NAROPA UNIVERSITY

AN UNDERGRADUATE AND GRADUATE SCHOOL
OF THE ARTS, HUMANITIES, AND SOCIAL SCIENCES

DEGREE COURSE CATALOG
2018-19

Please direct all admissions-related correspondence to:

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Boulder, Colorado 80302-6697
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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.ncahigherlearningcommission.org

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, Taijiquan, 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.ncahaerelarningcommission.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 forty-eight states, the District of Columbia, Puerto Rico, and twenty-four 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 nine-to-one, 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,
The Sanskrit words written in Tibetan on the ribbon at the bottom of the seal—prajña, garbha—literally mean “womb of wisdom,” but translate more loosely as “place where wisdom is nurtured.” The word prajña, meaning wisdom, differs from the traditional academic view of knowledge. Often defined by Trungpa Rinpoche as “knowledge,” 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.


duarded by Naropa University dedicated to delivering a comprehensive undergraduate degree experience, from new student orientation through degree completion. Naropa College’s curricular experience is curricular, coordinating and overseeing the following:

- Core Curriculum
- Integrated Bachelor of Arts Degree curricular experience
- Undergraduate Academic Advising Office
- Academic Coaching Program
- LEAPYEAR Program
- Study Abroad Programing

Naropa College is not a degree-granting entity; all Naropa undergraduate and graduate degrees are conferred by Naropa University.

Admissions

Campus Visits

Prospective students are strongly encouraged to visit campus. Campus visits can be scheduled online through the Admissions website 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, an individual appointment with an admissions counselor, and class visitations (by appointment only).

Undergraduate Admission

Undergraduate programs are both academically rigorous and personally transformative. Naropa University offers a whole-person education for students who desire to become the change they want to see in the world. Naropa is committed to an admissions policy that mitigates tension while emphasizing diversity and inclusion, reflecting the true nature of contemplative education in the process.
If you have a history of strong academic performance, we welcome you into our community with minimal admissions requirements so that we may begin the work of preparing you to succeed. We also recognize that prior academic performance may not accurately reflect your potential for success at Naropa. If your academic performance has not been strong in the past, but you believe that you could benefit from a Naropa education and effectively contribute to the Naropa community, we strongly encourage you to begin the application process now.

Application Deadlines
Naropa University uses a rolling admissions policy. Applicants may apply as early as September for spring and fall admission. Applications will be reviewed on a rolling, space-available basis. All new and transfer students may apply for either the fall or spring semester.

Undergraduate Admissions Requirements
All applicants must submit:

- Completed application form.
- $25 nonrefundable application fee, in the form of an online credit card payment, or a check or money order payable to “Naropa University.” The applicant’s name must be clearly indicated on the check.
- Official high school transcript(s).
- Official GED scores (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.
- Official transcripts from 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).
- A disciplinary form (if applicable).

Additional admissions requirements are determined by a student’s academic history and cumulative, unweighted GPA: Students with a GPA of 3.0 or higher only need to submit the above requirements.

Students with a GPA of 2.0 through 2.99 are required to submit the same as above, and an essay.

Students with a high school GPA lower than 2.0 are required to submit the above, along with an essay and a professional or academic letter of recommendation; they may also be required to interview with an admissions counselor.

Students who have a home school or narrative transcript are required to submit an essay, in addition to other requirements, regardless of GPA.

International students are required to submit the above requirements and an essay, regardless of GPA. International students with a cumulative GPA lower than a 2.0 must also submit a professional or academic letter of recommendation, and they may also be required to interview with an admissions counselor. (For additional requirements specific to international applicants, see the International Student Admission section.)

Cumulative GPA is determined by the Office of Admissions. Grades used for the evaluation are taken from either high school or college-level course work, but not both: students who have attempted 30 or more credits will be evaluated based on their cumulative college GPA only; students with less than 30 attempted college credits will be evaluated on their high school GPA only.

