the discovery of the practice and preservation of musical traditions ranging from prehistoric to folk and classical on such instruments as the shakuhachi (traditional bamboo flute), shamisen (three-string lute), and koto (thirteen-string zither). No previous experience in music is required. Alternates with Introduction to World Music: The Music of India.

MUS260
Listening to Jazz (3)
Introduction to jazz ranges from the complex compositions and arrangements of Duke Ellington to the colorfully expressive
"free jazz" of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students audition with the instructor on the first day of class.

**MUS270**

**Guitar Ensemble (2)**

The scope of the Guitar Ensemble ranges from the complex compositions and arrangements of such groups as the League of Crafty Guitarists and the LA Guitar Quartet to expressive and free improv ensembles inspired by legends such as Derek Bailey and Fred Frith, with explorations of the landscapes between these extremes: the Assad Brothers and the Guitar Trio (McLaughlin/Dimeola/deLucia). The Naropa Guitar Ensemble explores many aspects of guitar performance including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the semester. Each student auditions on the first day of class to clarify each participant’s intention.

**MUS280**

**Recording Studio I: Introduction to Music Technology (3)**

In this class we develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern is the hands-on use of microphones, signal and dynamic processors and multitrack recording equipment both as creative and archival tools. We also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required.

**MUS330**

**Junior Passage (0)**

The Junior Passage is a required meeting for all music majors in their junior year. The student meets with two faculty members and two peers to assess the student’s academic and artistic growth and development at Naropa to date, and to reevaluate and clarify the student’s professional, academic, and creative goals as he or she moves toward graduation.

**MUS360**

**Musicianship III (3)**

Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba, and from jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS210 or equivalent.

**MUS370**

**Musicianship IV (3)**

A continuation of MUS 360/550. Prerequisite MUS360 or its equivalent.

**MUS397**

**Private Music Lessons (0.5)**

Restrictions apply as to who may take private music lessons for credit. See Private Music Lesson Policy.

**MUS400**

**Composition (3)**

The content and direction of this course are determined largely by the interests of those enrolled. Alone and together, we explore a variety of unconventional approaches to composition, helping each other diversify as we go. Possible avenues include multitrack recording techniques, alternative intonation systems and composing for dance, theatre and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required.

**MUS420**

**Naropa Composers and Improvisers Orchestra (3)**

An advanced level of performance ensemble that generates and performs students’ original music and interdisciplinary work. The orchestra develops compositions and improvisational structures based on the contemplative principles and awareness practices offered in the music program, and prepares these pieces for performance at the Works in Progress concert, the Student Arts Concert and other venues of our choosing. Prerequisite: MUS230 or MUS400. Others considered by audition.

**MUS470**

**Capstone Passage (0)**

A final interview between the student, program lead faculty, and a chosen Music program faculty member assesses the growth of the student over the course of his or her time at Naropa, including the final project or performance, and offers guidance and support for the student’s next life adventure and professional development after graduation.

**MUS485**

**Senior Project (1)**

Senior Project represents the fruition of a student’s work at Naropa and affords students the opportunity to successfully demonstrate the learning objectives of the Music program. Students independently design and execute a performance, recording, or other creative project that incorporates vital elements of musicianship and creativity acquired in their training at Naropa. Elements include selecting, arranging, or composing the works to be presented; assembling and rehearsing a performance ensemble; lighting and sound design; publicity and other aspects of performance; recording and/or scholarship. This course is geared specifically toward offering students an opportunity to present their creative vision and to provide students with a benchmark in their development as musicians in the world beyond the university. Open to Music majors only.
**MUS490**  
**Special Topics in Music: Piano Studio (3)**  
The Special Topics Seminar investigates specific applications of theories and methods of music not offered in other courses. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate students. Spring 2015: Piano Studio. This course teaches basic piano skills to the aspiring singer/pianist, keyboardist, or music producer in a class setting. During class time each student will be provided with their own keyboard and headphones; students are expected to practice outside of class using Naropa’s practice rooms. Students will learn chords, keys, riffs, and improvisational techniques specific to modern genres - pop, rock, jazz, soul, latin, and so forth. In turn, students will learn to read basic piano music and how to play from chord charts and “fake” books. Throughout the course MIDI will be utilized to record tracks to the computer for both music production and notational purposes. By the end of the course students will know how to play in a variety of basic musical genres and how to use the keyboard to create music with a computer.

**MUS499**  
**Independent Study: Music (1)**  
Independent Study.

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**BA in Visual Arts**

The 36-credit major in Visual Arts includes studio electives in several painting media, calligraphic forms, sculpture, pottery, and photography. Required courses in drawing, world art history, contemplative and studio practice, and professional preparation form the foundation of the degree. Students are mentored in Advanced Studio Practice, Warrior Artist, and Portfolio and Gallery Presentation. The final project includes a digital portfolio, artist’s statement, and an exhibition in the Nalanda Art Galleries.

**Vision**

Naropa University’s founder, Chögyam Trungpa Rinpoche, an accomplished artist, taught that art joined to meditative practice educates one’s whole being; and that when the artist’s mind and body synchronize, art expresses a direct and unselfconscious vitality. This is the power and benefit of art to society, and why contemplation and visual art training are interwoven as the foundation of the Visual Arts program at Naropa. Applied to both traditional and contemporary art forms, these two disciplines are reciprocal: contemplation, or awareness practice, becomes the lens that focuses and brightens visual expression; and artistic practice develops the practical means to promote awareness. Beyond endorsing a technique or style, the Visual Arts major trains students to join inner imagination and outer observation. Students develop confidence in creative vision and the technical proficiency and critical thinking to express that vision. The Visual Arts Department offers a Bachelor of Arts in Visual Arts, as well as a minor and certificate program in Visual Arts, a minor in Film and Media Studies, and a minor in Art Therapy.

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**Entering the Major**

Students can declare their major at any time. Because of the nature of this program, it is required that you meet with program faculty either before you declare or soon after. You will be required to submit an art portfolio consisting of your best artwork (10 - 15 digital images on CD, blog or website, prints, or photographs) within one semester of declaring the major. Please consult with your Academic Advisor to plan your schedule in the program.

**Degree Requirements**

**BA in Visual Arts**

**Required Courses**

- ART101 2-D Design: Art Techniques and Experimentation (3)
- ART125 Introduction to Drawing (3)
- ART200 The Contemplative Artist (3)
- ART301 World Art I: Ancient to Middle Ages (3)
- ART351 World Art II: Medieval and Modern Transformations (3)
- ART385 Advanced Studio Practice (3)
- ART440 Warrior Artist: Risk & Revelation in Studio Art (3)
- ART480 Portfolio and Gallery Presentation (Senior Project) (3)
- ART495 Community Building and Self-Reflection in Visual Arts (0)

**Choose 12 credits from the following:**

- ART102 Pottery (3)
- ART105 Art and Consciousness: Mixed Materials and Self-Exploration (3)
- ART116 Photography I (3)
- ART132 3-D Ephemeral Media (3)
- ART155 Figure Drawing (3)
- ART180 Sculpture (3)
- ART181 Traditional Chinese Brush Stroke I (3)
- ART215 Watercolor (3)
- ART230 Introduction to Art Therapy (3)
- ART233 Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)
- ART245 Introduction to Painting: Realism (3)
- ART260 Calligraphy and Book Arts (3)
- ART281 Traditional Chinese Brush Stroke II (3)
- ART305 Advanced Media (3)
- ART325 Advanced Drawing (3)
- ART331 Art Therapy Theory and Applications (3)
- ART333 Thangka Painting II (3)
- ART345 Painter’s Laboratory (3)
- ART355 Eco-Art (3)
- ART360 Contemplative Photography (3)
- ART381 Traditional Chinese Brush Stroke III (3)
- ART406 Advanced Photography (3)
- ART430 Art Therapy Studio Methods (3)
- ART433 Thangka Painting III (3)

**SUBTOTAL 24**
• ART443 Thangka Painting IV (3)
• ART450 Tracking, Gathering, and Synthesis (3)
• ART490 Special Topics in Visual Arts (3)
• ART499 Independent Study (1-3)

SUBTOTAL 12
TOTAL CREDITS 36

Course Listings

ART101
2D Design: Art Techniques and Experimentation (3)
2-D Design is an introduction to a variety of technical, conceptual and experimental methods used to make art. Students explore color theory and design principles using basic drawing, painting and mixed materials. Intuitive, intellectual and contemplative modes of inquiry provoke expanded possibilities and approaches to practicing studio art. Materials fee.

ART102
Pottery from the Earth (3)
Basic issues of aesthetics and techniques are developed through direct manipulation of clay. A variety of forming techniques are explored and demonstrated including pinching, coiling, and slab constructing. Students form a variety of clay vessels working in a contemplative manner. Students deepen their artistic practice by exploring the use of vessels in their cultural settings from slide presentations, field excursions, readings, and by keeping a sketch journal. Materials fee.