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

Conditional Acceptance Program
Applicants whose previous academic performance would otherwise prevent them from admission into Naropa, may be eligible for admission through the Conditional Acceptance Program (CAP). Applicants considered through the Conditional Acceptance Program must complete an Academic Success Plan and will receive an additional admissions review by Naropa College. If accepted through the Conditional Acceptance Program, the applicants must agree to an Academic Success Contract, which outlines a plan to support their academic success. Students admitted through the Conditional Acceptance Program enter the university on Academic Probation and must earn a minimum 2.0 grade point average (GPA) during their first semester to be eligible to continue their studies at Naropa and avoid Academic Suspension.

On–Campus Housing
Entering 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. Naropa University has two on-campus residence hall facilities: Snow Lion Apartments and 2333 Arapahoe. Each residence hall possesses its own character, and facilitates student development, including vibrant living and Learning Communities. First-time, first-year students living in a residence hall are required to participate in a Living & Learning Community, which includes enrollment in a 1-credit pass/fail course designed to support a successful transition into college. All university housing at Snow Lion and 2333 Arapahoe are alcohol-free and drug-free living environments.

Residency Requirements
Students can enter Naropa as undeclared students or can declare a major. Please see the details for specific majors to learn more. Of the one hundred and twenty (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; this does not apply to students enrolled in the LEAPYEAR program.
Establishing Transfer Credits

College-level courses completed at regionally accredited colleges and institutions accredited by agencies recognized by the U.S. Department of Education with a grade of “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, or 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.

University policy permits that a maximum of 18 transfer credits can be applied toward BA major requirements, with the specific allotment varying by major. Where relevant transfer equivalences exist, up to 6 transfer credits may be allocated toward each 12-credit minor. Each academic department has established a maximum number of credits that can be applied to respective majors and minors, as well as a list of courses pre-approved for transfer.

Transfer work from universities that operate on the quarter system will be converted to Naropa’s semester system using 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>

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 options:

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

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 accepts transfer credit from official military transcripts.

Seeking a Second Undergraduate Degree

If you already have a bachelor’s degree conferred from another university and would like to apply for a second undergraduate degree at Naropa University, we first encourage you to explore various options in graduate study available here. If you wish to complete prerequisite courses for a graduate program, you may enroll as a non-degree-seeking student. If you do apply for a second undergraduate degree, you will be subject to the following transfer admission guidelines: 1. A maximum of 60 undergraduate transfer credits may be applied toward your second undergraduate degree. 2. You must apply to a specific major, and it cannot be the same major in which you received your first undergraduate degree; applications for undeclared majors cannot be considered. 3. The standard major/minor transfer credit policy applies.

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 and institutions accredited by agencies recognized by the U.S. Department of Education. Upon arrival at Naropa, new students should meet with their academic advisor to review 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 complete a deferral request form.
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 Program**

Applicants who have completed at least 60 semester credits are eligible to apply for the Traditional Eastern Arts Certificate—Yoga Teacher Training program. This program enables students to study at the undergraduate level intensively, without having to meet the 60-semester-credit residency, general education, or contemplative arts requirements. The Traditional Eastern Arts Certificate—Yoga Teacher Training program takes a minimum of two years to complete, and at least 12 semester credit hours must be taken in the field in which the certificate will be awarded. This certificate program is awarded at the discretion of individual academic programs, and financial aid may be available. Please contact 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**

This program is for undergraduate students who would like to spend one or two semesters at Naropa University as full-time students. Interested students should apply via the Visiting Student Application. Following acceptance, visiting students will meet with an academic advisor to choose relevant courses and discuss the full range of opportunities at Naropa. Consortium agreements may be created to allow an exchange of some financial aid. A visiting student may apply to become a degree-seeking student at Naropa after completing at least one semester as a visiting student. Application materials from the original application may be used, and no additional fee is required. This program is for full-time students only. To study at Naropa University as a visiting student for longer than a year, the student must reapply.