ART105
Art and Consciousness: Mixed Media and Self-Exploration (3)
Students are challenged to listen to and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness we create art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. Materials fee.

ART116
Photography I (3)
A foundation in basic photographic techniques, this course introduces students to equipment, materials, processes and philosophy. Special emphasis is given to development of craft (technical aspects of the camera) and content (seeing) in relation to communication arts. Darkroom work provides an experiential approach to exploring black-and-white materials, roll film processing and enlarging. Students provide their own manual 35mm camera. Lab and materials fee.

ART125
Introduction to Drawing (3)
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and experienced drawers.

ART132
3-D Ephemeral Media (3)
This studio course explores the fundamental principles of three-dimensional design such as form, space, shape, value, balance, proportion and movement. Students examine contemplative ways of creating art and experience the symbiotic relationship that occurs when using ephemeral media (natural materials that erode or decay over time) as a primary medium. Materials fee.

ART155
Figure Drawing (3)
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand. Materials fee.

ART180
Sculpture (3)
This studio course explores the organizing principles of three-dimensional design as well as the nature of one's creative thoughts. Students learn to use a variety of materials and techniques including clay, plaster, metals, mold-making and conceptual approaches. Investigations into the history of sculptural form raise questions pertinent to contemporary art. Materials fee.

ART181
Traditional Chinese Brushstroke I (3)
Brushstroke class focuses on learning how to cultivate the inner Qi, or energy, through the practice of brush calligraphy. The history of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular, running style and grass style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, and how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART581.

ART200
The Contemplative Artist (3)
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative, originally a term of divination, meant an open space marked out for observation. Contemplate
imply attentive and meditative observation. Through mindfulness meditation, studio assignments and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions and how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual’s aesthetic sense and artistic statement. Cross-listed as ART500.

ART215
Watercolor (3)
This course, open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this famously difficult medium. The methods presented distill the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students.

ART230
Introduction to Art Therapy (3)
This course offers an introduction to the history, major theoretical viewpoints, and applications of art therapy. Through readings, seminar style discussions and experiential exercises, students formulate their own initial working/evolving definition of art therapy. Materials fee.

ART233
Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, is approached in two ways: studio training in basic drawing and painting is paired with academic study within a broad context. Topics include history, styles, methods, content and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings and field excursions. Students also work in a practice environment modeled after the Vajrayana nyinthun practice in two daylong sessions. Materials fee. Cross-listed as ART533. Materials fee.

ART245
Introduction to Painting: Realism (3)
Students develop technical ability as painters and increase their creative options for art making. With the still life as subject, the course focuses on color theory, the formal elements of painting, and the various surfaces, tools, techniques and myriad effects that can be achieved with acrylic paint. Students explore the expressive potential of painting and discuss their process during class critiques. Knowledge gained enables students to articulate about and have a better understanding of the paintings that they encounter in the world. Materials fee.

ART260
Calligraphy and Book Arts (3)
A study of the disciplines of Western calligraphy and book arts, incorporating design principles and artistic skills. An alphabet in its historical and contemporary form is studied. The study of the letter forms with the broad-edged pen is complemented by design exercises to explore color, texture and rhythm. Students learn a selection of book forms designed from manuscripts and a wide variety of other purposes. Materials fee.

ART281
Traditional Chinese Brushstroke II (3)
Based on skills learned in Traditional Chinese Brushstroke I, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e. poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush artwork and the interaction between the West and the East. Workshops begin with a light qigong standing meditation every week. Prerequisite: ART181. Materials fee. Cross-listed as ART582.

ART301
World Art I: Ancient to Middle Ages (3)
An introduction to the visual arts of archaic societies and of the civilizations of the Mediterranean and Middle East, Asia, Central and South America and Africa. Viewed from a global perspective, we explore the historic and mythic lineages of vision, meaning and craft. Materials fee.

ART311
Mixed Media (3)
Students engage in the creation of art made out of mixing materials and media. Investigations include formal, technical, philosophical and experiential aspects of art making. Sources of artistic imagery, from contemporary to traditional art, and the dynamics of aesthetic experience are examined. Students develop insights through the integration of witnessing many forms of art, critical intent and personal creative experience. Emphasis is placed on making art, artistic evaluation and the dynamics of group critique. Materials fee.

ART325
Advanced Drawing (3)
Open to anyone with previous drawing experience. Beginning with an emphasis on precise observational drawing, the class proceeds through an array of exercises designed to deepen each student’s native way of drawing. The working basis for this is the One Hundred Drawings project, a semester-long exploration of an individually chosen theme. Prerequisite: ART125 or permission of instructor.

ART330
Art Therapy Theory and Applications (3)
This course offers a general survey of the literature, theories, and practices of art therapy with various client populations. Students will investigate the general literature concerning the practice of art therapy and role of the art therapist when working with various
ART345
Painter’s Laboratory (3)
Like a science lab, the painter’s laboratory is a place for practice, observation and testing. This studio class is suitable for anyone wanting to explore and develop as a painter. The goal is to enhance seeing and to translate that highly personal skill into paint. We study and experiment with how to generate ideas, how to develop subject matter, how to build on and incorporate previous training and experience (including nonvisual), and how to engage the vastness of contemporary and historical arts as a mentor and ally. Lab skills include how to gather and use visual information for painting through collecting, drawing and notation. This is a hands-on lab; the medium is acrylic paint. Prerequisite: ART245 or permission of instructor. Materials fee.

ART351
World Art II: Medieval and Modern Transformations (3)
An introduction to the visual arts of cultures that flowered under the influence of Buddhism, Christianity, and Islam, as well as the art of Western Europe from the 13th century to the present. No prerequisite required for this class. Includes art making. Materials Fee.

ART355
Eco-Art (3)
This class explores ecological and environmentally related art. Studio work emphasizes recycled and natural materials, with a mixed-media emphasis. Students learn how to source art materials directly. Slide lectures, visiting artists, and trips to see, discuss, and reflect on eco-arts are included, as well as an experience with community-based art. Materials fee.

ART360
Contemplative Photography (3)
This course guides students to explore mindfulness in photography. Students experience the relationship between the contemplative state of mind—of clear and non-conceptual awareness—and the creative endeavor through photography. Students consider reality, space, time, and illusion as ways to gain insights into photography and the meditative state. Students develop visual awareness through the use of photographic medium. Through viewing films, readings and research, students expand their knowledge of potent imagery. Critiques and discussions foster the advancement of students’ art images. Materials fee.

ART381
Traditional Chinese Brushstroke III (3)
Based on skills learned in Traditional Chinese Brush Stroke II, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e. poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush artwork and the interaction between the West and the East. Workshops begin with a light qigong standing meditation. Materials fee. Prerequisite: ART281. Cross-listed as ART583.

ART385
Advanced Studio Practice (3)
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Motivated students build a body of cohesive artwork, with emphasis on technical, formal and conceptual development. Art and thought processes are supported by research, engaged inquiry, and a highly focused studio practice. Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Prerequisites: two studio courses. Visual Arts majors only. Others by permission of instructor.

ART406
Advanced Photography (3)
The primary goal of this course is to deepen and expand one’s knowledge of photography as a medium of artistic expression. The student needs to have completed at least one introductory course in photography and be ready to undertake more independent explorations of particular conceptual and artistic interests. Both theoretical and practical, this course is as much about thinking as about making images. At this level the student should have strong individual aspirations with regard to printing images. Technical skills are expanded so that one’s printing ability is in sync with aesthetic aspirations. Students are encouraged to go beyond the single photo to more expanded notions of photography, such as series-related work, alternative processes, and installation work. Prerequisite: ART116 or ART 360, or permission of the instructor. Materials fee.

ART430
Art Therapy Studio Methods (3)
This course is designed to offer students an opportunity to engage in hands-on art experiences that often have direct relationship to art therapy methods, technique, and techniques. There is also an opportunity to explore your own creative/visualizing process throughout the course as a way to solidify your connection with your identity as an artist. Materials fee.

ART440
Warrior Artist: Risk and Revelation in Studio Art (3)
The artist is trained as a scholar to cultivate confidence and dignity. Students engage in the skills of speaking about art and its concerns with regard to inner and outer influences. Research and articulation of influences provide students a greater clarity of how their art form relates from themselves to the world. Warrior exams prompt students to talk about their art on the spot and uncover wisdom. Fundamental questions are explored to provide a larger view of the effect art creates for the viewer. Ongoing art studio practice
informs the dialog and encourages progressive art consciousness. In this class students join their advanced studio art practice with the disciplines of speaking and writing about art. Prerequisites: two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor.

**ART443**
Thangka Painting IV: Appreciation of Himalayan Buddhist Art (3)
For advanced students of thangka painting. Prerequisite: ART433/543. Cross-listed as ART563. Materials fee.