**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 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. Statement of interest.
4. Current résumé detailing academic and employment history.
5. Two letters of recommendation (one academic and one professional are preferred), both of which must be on or attached to the Graduate Letter of Recommendation Form. Recommendations from family members, friends, or current or former therapists will not be accepted. Recommendations must not be older than twelve months.
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. Proof of prerequisites as may be required by specific programs.
8. Writing samples, auditions, portfolios, and/or proof of prior professional experience as may be required by specific programs.
9. If a graduate applicant answered “Yes” to either question in the Disciplinary History section of the application, the Disciplinary Form is required.
10. In addition to the standard graduate application requirements listed above, supplemental application materials may be required by certain programs. Refer to the Office of Admissions website for more information.

Applicants may not apply to more than one Naropa graduate program at a time. Programs cannot be combined into custom interdisciplinary programs.

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 (international on a case-by-case basis). 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. 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 their 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 an MA in Religious Studies program or Master of Divinity program 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 who are enrolled in any other graduate program and interested in moving to another must complete a new application process through the Office of Admissions. Once the application
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; résumé (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 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 examination are exempt from submitting TOEFL/IELTS.

Graduate
Applicants may be exempt from English proficiency test requirements if by the time of matriculation they have earned a postsecondary 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 Counseling and Psychology**
  - 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

- **All other graduate 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

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 or any evaluation service recognized by NACES (www.naces.org), 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 2018–19 school year is $46,195. 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.

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 from 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 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 complete 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 one or two semesters at Naropa University as full-time students. Interested students should apply via the Visiting Student Application. Following acceptance, visiting students will meet with an academic advisor to choose relevant courses and discuss the full range of opportunities at Naropa. Consortium agreements may be created to allow for an exchange of some financial aid. A visiting student may apply to become a degree-seeking student at Naropa after completing at least one semester as a visiting student. Application materials from the original application may be used, and no additional fee is required. This program is for full-time students only. To study at Naropa University as a visiting student for longer than a year, the student must reapply.

Part-Time, Nondegree Student
The part-time, nondegree student program allows an individual to take Naropa classes for credit as a non-matriculated student. Part-time, nondegree 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 classes 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.

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 the University’s 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 following traditional semester dates. Graduate and undergraduate classes are available. Students should expect to spend between six and ten hours per week during the semester to complete each class. Visit Naropa’s online campus at www.naropa.edu/academics/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

The Naropa University Board of Trustees reserves the right to change tuition and fees without prior notice.

Tuition and Fees

- Graduate Tuition: $995/credit
- Undergraduate Tuition: Full-time (12-18 credits/semester): $15,810/semester. Less than 12 credits/semester: $995/credit; If more than 18 credits/semester: $15,810 plus $995/credit for each credit more than 18 credits
- Audit: $30/credit
- Graduation Fee: $50

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)
- GSCP fee (fall and spring): $45
- 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
- Tuition Payment Late Fee: $50 (+18% annual interest, compounded monthly)

Processing Fees

- Payment Plan Setup Fee: $50/semester
- Returned Check Fee: $20
- Duplication Student File (per page): no charge

Transcript Fees

- Unofficial Transcript (available on MyNaropa): $0
- Official Transcript (USPS or local pick up): $5
- Official Transcript via StudentClearingHouse.org: $6.50–$8 (Price varies by requested service)

PLEASE NOTE: In order to process, official transcripts require a signed student consent form. Students who are not local are advised to order their transcript through the National Student Clearinghouse website in order to complete the consent process more quickly.

Transcript Ordering with Special Mailing Options

- Official Transcript via Domestic Priority Mail (USPS): $12
- Official Transcript via Domestic Express/Overnight Priority Mail (USPS): $35
- Official Transcript via FedEx Domestic: $40
- Official Transcript via International Priority Mail (USPS): $60
- Official Transcript via International FedEx Express: $100

Replacement Diploma Services

- Replacement Diploma Domestic Mailing (USPS): $30
- Replacement Diploma International Mailing (USPS): $80
- Rush Replacement Diploma Domestic Mailing (USPS): $50
- Rush Replacement Diploma International Mailing (USPS): $150

Apostille Services

An apostille document is used internationally in order to certify that another document has been signed by a notary public. Apostilles are commonly requested in order to authenticate a United States
higher education degree. Requirements can vary according to country.