**ART450**
Tracking, Gathering, and Synthesis (3)
A studio arts course that explores the practical skill of identifying and gathering elements of artistic influence and synthesizing them into coherent expression. Students experiment with historical and contemporary gathering methods, inviting clear-headedness into the often chaotic experience of creativity. The goal is to strengthen the individual artist’s way of working. Prerequisites: Two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor.

**ART455**
Making Conscious Media (3)
Exploration of creative cinema through short production and post-production projects. The course focuses on tactics and strategies of independent cinema production leading to the completion of a final project in either documentary, experimental, or narrative genres. Content emphasis will be on material that is socially provocative, artistically bold or infused with content that reflects a consciously-grounded exploration of the human condition.

**ART480**
Portfolio and Gallery Presentation (3)
This spring course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork and installation of exhibitions. BA Visual Arts seniors only. Others by permission of instructor.

**ART490**
Special Topics in Visual Arts: (3)
The Special Topics seminar investigates the applications of theories and methods of Visual Arts specific to historical, critical and theoretical contexts. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate and graduate students. Materials fee. Cross-listed as ART690. Spring 2015 Basics of Illustration This studio class introduces students to the world of commercial illustration for various modes of publication including books, magazines, and online venues. We’ll learn how to generate and present a variety of visual ideas on assigned topics, how to study the many forms of illustration in both current and historical use, and how to develop finished ideas for publication. Pre-requisite for this class is some familiarity with the use of visual drawing media, either traditional or digital.

**ART495**
Community Building and Self Reflection in Visual Arts (0)
This course marks time as a moment in the passage through the Visual Arts program and in each student’s artistic life. Experiential exercises evoke awareness of self and community. Reflecting on evolution, this course is a threshold between what has been learned, the student’s present seat of empowerment, and goals for the future. Open to Visual Arts majors only. Others by permission of the instructor.

**ART499**
Independent Study: Visual Arts (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work are decided upon by the student and faculty member.

**BFA in Performance**
The BFA in Performance offers a vibrant alternative approach to contemporary live performing arts. Rooted in traditional contemplative teachings, integrating dance/movement and acting/text, students develop performance skills and hands-on techniques for self-generated performance work grounded on personal interests and strengths.

In a through-the-body studio-based learning environment, students focus on new forms of dance, psychophysical acting techniques, ensemble creation, interpreting text, devising processes, writing for performance, and performer/audience dynamics. Lectures and seminars in critical and performance theory serve to culturally and politically contextualize the performance practices offered in the program and contribute to deepen students’ personal vision. Through the participation of visiting artists and a faculty of professional practicing artists, students develop an understanding of the work of seminal companies and practitioners who have helped define the field of performance at the beginning of the 21st century.

This 60-credit major includes significant involvement in professionally directed, project-based work and self-generated performance projects designed to aid in students’ personal and professional development.

To strengthen and amplify students’ professional development, we strongly recommend an additional 6 credits in studio work, special topics, or performance projects.

**Entering the Major**
In accordance with university policy, students can declare their major at any time. In order to progress through the coursework in this major, students should take the following important courses at the earliest opportunity: PAR100 Wisdom of the Body, with a grade of “B” or higher, or PAR101 Experiential Anatomy, with a grade of “B” or higher, and a meeting with the program director. Please consult with your Academic Advisor to plan your schedule in the program.
*This course may be waived in lieu of previous performance training. Waiver should be requested through the program; students will be assessed on an individual basis.

Degree Requirements

**BFA in Performance**

**Acting Studio:** 6 credits

- PAR210 Acting Studio I [3]
- PAR310 Acting Studio II [3]

**Dance Studio:** 6 credits

- PAR220 Dance Studio I [3]
- PAR320 Dance Studio II [3]

**Vocal Production:** 6 credits

- PAR230 Preparing the Voice: Breathing Is Meaning [3]
- PAR231 Articulating Sound: Voice & Speech [3]

**Text Interpretation (Communication Skills):** 6 credits

- PAR330 Verse Interpretation [3]
- PAR331 Prose Interpretation [3]

**Performance Projects:** 9 credits

At least one project in each discipline with an additional 3 credits selected from student’s preferred discipline.

- PAR301 Acting Ensemble [3]
- PAR302 Dance Ensemble [3]

**Devising Practices:** 6 credits

- PAR360 Improvisation/Composition I: Simple Dancing for Elegant Souls [3]
- PAR460 Improvisation/Composition II: Performing It Like It Is [3]

**Performance Studies Context & Theory:** 9 credits

- PAR240 Re-Thinking the History of Performance: From Antiquity to 1700s [3]
  *(offered alternate years)*

**Practical Applications:** 6 credits

- PAR400 Building a Career in the Arts in the 21st Century [3]
- PAR401 Interarts Performance Practicum [3]

**Contemplative Practices:** 6 credits

Choose either:

- 6 credits in one Traditional Eastern Art (aikido, yoga, T'ai Chi Ch'uan)
- TRA260 Mudra Space Awareness [3]
- PAR321 Contemplative Dance Practice [3]

**TOTAL CREDITS 60**

**Electives**

- PAR100 Wisdom of the Body [3]
- PAR160 Contact Improv [3]
- PAR222 Dance of Africa I [3]
- PAR323 Dance of Africa II [3]
- PAR490 Special Topics in Performance [3]

Course Listings

**PAR100**

**Wisdom of the Body (3)**

This course is a beginning performance studies class exploring movement, voice and creativity. What is the feeling of being “embodied”? How do we synchronize the body and mind? The embodied approach to performance grows out of a non-dualistic experience of the body/mind. Through gentle and precise physical exercises and improvisation we will look at performance presence, precision and impulse. We will enter the world of improvisational delight to integrate and explore the creative edges of the “unknown”. This course provides an opportunity for students with no previous dance or theater experience to explore a range of creative and contemplative processes that serve as gateways to further training in performance. The development of individual presence and awareness of the dynamics of ensemble is emphasized throughout the semester. This course serves as prerequisite to PAR dance and theater courses, [a BFA gateway course] and is for students interested in embodied creative process and performance skills.

**PAR101**

**Experiential Anatomy (3)**

This course provides a framework to study the skeletal, organ, muscular, and nervous systems from a Western, Scientific, and experiential/personal perspective. Through a combination of anatomical information, guided imagery, improvisation and movement, the body can become a creative source for artistic response, increased sensory awareness and body-mind synchronization. Based on the pioneering work of somatic educator, Bonnie Bainbridge Cohen, the originator of Body-Mind Centering®), this work is primarily a course in somatic (the study of the soma, or body) techniques of embodiment.

**PAR160**

**Contact Improvisation (3)**

Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and...
PAR210
Acting Studio I (3)
This course, the first in a two-part sequence, is designed to introduce and develop basic skills of the actor within an interdisciplinary context. Drawing from both traditional and contemporary acting techniques and including contemplative approaches to performance developed within the Naropa University Performance Program, the student actor will develop a personal discipline that brings together physical expressiveness with clarity of inner psychological/emotional states and processes. Within ensemble approaches such skills as sensory awareness, presence, empathy, stillness, rhythm, intention, and creative imagination will be honed. Students will also be exposed to various lineages of contemporary performance.

PAR220
Dance Studio I: Contemporary Dance (3)
An entry/intermediate level technical training in both classical and postmodern contemporary dance technique and aesthetic. With a focus on strength through alignment and efficiency in movement, we work to tune the body with awareness and ease allowing for individual expression in choreographed and improvised dance material. Students are introduced to both classical dance vocabulary and exercises as well as less conventional techniques for preparatory and extended dance training. Strong attention is given to strength, body placement, space, shape, relaxed precision rhythm, sequence memory, and the ongoing interplay between self and other.

PAR222
Dance of Africa I (3)
This class teaches dance and rhythm of one or more cultural traditions of Africa. Students learn to hold respect for cultural traditions including the role dance plays in community, the relationship between student and teacher and the joys of dance. Students are required to maintain a practice regimen and attend community-sponsored traditional African dance concerts. Students dance hard, have fun and are required to participate in a performance weekend at the end of the semester. Students are expected to wear traditional dance costumes for public performances and for class. Materials fee.

PAR230
Preparing the Voice: Breathing Is Meaning (3)
This course concentrates on liberating the breath for proper vocal support and healthy voice production. By means of Fitzmaurice Voicework students bring together the dynamics between body, breath, and voice, the imagination and language. The work consists of two phases- Destructuring: Through "Tremorwork" (a series of exercises developed by Catherine Fitzmaurice based on the work of Wilhelm Reich) the body re-learns to breathe in the most physiological efficient way. Students reconcile biology with biography reducing excess bodily tension and promoting spontaneous free breathing. Restructuring: This second phase focuses on supporting a vibrant voice that communicates intention and feeling without excess effort.