PLEASE NOTE: the below fees are in addition to any diploma reprinting fees.

Apostille for Diploma: $15 + $5 check to Colorado Secretary of State
Apostille International Mailing (USPS) without Reprint: $60
Apostille International FedEx Express Mailing without Reprint: $100

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

Health Insurance
Note: All international students and all full-time undergraduates are required to carry health insurance. These students will be charged for health insurance unless they can prove that they have comparable coverage under an existing policy and complete an online waiver form. The online waiver must be completed to have insurance charges removed.

Staff and Faculty Tuition Benefits
Staff and faculty should contact the human resources office with any questions regarding tuition benefits.

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 seventy-four 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 otherwise stated. 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 prorated based on half-time 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
Academic Achievement Scholarship
Awarded to a limited number of entering undergraduate students in all programs. Scholarship is based on student’s incoming cumulative grade point average and is renewable.

Academic Excellence Scholarship
Awarded to a limited number of entering undergraduate students in all programs. Scholarship is based on student’s incoming cumulative grade point average and is renewable.

Nancy Ashman Memorial Scholarship
Awarded to one entering first-year student who exhibits strong academic promise and significant financial need. No application required.

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 $611 to $6,095 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 graduate students from all programs with significant financial need who are deemed outstanding based on their admissions applications.

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. No application needed.
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 U.S. 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 graduate students with significant financial need deemed exceptional based on the student’s admissions application.

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.

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. No application required.

John W. Cobb Scholarship
Awarded annually to one undergraduate student engaged in the study of peace. No application required.

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 Snow Lion housing costs. No application required.

The Summer Writing Program Scholarship in Memory of kari edwards
Offered annually to a credit or noncredit, degree or nondegree student accepted into Naropa University’s Summer Writing Program. Eligible applicants must be U.S. citizens or permanent residents, and be involved in gender activism and writing experimental works.

Louise Fabbro Memorial Scholarship
Awarded to one or more MA in Clinical Mental Health Counseling: Contemplative Psychotherapy and Buddhist Psychology concentration students in their third year of study.

Allen Ginsberg Graduate Fellowship
The fellowship covers full tuition and fees, and provides an additional $5,000 scholarship and $3,300 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is January 16.

Francis Harwood Scholarship
The Francis Harwood Scholarship is awarded to one outstanding Environmental Studies student each year based on the program’s recommendation. No application required.

Anselm Hollo Graduate Fellowship
The fellowship covers full tuition and fees, and provides an additional $5,000 scholarship and a $3,300 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is December 5.

Zora Neale Hurston Award
Awarded to selected credit or noncredit, degree or nondegree students who identify as or have experience working with people from diverse cultural and ethnic backgrounds, for one week of the Summer Writing Program. Four scholarships, each of which will cover one week of the Summer Writing Program, will be awarded. Students from diverse cultural and ethnic backgrounds are strongly encouraged to apply.

Institute of American Indian Arts Scholarship
Awarded annually to one current undergraduate student enrolled at the Institute of American Indian Arts, who will be attending the Summer Writing Program.

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

Jack Kerouac Scholarship
Awarded annually to a returning MFA student in Creative Writing and Poetics. No application required.

Frederick P. Lenz Foundation Merit Scholarship
Awarded to one graduate student who is a U.S. citizen or legal permanent resident and who is entering as a full-time degree candidate in either the Master of Divinity or Master of Religious Studies program. Student must have an outstanding academic record and promise. Student must exhibit potential for making a meaningful contribution to the development of American Buddhism.
Candidates must apply for the scholarship each year. Application deadline is March 1.

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

Margaret Randall Scholarship in Memory of Mark Behr
Awarded to one or two noncredit, nondegree participants in the Summer Writing Program. FAFSA not required.

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 United States citizens or permanent residents.

Oso Tinker Scholarship
Awarded to one or two students entering the second year of the Transpersonal Wilderness Therapy program. No application required.

Anne Waldman Graduate Fellowship
The fellowship covers full tuition and fees, and provides an additional $5,000 scholarship and a $3,300 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is January 16.