PAR231
Articulating Sound: Voice and Speech (3)
This course builds upon the Fitzmaurice Voicework done in PAR230. Applying the acquired skills in voice production and care we now focus more intently on resonance, muscularity of articulation, the speaker and the text and voice as action. Through class work and individual coaching in Fitzmaurice Voicework, actors gain a stronger sense of focus, intention, functionality and structure in voice production and text interpretation. The course concentrates on assimilating the concept of voice as action, acquiring resonance and a deeper somatic awareness in voice production and strengthens the relationship of the actor and the text.

PAR240
Rethinking the History of Performance: From Antiquity to the 1700's (3)
This course is a survey of the history of theater and performance from early oral and written traditions up to the 1700s. It goes beyond the boundaries of Euro-American perspectives and examines performance in world terms through the lens of Theater anthropology. Viewing performance as a natural instinct of humans this course introduces students to the basics of critical theory. Prerequisite: COR110.

PAR241
Art Movements of the 20th Century: Movers, Shakers and Rule Breakers (3)
This course is an experiential research laboratory that aims to familiarize students with significant movements in the arts in the 20th century. This course provides a framework for understanding the historical, contextual, and practical bases for contemporary art movements and art makers. Through research and practical application relevant historical, social and cultural perspectives that have shaped our current culture and contemporary art world are examined. Prerequisite: COR110 and PAR210 or PAR220.

PAR301
Acting Ensemble I (3)
Students participate in the preparation, rehearsal, technical production and performance of a departmental theatrical production. Students must commit to all performance dates; no absences are allowed for any performances scheduled, which will differ from the regularly scheduled class meeting times. For guest artists (non-BFA students) admission is by audition. Materials fee.

PAR302
Dance Ensemble (3)
Students participate in the preparation, rehearsal, technical production, and performance of a departmental dance production. Students must commit to all performance dates; no absences are
allowed for any performances scheduled, which will differ from
the regular class meeting times. For guest artists (non-BFA students)
admission is by audition. Materials fee.

PAR310
Acting Studio II (3)
Building on the foundational skills acquired in Acting Studio I,
students deepen them into dependable performance tools. The
training focus is on techniques designed to enable students to
create performances that are intelligently conceived, emotionally
engaging, and physically precise: action-based script analysis,
character creation, emotional crafting, scene study, composition,
and devised work techniques. Students explore more fully the
lineage of performance, including a deeper exploration of Naropa’s fusion of contemplative traditions. The semester
culminates in performances for the larger Naropa University
audience. Prerequisite: PAR210 or permission of the instructor.

PAR321
Contemplative Dance Practice (3)
Sourced in the practices of sitting and walking mindfulness
meditation, contemplative dance finds the dance every body
knows. We sit, move, write—investigating the mind-body landscape.
Alone and together we learn the spontaneous delights within
stillness, and in any moment. Through deep play, we ignite the
many layers of knowing and explore the boundaries between our
art, meditation, and ordinary life. Some previous experience in
meditation/dance is helpful. This class is open to sophomores and
above. Prerequisite: any two PAR 200-level courses or instructor
approval. Cross-listed as PAR521.

PAR323
Dance of Africa II (3)
This class is both a continuation of PAR222 and an introduction
for students new to African dance. Examining different dances
than those taught in PAR222, this course revisits dance and rhythm
from diverse cultural traditions of Africa. Students learn to hold
respect for cultural traditions, including the role dance plays in
community, the relationship between student and teacher, and
the joys of dance. Students are required to maintain a practice
regimen and attend community-sponsored traditional African dance
concerts. Students dance hard, have fun, and are required to
participate in a performance weekend at the end of the semester.
Students are expected to wear traditional dance costumes for
public performances and for class. Materials fee.

PAR330
Verse Interpretation (3)
This course provides ongoing training in oral interpretation with
special attention to communicating in verse and poetic forms,
integrating body, mind and sound. Through expressive exercises,
monologues and scene work, students develop skills in the areas
of articulation, focus, concentration, visualization, and the voice as
action. Students learn how to take risks, vocalize and communicate
intention in verse forms, and how to make informed interpretive
choices.

PAR331
Prose Interpretation (3)
This course provides ongoing training in verbal interpretation with
special attention to communicating in prose, integrating body, mind
and sound. Through expressive exercises, monologues and scene
work, students develop skills in the areas of articulation, focus,
concentration, visualization, and the voice as action. Students learn
how to take risks, vocalize and communicate intention in prose form,
and how to make informed interpretive choices.

PAR340
Performance Studies: Contemporary Practices (3)
The class focuses on using the lens of "performance" to identify
ways in which all aspects of human behavior and cultures are
performances. Students explore the interstices of practice and
theory in performance. Students develop an embodied and
performative response to performance theory, and acquire the skills
to apply theoretical vocabulary to actual performance. Prerequisite:
PAR240, PAR241, or instructor approval.

PAR360
Improvisation/Composition I: Simple Dancing for Elegant
Souls (3)
Using the four classical postures of mindfulness (lying down, sitting,
standing, walking) as themes for endless variations into elegant
dancing improvisation, this class explores creating spontaneous
composition in the dancing lab. Surrounded by silence, music, and
language, alone and together, with breath, posture, slow motion,
and unexplained suddenness, we invite many delights! Dancing
improvisation is full of opportunities for body/mind integration,
‘deep play’, and artful incursions. We will practice solos, duets, and
trios and herds, flocks, mobs. Prerequisites: any two PAR 200-level
courses.

PAR400
Building a Career in the Arts for the 21st Century (3)
This course prepares artists to promote, market and fund their
work and artistic skills effectively. Students learn the basics
of project budgeting, promotional materials design, copy and
press release writing, grant writing, event planning, social media
integration, the creation of promotional material using a variety of
media, donor relations, and working as a teaching artist. Students
articulate their mission and goals as an artist, create Curriculum
Vitae outlining their artistic experience, and create press kits/
portfolios geared toward their specialized field. In these ways,
students learn how to effectively generate interest in their work,
providing them with tools to earn a living in an arts field in the 21st
century.

PAR401
Interarts Performance Practicum (3)

PAR460
Improvisation/Composition II: Performing it Like it Is. (3)
A continuation of PAR360, this class sharpens skills and instructions
from inside and out to create performances for one another and
for communities near and far. Working with the Naropa tradition of "young-warrior-artist-in-training," students discuss confidence in the path of the artist today. The Red Square practice opens the door of intuitive, imaginative, and daring ventures with many partners to collaborate with, including props, costumes, music, noise, and language of all sorts. Focus moves to site-specific events throughout the Naropa campuses. A long accumulation phrase of gestures, etc., are created over the semester as an investigation in both devised choreography and memory. Performances collage together solos, duets, trios, and quintets; also herds and flocks and mobs. Prerequisite: PAR360 or permission of instructor.

**PAR490**

**Special Topics in Performance: (3)**

The door opens on new, experimental, and demanding performance art created with diverse teacher-artists from the Naropa community and nationally. Taking students into unfamiliar and demanding territories that invite them to use everything they have learned, these projects welcome depth of creative process and also those unexpected surprises that come our way! Prerequisite: Any two PAR 200-level courses or by permission of the instructor. **PAR490-A Special Topics in Performance: Physical Research & Creative Process** This movement-based class approaches new performance as a process of mining the ordinary for the extraordinary. We will carefully investigate the notion of neutrality, of starting at zero, of the blank slate in order to uncover what's already present and at work in everything we do and say. Students will work collaboratively and independently to develop new methods of artistic excavation, focusing on 'how we create' becomes 'what we create.' Our research will begin from the body, and will draw upon sensation as a structure to navigate shifting grounds of private/public, function/dysfunction, desire/expectation and accomplishment/failure. **PAR490-B Special Topics in Performance: MEISA: Movement Exploration Imagination Sensation Awareness** MEISA is a developing somatic and contemplative practice/form that revitalizes body, mind and spirit. It is evolving out of a questing need to know, move and live more deeply in the authenticity of the body. The practice cultivates embodied presence through sensory connection, enabling ease and expression in movement. This course invites students to assist in the development of the emerging MEISA form and is based on the premise that MEISA invokes heightened intuitive and sensory realizations, leading to self-discovery and creative inspiration. Discussion and critical feedback from students throughout the process is essential to clarifying the scaffolding structure of MEISA as a form. Students engage in embodied research, generating choreography arising from the practice. Visual art and writing are used in the reflective process. There will be some required reading. An informal presentation at the end of the semester is optional. No previous movement training is needed.

**PAR499**

**Independent Study: Performing Arts (1)**

Independent Study.
Undergraduate Minors

Minor in Film and Media Studies
Cinema and its associated mediums are indisputably the narrative currency of our time. Film and Media Studies is a new opportunity for Naropa students to set about making Conscious Media, a singular and enduring contribution to contemporary culture. Students are grounded in the history of world cinema; the social, political and spiritual effects of information; writing for the screen; and the elements that go into skillfully capturing and presenting compelling, evocative, and inspiring moving images. Upon completion of the Minor, students will have an informed sense of how they might continue their study, as well as a strong basis for how to forge a professional life in this powerful and pervasive field. To minor in Film and Media Studies students must complete 12 credits from the following courses:

- WRI250 Perceptions In Media [3]
- WRI348 Classics of International Film [3]
- WRI376 An Introduction to Screenwriting: Sitting Quietly, Doing Everything [3]
- ART455 Making Conscious Media [3]

TOTAL CREDITS 12

Minor in Contemplative Art Therapy
The Contemplative Art Therapy minor integrates traditional and progressive approaches to the behavioral sciences including the incorporation of Buddhist psychology. To minor in Contemplative Art Therapy, students must complete 12 credits from the following courses:

- ART230 Introduction to Art Therapy [3]
- ART330 Art Therapy Theory and Applications [3]
- ART430 Art Therapy Studio Methods [3]
- PSYB314 Buddhist Psychology I: Mindfulness Meditation [3]

TOTAL CREDITS 12

Minor in Music
Choose one basic skills course depending on your qualifications:

- MUS200 Musicianship I [3]
- MUS210 Musicianship II [3]
- MUS360 Musicianship III [3]
- MUS370 Musicianship IV [3]

TOTAL CREDITS 3

Choose one creative process course:

- MUS230 Improvisation [3]
- MUS400 Composition [3]

TOTAL CREDITS 3

Choose one history course:

- MUS250 Music Appreciation: Music of the Old World, the New World, and Beyond [3]
- MUS260 Listening to Jazz [3]

TOTAL CREDITS 3

Choose one performance ensemble course:

- MUS103 Afro-Pop Ensemble [3]
- MUS208 Naropa Chorus [3]
- MUS215 Rhythm Hemispheres: World Percussion Traditions [3]
- MUS265 Jazz Ensemble [2]
- MUS270 Guitar Ensemble [2]
- MUS397 Private Music Lessons [1 credit, as needed]
- MUS420 Naropa Composers and Improvisors’ Orchestra [3]

TOTAL CREDITS 3

TOTAL CREDITS 12

Minor in Performance
Choose one history and context of performance course:

- PAR240 Rethinking the History of Performance: From Antiquity to 1700s [3]

Choose 9 credits of any other PAR courses with the recommendation that 3 credits be in a Production Project course, either PAR301 Acting Ensemble or PAR302 Dance Ensemble.

TOTAL CREDITS 12

To strengthen and amplify your degree, we strongly recommend an additional 6 credits in studio work of your choice.

Minor in Visual Arts
To minor in Visual Arts, students must complete 12 credits from Visual Arts course offerings. At least one World Art course is recommended.

TOTAL CREDITS 12
Graduate Programs
MFA in Theater: Contemporary Performance

The MFA Theater: Contemporary Performance program is a home for the next generation of innovators and practitioners of performance. The program is committed to creating a laboratory for the research of new techniques, aesthetics, and pedagogies deeply grounded in somatic training and contemplative practice, providing tools for both the performance and creation of devised work. The 48-credit degree program is the first graduate training program that integrates contemporary physical theater, Viewpoints theory and practice, and traditional contemplative practices. Students are expected to work in a technically and aesthetically extended physical, vocal, and emotional range in service of performance and performance making. Production work and pedagogical research, in a variety of scales are ongoing, especially in the second year. The creation and cultivation of ensemble is at the core of the Contemporary Performance pedagogy in training and production work, as well as research into the integration of contemplative views with training and production values. The program strives to support careers that integrate teaching and service with professional performance, directing, and creation of new performance aesthetics.

The curriculum is based on the following techniques and influences:

- Contemplative arts and meditation training
- Psycho-physical acting work of Jerzy Grotowski
- Viewpoints as performance technique and directing/choreographic method
- Extended Vocal Technique, based on the work of Roy Hart, applied to speech and new approaches in music theater
- Somatic physical techniques and contemporary dance/movement forms;
- Techniques of generating text through ensemble playwriting and self-scripting

Each student completes an integrated thesis project combining production, documentation, creation of syllabi, and an optional practitioner’s paper intended for conference presentations or publication. Naropa MFA students have been a consistent presence at the annual ATHE Conference. The integrated thesis project is developed under the mentorship of core faculty.

The meditation practice and view practicum is offered in a three-semester sequence. Substantial course work over the arc of the four semesters is dedicated to the integration of mindfulness/awareness practice into performance technique and creation of devised work.

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

Degree Requirements
MFA in Contemporary Performance

The following outline for year one is subject to changes in sequence, but over the course of the two-year program, all these components and faculty will be present. Practice, view, and core training in acting, voice, and movement are ongoing throughout the two-year curriculum. Students take 12 credits per semester for a total of 48 credits. There is a materials/production fee each semester.

First year, fall - Module I: THR 602

Foundation Somatics/Investigating Physical Virtuosity: developmental movement, experiential anatomy, release, and dynamic alignment. Faculty: Wendell Beavers, Erika Berland

Roy Hart Vocal Work: investigation into extended vocal range and performance application, voice tutorials, voice intensive. Faculty: Ethelyn Friend

Viewpoints Technique- Ensemble Building and Devising: research and presentation of improvisational tools and application to creation of original work. Faculty: Joan Bruemmer-Holden

Contemplative Arts and Meditation Practice and View: meditation practice and orientation to Buddhist phenomenology and psychology - nature of mind teachings from the Buddhist tradition. Faculty: Erika Berland, Naropa Faculty, and Guest Faculty.

Introduction to Psychophysical Acting/Grotowski Based: plastiques, cultivating immediate access to emotional sources, creating containers for emotional understanding of presence. Guest Faculty

History and Context: understanding the post-modern performance lineage in America and whose bones are you standing on film series. Faculty: Joan Bruemmer-Holden, Guest Faculty: Leeny Sack

Building a Sustainable Life as an Artist: the business of creating a balanced, sustainable life for yourself as a professional artist. Guest Artist: Amy Smith, Headlong Performance Institute

Final First Year Project Presentations

SUBTOTAL 12

First year, spring - Module II: THR 652

Physical Technique: developmental movement, experimental anatomy forms. Faculty: Wendell Beavers, Erika Berland

Viewpoints Intensive. Faculty: Wendell Beavers, Joan Bruemmer-Holden

Advanced Somatic Technique - Experiential Anatomy. Faculty: Erika Berland, Wendell Beavers

Meditation Practice and View. Faculty: Erika Berland and Naropa Faculty, and Guests

Physical Acting Training: The Performative Self Guest Artist: Leeny Sack

Suzuki Actor Training. Faculty: Joan Bruemmer-Holden
Performance and Devised Work. Guest Artist: Sean Graney
First Year Project Presentations

SUBTOTAL 12

Second year, fall - Module III: THR 702
Advanced Physical Technique: dance-based techniques, release, somatic forms. Faculty: Wendell Beavers, Erika Berland
Advanced Roy Hart Vocal Work: investigation into extended vocal range and performance applicationvoice tutorials, voice intensive. Faculty: Ethelyn Friend
Psychophysical Acting Training I: applications to performance. Guest Artist: Elizabeth Watt
Meditation Practice and View. Faculty: Erika Berland and Naropa Faculty Guests
History and Context: understanding the post-modern performance lineage in America and whose bones are you standing on Film Series. Faculty: Joan Bruemmer-Holden, Guest Faculty: Leeny Sack
Building a Sustainable Life as an Artist: the business of creating a balanced, sustainable life for yourself as a professional artist. Guest Artist: Amy Smith, Headlong Performance Institute
Performance Thesis Intensive and Advising: Investigation of thesis topics and showing of works - in progress as part of the Integrated Thesis Portfolio. Guest Faculty: Leeny Sack; Faculty: Joan Bruemmer-Holden

SUBTOTAL 12

Second year, spring - Module IV: THR 722
Advanced Physical Technique: continuation of semester I sequence. Faculty: Wendell Beavers, Erika Berland
Viewpoints: composition, directing, and performance technique. Faculty: Wendell Beavers and Guest Faculty
Vocal Work: continuation of semester I sequence. Faculty: Ethelyn Friend
Psychophysical Acting Training II: applications to performance, continuation of semester I sequence. Guest Artist: Elizabeth Watt
Performance and Devised Work. Guest Artist: Sean Graney
Viewpoints Pedagogy. Faculty: Wendell Beavers
Somatic Pedagogy. Faculty: Erika Berland
Voice Pedagogy. Faculty: Ethelyn Friend
Thesis Practicum. Faculty: Joan Bruemmer-Holden, Ethelyn Friend, Wendell Beavers, Erika Berland
Culminating Projects: initiated and designed by the student in the fields of service learning, creating pedagogy, pure research focused on training issues, or production.