Owen Weber-Weinstein Scholarship
Awarded to two students in Transpersonal 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. No application required.

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

Hiro Yamagata Scholarship
Awarded to supplement the Anne Waldman Fellowship. No separate application required.

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 noncredit, degree or nondegree student attending Naropa University’s Summer Writing Program. Eligible applicants must be U.S. citizens or permanent residents, and be involved in gender activism and writing experimental works.

Zora Neale Hurston Award
Awarded to selected credit or noncredit, degree or nondegree students who identify as or have experience working with people from diverse cultural and ethnic backgrounds, for one week of the Summer Writing Program. Four scholarships, each of which will cover one week of the Summer Writing Program, will be awarded. Students from diverse cultural and ethnic backgrounds are strongly encouraged to apply.

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

Jack Collom Memorial Scholarship for Ecology & Writing
Awarded to one noncredit, nondegree student for one week of the Summer Writing Program. FAFSA not required.

Margaret Randall Scholarship in Memory of Mark Behr
Awarded to one or two noncredit, nondegree participants in the Summer Writing Program. FAFSA not required.

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.
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 Aid

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.

Colorado Merit Scholarship

Awarded to one or two Colorado resident undergraduates exhibiting academic merit and financial need that is significantly high, while being beyond the range for Pell Grant eligibility.

Colorado Student Grant

Awarded to full-time undergraduates with significant financial need (based on the FAFSA) who can document in-state status. Students may retain their Colorado-funded state aid in subsequent years, provided they maintain full-time status, maintain satisfactory progress, and continue to demonstrate significant financial need. They must also maintain state residency.

Colorado Work-Study

Colorado Work-Study is a state-funded employment program designed to allow Colorado resident undergraduates to earn funds to assist in attending eligible educational institutions in Colorado. Awarded to full-time undergraduates with significant financial need (based on the FAFSA) who can document in-state status. Students may work up to 20 hours per week while classes are in session.

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, as well as 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/admissions/affording/graduate-costs-aid/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/index.php.

How to Apply for Financial Aid

Financial aid awards cover one academic year only. Students must reapply each year for financial aid for the following academic year. For financial aid purposes, the academic calendar 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, students must be accepted in order to receive a financial aid eligibility letter. Students are encouraged to file the FAFSA by March 1, and may file as early as October of the year prior to the academic year they plan to attend. The FAFSA requests financial information from two years prior to the academic year for which the student is applying. To ensure accuracy of information, applicants are encouraged to utilize the IRS Data Retrieval Tool to transfer tax information from the IRS site to the FAFSA.

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, accompanied by requested documentation.

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.

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

Enrollment Status and Financial Aid
A student’s enrollment status affects the types and amounts of financial aid awarded.

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 who borrowed student loans must complete an exit interview upon leaving the university or dropping below halftime status.

Consortium Agreements 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 Student 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, institutional aid, or state 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 for Additional Financial Assistance
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.

Conditions for Maintaining Satisfactory Academic Progress
All students who wish to qualify for financial aid while attending Naropa University (NU) must meet certain standards of Satisfactory Academic Progress (SAP), even if they have not used financial aid previously. These standards include a minimum cumulative Grade Point Average (GPA), a minimum credit hour completion rate (PACE), and the completion of a degree or program of study within a maximum time frame.

Minimum Credit Hour Completion Rate (PACE)
All students must earn a minimum of 67% of the credit hours that they have attempted, including transfer credit hours and semesters the student did not receive aid. The credit hour completion rate is calculated by dividing total earned credit hours by the total number of credit hours attempted.

Example: A student has attempted a total of 24 credit hours at NU (transfer credits included). In order to meet the minimum credit hour
completion rate requirement and be eligible for financial aid for future semesters, the student must have earned 16 of those credit hours \((24 \times 67\% = 16)\).