SUBTOTAL 12
TOTAL CREDITS 48
Study Abroad

"Often I feel I go to some distant region of the world to be reminded of who I really am. There is no mystery about why this should be so. Stripped of your ordinary surroundings, your friends, your daily routines, your refrigerator full of food, your closet full of clothes—with all of this taken away, you are forced into direct experience. Such direct experience inevitably makes you aware of who it is that is having the experience. It is not always comfortable, but it is always invigorating." - Michael Crichton, Travels

Naropa University values active engagement in a global context. We want our graduates to understand the differences and interdependencies that characterize our world. Study abroad is a powerful tool to expand students' worldviews and awaken education. Most students who go abroad usually report meaningful shifts in connection to self and others, as well as a heightened sense of commitment to improving global inequities.

At Naropa University, there are a few paths toward studying abroad. You may choose the Study Abroad in Bhutan program, Where There Be Dragons—Naropa-sponsored programs, or you can choose one of Naropa's Affiliated Programs. In special circumstances a student may choose Unaffiliated Programs, but limitations to financial aid and transferability of credit may apply.


Course Listings

ANTH211
Contemplative Intercultural Development and Leadership (4)

Section A: Andes and Amazon. The process of understanding self in relation to others in our globalized world is essential in the 21st century. Who we are is carefully examined through the experience of living, learning and engaging in the Andes/Amazon region. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as a responsible and curious citizen of the globe. Section B: China. The process of understanding self in relation to others in our globalized world is essential in the 21st century. Who we are is carefully examined through the experience of living, learning and engaging in China. Through both guided and organic processes, students examine global citizenship, develop effective intercultural and interpersonal communication skills and explore the depths of their internal landscape in relationship to the outside world. From this wellspring of inner knowing, students discover their own authentic leadership capabilities and strengths as a responsible and curious citizen of the globe.

ANTH250
Regional Seminar (4)

Section A: Tradition, Change and Cultural Resilience (Andes & Amazon). This course is designed to immerse students in the myriad cultures of the Andes and Amazon and their relationship to the land. Through a combination of hands-on experiences, workshops, guest speakers, collaborative lessons, reading and writing assignments as well as independent work, students come to know this material well and the importance of it in the Andes and Amazon. This course moves briefly and broadly through a variety of important ancient civilizations, with a focus on their present-day impact. South America's colonial history is also examined and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Present day Andean culture is studies, analyzing the effects of a variety of political forces while looking at racial and social conflicts that Bolivia and Peru have experienced. A special focus is placed on resource extraction and modern themes of sustainable development, human rights, and globalization. Students are required to complete various writing assignments throughout the course and prepare a final research paper on a social issue of their choice. Section B: China in Transition. This course provides students with a solid background in modern Chinese history, setting the stage for a grounded understanding of the myriad social issues that China faces today. Issues related to education, public health, the environment, civil society, economic development, law, gender, ethnic minorities, human rights, and popular culture are surveyed. Taught by instructors and guest lecturers, students engage local experts in discussion, including local professors, development workers, business professionals, health care practitioners, scholars and artists. Special guests enhance formal classes by guiding students in lessons in various Chinese arts and pastimes, such as calligraphy, martial arts, ink painting and culinary design. Each hands-on experience addresses the importance of these art forms in modern Chinese society. Lectures are supplemented with readings, films and field trip to schools, health clinics and local non-governmental organization (NGO) project sites. Students are required to complete various writing assignments and prepare a final research paper on a social issue of their choice. Section C: Diversity in the Himalayas. This course presents an overview of one of the most ethnically diverse regions of the world. Through selected..."
readings, guest lectures, field trips, research method assignments, a village ethnography study, classroom discussions and a service project, students explore the myriad ethnicities and religious traditions that constitute the region and the development issues that they face. Social inequality is looked at from the perspective of the environment, public health, education, human rights, caste, history and the status of women. Students are introduced to the religious traditions that make up the Himalayan region to further understand and appreciate their philosophies and values and how they have evolved and influenced other systems of belief. Students are provided with an extensive introduction to Hinduism and to Mahayana Buddhism, in particular to the Tibetan tradition. As part of the latter, students participate in a ten-day meditation retreat.

Section D: Life Along the Ganges Rivers. This course provides students with an in-depth introduction to the cultures and traditions along the Ganges River, with a focus on Varanasi (Banaras). Each week, professors from Banaras Hindu University (BHU) and local experts present lectures to students on such topics as the role of women in a Hindu and Muslim country, economic issues of the caste system, and environmental sustainability. Substantive readings and response papers are assigned weekly to give important historical context to these lectures. Then, utilizing the experiential learning potential of India’s oldest-living city, students also visit important sites in and around Varanasi. Students gain an understanding of some of the traditions, religious practices, history, and contemporary lifestyles of the people who make the cities and villages along the Ganges River their home. In addition to these field studies and family stays, students meet with locals who conduct research, perform in the arts, or serve as religious and/or community leaders.

Section E: Central America Semester. The Central America Semester is a journey that pushes students to explore the intricacies of life in Central America and tease out the fundamental interconnectedness between themselves, their homes and the three strikingly complex countries in which they travel. This course’s educational goals can be divided broadly into three main currents: an analysis of unsustainable systems and their origins in Central America, an experience of grassroots movements and their responses to these systems and finally a deconstruction of cultural assumptions and worldviews. The tools used to achieve these goals are a selection of relevant academic readings, extended home-stays in rural communities, lessons on topics ranging from service to economics and testimonies from a wide range of people and experiences. Through deep reflection and critical analysis students are invited to reexamine their values and cultural framework with the ultimate goal of ‘unlearning’ disconnectedness and embracing the subtle connections that unite the world.

Section F: Community, Conservation and Culture in Indonesia. Comprised of over 17,000 islands, 700 living languages, and home to the highest level of biodiversity of any nation, Indonesia is the embodiment of a cultural and environmental crossroad. Through participant observation, select academic readings, workshops, field trips, village ethnographic studies, class discussions, students explore the unique mixtures of ethnic, religious, and cultural traditions that exist in modern Indonesia and how those traditions interact with their environments. Java, the political and economic center of Indonesia, serves as a base of study for students to explore the difficulties in defining what makes a nation in such a diverse geographic and human landscape. As the largest Muslim nation in the world, students examine how Islam has influenced and adapted to Indonesian society, as well as how other religious traditions concurrently thrive. Cultural art forms are windows into the synergetic layering of traditional Indonesian religions, Buddhism, Hinduism, and Islam over the millennia. From Java, students explore remote villages in the eastern islands of Sulawesi and Maluku province. Through village home-stays with marginalized ethnic groups in the jungle and floating sea nomad communities, students experience the complexities and controversies of development, conservation, and human ecology. Students learn about synergetic religious traditions, traditional hunting, farming, and fishing practices, environmental conservation and resource management, and the living history of modern colonialism across the archipelago.

Section G: Life along the Mekong. This course is designed to immerse students in the myriad cultures of Mekong region and the diverse ecosystem, which sustains life and livelihood for millions of people. Through a combination of selected academic readings, guest lectures, field trips, research method assignments, a village ethnography study, classroom discussions and service projects, students explore the communities and religious traditions that constitute the region and the development issues that they face. Social inequality is looked at from the perspective of the environment, education, human rights, history and the status of minority groups. Students are introduced to the religious traditions that make up the Mekong region to further understand and appreciate their philosophies and values and how they have evolved and influenced other systems of belief. Students are provided with an extensive introduction to the interdependency of people and the natural world, exploring the ways in which the demand for electricity and other modern amenities stresses ecosystems and traditional ways of life. Students are required to complete various writing assignments throughout the course and will prepare a final research paper on a social issue of their choice.

Section H: Land, Family, Gender & Spirit in Contemporary Arab Society. This course presents an overview of one of the most culturally complex regions of the world. Through selected academic readings, guest lectures, field trips, research method assignments, a village ethnography study and classroom discussions, students explore the roles that family, gender, land and spirit play in contemporary Arab society as a lens for understanding the greater socio-political context and spiritual traditions of the Arab space. These themes are explored as students transition physically from a nomadic to rural to urban setting in a progression, which traces the development of Arab society over the last 100 years. Students are introduced in-depth to the three Abrahamic faiths that form the cornerstone for faith in the region in order to further understand and appreciate their philosophies and values and how they have evolved and influenced other systems of belief. Students are provided with an extensive introduction to Islam within the context of the Judeo-Christian tradition with a particular emphasis on the different interpretations of Islam that exist through the Arab region today. As part of the latter, students participate in a five-day meditation retreat. The course explores the themes of land, family, gender and spirit in the context of four different spaces: the nomadic tradition and a village setting, an urban context, the Israeli state, and a self-directed exploration of a student chosen space.
ARAB150
Arabic Language I (4)
This course is designed to provide a foundation in conversational Arabic for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program and daily language classes with an Arabic instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Arabic and practical language skills, the language lessons presented throughout the semester also include grammar, vocabulary development, and the history of the language. Students also gain a basic understanding and utility of Arabic script. Students are tested regularly and a written and/or oral exam is required at the conclusion of the course.

BAGM321
Agricultural Meteorology (3)
Agricultural meteorology module explains the concepts of meteorology, including radiation, temperature, moisture, rainfall, forms of condensation and precipitation, air pressure and winds, weather patterns and weather analysis and forecasting. A clear understanding of meteorological aspects is very much needed by the agriculture graduates. The individual topics deal with the various aspects of weather.

BAWP301
Animal Welfare and Environmental Physiology (3)
This module aims to provide students the knowledge on the importance of considering animal welfare in order to maintain health and productivity and also to avoid unnecessary sufferings to animals under any kind of environment. It also provides the students the understanding of the physiological mechanisms that animals use to cope with both "typical" and more extreme environmental challenges. The module will also provide a deeper understanding of the effect of environment on the physiology and performance of the animals in order to devise ways to prevent or alleviate the stress.

BBOT301
Systematic Botany and Ethnobotany (3)
This module aims to introduce the students to systematic and ethnobotany, specifically the classification and evolution, plant taxonomy and identification with an emphasis on ecologically and economically important families, genera and species. Emphasis is also given to document, describe and explain complex relationships between cultures and (uses of) plants. Focus is on understanding plant knowledge process and how the uses of plants have shaped past cultural developments, to develop an appreciation for the critical roles of plants in the society and to become aware of the roles that plants and their management play for a sustainable future. Students will also learn on preparing and preserving herbarium specimens.

BBTN201
The Cultural Heritage of Bhutan I (3)
This module will introduce students to Bhutanese cultural heritage. While the module will introduce students to the concept of tangible and intangible cultural heritage, the module will particularly focus on the material aspects of culture in the nation. They will learn about the characteristics and significance of various architecture, tools, dress, food, arts and games that are traditionally Bhutanese. Additionally, domestic and international culture policies will be examined in order to understand government and international approaches to preserving and promoting culture and arts. Students that successfully complete this module will be guided towards becoming focal people in preservation and promotion of Bhutanese cultural heritage.

BBTN304
The Cultural Heritage of Bhutan II (3)
This module aims to build upon what students learned in “The Cultural Heritage of Bhutan I” module, as well as earlier modules, in order to gain a deeper understanding in the performances and practices associated with aspects of Bhutan’s cultural heritage. In particular, students will have the chance to examine the significance and purposes of religious and nonreligious rituals, ceremonies, festivals, dances and musical performances. Through completing coursework for this module, students will gain a deeper understanding and appreciation of Bhutan’s culture, and its crucial role in distinguishing the nation from other nations. The module aims to emphasize the importance of preservation and promotion, and for understanding and contextualizing students’ individual identities.

BBTN305
History & Philosophy of Gross National Happiness (3)
Students taking this module will be introduced to the concept of Gross National Happiness (GNH), including its history and evolution as a tool of measurement and as a development philosophy. They will learn about the four pillars of GNH, and how GNH is being studied and used to guide development and policies in Bhutan. GNH concepts will be thoroughly discussed and compared to Buddhist concepts and international declarations. Students who complete this module are poised to become experts on GNH as a concept and philosophy, and will increase the number of Bhutanese graduates that can become GNH scholars. They can then become focal people in GNH and the country’s development into the future, and take an active role in the country’s policies and activities related to GNH. They will be well-equipped to serve this purpose in both private organizations or government agencies.

BBTN408
Anthropology & Sociology in Bhutanese Society (3)
The module aims to broaden students’ understanding of anthropological theories, with special focus on the 20th century and recent developments in the field. Students will be introduced to how anthropologists and sociologists perceive and approach major social issues and will apply relevant subject matters learned in the course in the cultural and social issues in Bhutan. The module
will encourage students to generate perspectives on relevant cultural and social issues that will positively influence culture change Bhutan. The module will help students become aware of and solve challenges faced by their communities and the nation.

**BCOB201**
Contemporary Bhutan- Institutions and Reforms (3)
This module will prepare the student to their professional life. It will impart them with knowledge, skills and personal development in order to make them informed citizens. This module will also be of particular interest for Bhutanese of different sectors, and especially the tourism sector. It will also attract foreign students in view of the future policy of accepting foreigners at RUB.

**BDEV101**
Introduction to Sustainable Development (3)
This module aims to introduce students to the core concepts and challenges of sustainable development and to the institutions and approaches addressing these challenges. Particular attention is given to the role of sustainable livelihoods in rural and urban contexts. Students are expected to learn about goals, indicators and monitoring and evaluation systems in development practice. Finally, this module focuses on Gross National Happiness as a model for sustainable development.

**BEDN104**
Creative Arts in Lower Primary (3)
Student teachers will learn how the creative arts (visual arts, music, drama and dance) can provide opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings. Student teachers will learn how to explore social and cultural values about spiritual and worldly beliefs and cultures, and how to celebrate, share and negotiate these values and beliefs through active engagement in the creative arts. Student teachers will develop personal expertise in all forms of the creative arts through hands on studio based activities.

**BEDN206**
Play Development and Early Childhood (3)
Upon completion of this module, students should be able to appreciate the importance of play in relation to various aspects of child’s development, recognize play as a means of self-expression and as a channel of communication, and be able to incorporate it into children’s curriculum.

**BEDN307**
Education for Development (3)
This module aims at developing the student teachers’ ability to discuss with confidence the importance of education in the development of individual, society and the nation. They will be able to visualize the role played by education in determining the nation’s level of economic prosperity, welfare and security of the nation. Further, the students will be able to recognize the role of education in achieving Bhutan’s development philosophy: Gross National Happiness.

**BEDN310**
Multi-Grade Teaching (3)
The purpose of this module is to develop an understanding and appreciation of the elements underpinning effective learning and to acquire the necessary skills to plan and implement effective learning strategies in the multi-grade classrooms. The module will also discuss different definitions used for the multi grade strategy of teaching and will address the pertinent issues of classroom management, organization, and student assessment. Constructivism and active learning will form the philosophy which will guide the delivery of this module to the learners.

**BEDN312**
Creative Arts in Upper Primary (3)
The intent of the module is to focus on how children talk, write, draw, dance and sing their understanding of the world in which they live. This will inform how our teachers, parents and community can influence a child’s early development by understanding their language of learning which entail many forms of symbolic representation: talk, print (reading and writing), drawing, multiple forms of visual art-making, performing arts including song and dance, drama and movement.

**BEDN313**
Teaching Practice (3)
Teaching Practice provides opportunities for student teachers to practice the skills and strategies they have learned through lectures and studies in a real classroom situation. The student teachers will be exposed with the school curriculum and other organizational systems through constant interaction with the students and teachers in the respective schools. Further, it will enable student teachers to develop their professional competencies.

**BEDN411**
Introduction to School Guidance and Counseling (3)
The aim of this module is to orient students to the school guidance and counseling program, provide basic knowledge and skills related to school guidance and counseling, and facilitate appropriate application of the knowledge and skills acquired to help their students.

**BEDN420**
Guidance and Counseling (3)
The aim of this module is to orient the student teachers with basic knowledge and skills of the school guidance and counseling program and to facilitate and integrate appropriate application of the knowledge and skills to help their students.

**BENG407**
Women and Social Change (3)
This module is an attempt to study how women writers from different cultures have used the form to explore a variety of themes, socio-economic impact, character representation, love, tolerance, and challenges faced by the characters in the texts. It introduces the students to three fictional works and enables students to explore women’s role within a setting. They will be able to explore the
This module aims to provide an opportunity for students to study several significant historical leaders of the Himalayas. Leaders discussed will include spiritual, non-spiritual, and the leaders that are a combination of the two. The origins and contexts of these historically significant leaders will be covered in this module, along with the actions and contributions of these leaders. Students will analyze and interpret the significance of these leaders, as well as historical/political changes or developments that occurred under their rules. Comparison and interrelations among some of the leaders can also be discussed, including the analysis of conflict occurring among Himalayan peoples historically. Through conducting secondary research on these historical figures, students will have the opportunity to gain interest and preliminary knowledge on subtopics that could become relevant for valuable future research after the module ends. They will also gain experience communicating these findings to an audience, both orally and in writing.

BHIS406
Indo-Chinese Relations (3)
This module intends to acquaint students with Indo-Chinese relations in the modern era. The module will build on what students learned about the history of India and China, will address impacts of decisions and policies made by both countries. The conflicts, international relations and use of influence regionally and internationally by both countries will be understood from the perspective of Bhutan and other Himalayan territories. Students will thus appreciate how the Indo-Chinese relationship has changed over time, and how it continues to affect all territories in the Himalayan region. As honors graduates are expected to excel in the job market for internationally-focused positions, it will be useful for these students to gain an in-depth knowledge of current international influence and developments in India and China, as they are the big neighbors of every Himalayan territory.

BLIS321
Leadership and Personal Skills (3)
The quality of leadership, more than any other single factor, determines the success or failure of an organization. The graduates of today are the leaders of the future. They have to gain valuable knowledge and skills in the art of interpersonal communication to assume leadership positions in their organizations. This module will lay the foundation for graduates to develop into able and dynamic leaders. It covers both the essential theory and practical skills for successful leadership.

BNRM305
Climate Change: Vulnerability, Mitigation and Adaptation (3)
This module will provide insight into one of the burning climatic issues, how climate change can affect our daily lives and what are the factors responsible for causing climate change. The module will also lead to understand how the world as a community is combating the climate change mitigation and adaptive measures are being undertaken globally.

BRES402
Research Methods in Practices & Field Projects (3)
This module is intended to expand upon students’ previously learned research skills, and prepare them to carry out basic community research. Students will be guided step by step in completing an oral history project locally towards this end. Oral history has been chosen as the type of research, due to the urgent priority often expressed in Bhutan to document this intangible culture before it disappears (however, the tutor can of course choose to make the data collection on a similarly basic form of community research). The course will be completely student-oriented, and each student’s data will be a case study from which others can learn.
The course will review relevant previous modules in order to make students well-equipped to collect and analyze oral history data from local community members on a chosen topic. In addition to gaining experience in community research, students will also be contributing to strengthening ties between IILCS and surrounding communities, and contributing to the preservation of Bhutanese cultural heritage.

BSA325
Traditional Culture and Contemporary Issues of Bhutan (3)
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 regard to essential aspects of daily life in Bhutan.

BSA335
Contemplative Studies and Intercultural Experience (3)
This course is an introduction to contemplative practice, exploring the interface between meditation practice and cross-cultural experience, and how they can creatively inform each other. We explore and train in a variety of contemplative practices including methods drawn from Bhutan’s rich spiritual tradition. In the context of cross-cultural experience, we explore ways in which fixed beliefs and schemas create suffering and confusion in our lives. Students are challenged to go beyond habitual responses and generalizations and cultivate deeper levels of compassion and global understanding.

BSA350
Guided Independent Research: Bhutan (3)
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 the 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.

BSOC102
Bhutanese Society and Culture (3)
This module on Society and Culture is developed by relating to the four pillars of Gross National Happiness (GNH) with an attempt to establish how culture infuses into each of the pillars thus contributing vitally to the realization of GNH. Through this module, students will not only understand the basic fabrics of the Bhutanese society, and the fundamental aspects of culture that identify Bhutan from the rest to the world; but at the same time, students will acquire a firm understanding of the concept of GNH more from a cultural perspective which is intricately more pervasive than any single material of GNH. This module will help the graduates to establish themselves as culturally sensitive persons and appreciate the cultural values and principles.

CHIN150
Mandarin I (4)
Students participate in daily formal Mandarin lessons for approximately two hours per day while traveling and during extended home-stays with Chinese families. Classes focus on increasing vocabulary, improving grammar and pronunciation and learning to read and write Chinese characters. Additionally, students are assigned customized language projects that give them the opportunity to practice their language skills and develop the oral proficiency necessary to converse with native speakers. Experiential activities such as field trips to markets or temples and guided interaction with native speakers supplement formal classroom instruction. There are be additional opportunities for supplementary one-on-one tutoring sessions with course instructors or local teachers. Students interested in studying Chinese characters intensively may do so outside of class with instructor support.

CHIN250
Mandarin II (4)
The four language skills speaking, listening, reading and writing introduced CHIN 150 are reinforced. Students in this course develop language skills in a linguistically appropriate manner. Students participate in daily formal Mandarin lessons for approximately two hours per day while traveling and during extended home-stays with Chinese families. Classes focus on increasing vocabulary, improving grammar and pronunciation as well as building on previously studied Chinese characters. Additionally, students are assigned customized language projects that give them the opportunity to practice their language skills and develop the oral proficiency necessary to converse with native speakers. Experiential activities such as field trips to markets or temples and guided interaction with native speakers will supplement formal classroom instruction.

CHIN350
Mandarin III (4)
This course is designed to develop advanced comprehension skills as well as advanced competence in spoken Chinese through exercises, drills, and conversation in class. Students continue their study of the written language by reading extended dialogues on various topics in class as well as doing a number of written assignments, including short essays on aspects of daily life. Students participate in daily formal Mandarin lessons for approximately two
Section A: Andes and Amazon Section B: China Section C: Himalayan Studies Section D: India Section E: Central America
The Independent Study Project (ISP) offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students will be matched with two ISP Advisors: a program instructor who has experience and knowledge relevant to the student’s ISP topic as well as a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

Section F: Indonesia
The Independent Study Project (ISP) offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students will be matched with two ISP Advisors: a program instructor who has experience and knowledge relevant to the student’s ISP topic as well as a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

Section G: Mekong
The Independent Study Project (ISP) offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students will be matched with two ISP Advisors: a program instructor who has experience and knowledge relevant to the student’s ISP topic as well as a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

Section H: Middle East
The Independent Study Project (ISP) offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students will be matched with two ISP Advisors: a program instructor who has experience and knowledge relevant to the student’s ISP topic as well as a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

HIND150
Introduction to Hindi (4)
This course is designed to provide a foundation in conversational Hindi for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program and daily language classes with a local instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Hindi and practical language skills, the language lessons presented throughout the semester also include grammar, vocabulary development, and the history of the language. Students also gain a basic understanding and utility of the Hindi script (Devanagari script). Students are tested regularly and a written and oral exam is required at the conclusion of the course.

HIND250
Hindi II (4)
Continuation of HIND150, Introduction to Hindi.

HIND350
Hindi III (4)
Continuation of HIND250, Hindi II

INDO150
Bahasa Indonesia I (4)
This course is designed to provide a foundation in conversational Bahasa Indonesia for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program and daily language classes with trained language instructors ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Bahasa Indonesia and practical language skills, the language lessons presented throughout the semester also include grammar, vocabulary development, and the history of the language. Students are tested regularly and a written and/or oral exam is required at the conclusion of the course.

ISP325
Independent Study Project: (4)
The Independent Study Project offers each student the opportunity to conduct in-depth study on a subject of his or her choice. Students are matched with two ISP Advisors: a program instructor who has experience and knowledge relevant to the student’s topic and a member of the local community with whom the student will study or apprentice. An ISP may involve either an academic focus of inquiry, or learning a skill which would require an apprenticeship.

NPL150
Introduction to Nepali Language (4)
This course is designed to provide a foundation in conversational Nepali for students with no previous knowledge of the language. Language proficiency is an essential aspect of the program and daily language classes with a Nepali instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. With a principal focus on conversational Nepali and practical language skills, the language lessons presented throughout the semester also include grammar, vocabulary development, and the history of the language. Students also gain a basic understanding and utility of the Nepali script (Devanagari script). Students are tested regularly and a written and/or oral exam is required at the conclusion of the course.

NPL250
Nepali II (4)
Continuation of NPL150, Introduction to Nepali.
NPL350  
Nepali III (4)  
Continuation of NPL250, Nepali II.

SPAN150  
Spanish I (4)  
Language proficiency is an essential aspect of the program and daily language classes with an experienced Spanish instructor ensure that students are provided with the language skills needed to engage more deeply with the communities in which they are living and learning. Focus is on foundational vocabulary and key phrases pertinent to the student’s experience. Classes will increasingly focus on improving grammar and pronunciation as well as learning to read and write in Spanish. For students who are interested in learning as much Spanish as possible while in Bolivia and Peru, there are additional opportunities for supplementary one-on-one tutoring sessions with Dragons instructors or local teachers. Students are tested regularly and a written and oral exam is required at mid-course and at the conclusion of the course. Students enrolled in this course take an initial oral and written exam for placement into SPAN150, SPAN250, or SPAN350.

SPAN250  
Spanish II (4)  
Designed to focus on conversational Spanish and grammatical structure. The course is mainly focused on the practical use of spoken Spanish. Students will be expected to read newspaper articles and short stories responding both orally and in writing. Complex grammatical structures such as the imperfect, subjunctive and perfect tenses will be introduced. Students are tested regularly and a written and oral exam is required at mid-course and at the conclusion of the course.

SPAN350  
Spanish III (4)  
Designed to focus on articulate written and formal conversational Spanish as well as review of advanced grammatical structure. The course is principally focused on conversational Spanish and spoken fluency. It will also include important aspects of history and literature. Students will be expected to read newspaper articles and literature, responding both orally and in writing. Students are tested regularly and a written and oral exam is required at mid-course and at the conclusion of the course.
### Faculty List

#### Distinguished Faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>The Sakyong Mipham Rinpoche</td>
<td>Religious Studies</td>
</tr>
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#### Ranked Faculty

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