**Minimum Cumulative Grade Point Average (GPA)**

In order to receive federal financial aid or other need-based aid, a student’s cumulative grade point average [GPA] must meet the minimum requirement as defined below:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>2.7</td>
</tr>
</tbody>
</table>

**Maximum Time Frame Requirement**

Due to federal regulations, students are allowed a maximum time frame of 150% of the number of credits needed to complete the degree or certificate program. This time frame is effective for all students, even those that have not previously received financial aid. Students who exceed the limit are no longer eligible for further aid. Reinstatement of eligibility requires the student to submit an appeal to determine aid eligibility.

Example: If an undergraduate degree program requires 120 semester credit hours to complete, then a student is eligible for financial aid during the first 180 attempted credit hours as an undergraduate \((120 \times 150\% = 180\) maximum attempted credit hours for financial aid eligibility).

Students must also 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
- Undergraduate Students: 20 credits per year
- Undergraduate Certificate Students: 10 credits per year

Students who need additional time to complete their degree must complete a SAP Appeal. A letter regarding why the student has not completed the degree, and an academic advisor/department chair letter explaining what classes remain, what terms they will be taken in, and the student’s expected graduation date must accompany the appeal.

Upon appeal, the Financial Aid Office may increase the maximum time frame for students who have a one-time major change, are adding a major, or have experienced an extenuating circumstance that has now been resolved.

**The Effect of Incompletes, Withdrawal Grades, and Repeated Course Work**

If a student receives an incomplete grade, that grade will count against the student’s PACE, until the grade has been updated. After the grade has been updated PACE will be re-evaluated to determine if the student is now meeting SAP.

If a student withdraws from a class after the drop/add period, those credit hours for which the student earns a grade of “W” are counted as attempted, but not earned, credit hours. Therefore, withdrawing from classes after the drop/add period, without earning a passing letter grade, will negatively affect the student’s PACE.

A student may receive federal financial aid for a repeated failed course. Students may also receive aid for a repeated course that was previously passed (credit has been received, but taken again for a higher grade) only once. Every repeated course affects Satisfactory Academic Progress calculations; all repeated courses are counted as attempted credits.

**Failure to Meet Satisfactory Academic Progress**

The financial aid Satisfactory Academic Progress eligibility standard will be evaluated at the end of each term (fall/spring/summer) for financial aid applicants.

**Warning Status**

When a student fails to meet the eligibility standards for either completion rate and/or cumulative GPA, a “Warning” status is enforced. A notification of this status will be sent to the student’s official Naropa student email. This notice will detail the change of eligibility status and the potential impact it may have on future aid eligibility. If a student in “Warning” status fails to meet either completion rate or cumulative minimum standards for another term, the student becomes ineligible for aid.

**Financial Aid Suspension**

A student in “Warning” status who has failed to meet either the completion rate or cumulative minimum standards at the end of the next evaluation period will be placed on financial aid “Suspension” and will no longer be eligible for any federal, state, or institutional aid until SAP eligibility standards are met.

**Reinstatement of Aid Eligibility**

Students may re-establish their eligibility for financial aid by improving their academic standing in the subsequent evaluation period.
period, without receiving financial aid. If the student on “Suspension” meets Satisfactory Academic Progress standards the following term, the “Suspension” is replaced by a status of financial “Probation” and the student regains financial aid eligibility.

Appeal Procedures
A student may appeal the suspension of financial aid eligibility. Students who wish to appeal must submit a narrative detailing the below items, and provide supporting documentation (if needed).

• Why they failed to meet SAP standards in each of the relevant semesters.
• What has changed about their situation that will ensure problems will not arise again.
• How the student plans to meet SAP requirements once again.

Students should submit the appeal narrative and all required documentation directly to the Office of Financial Aid (finaid@naropa.edu). Appeals should be made in a timely manner.

A committee will review each appeal on an individual basis to determine what prevented the student from meeting satisfactory academic progress. The review will take into account prior appeals submitted; the thoroughness of documentation; student’s current cumulative GPA; student’s current completion rate; length of time until the student’s program is complete; resolution of all extenuating circumstances and an explanation of all semesters in which the student failed to meet standards.

Students are responsible for the completeness of their appeal. Appeal requests may be denied because the application is incomplete, there is not enough or adequate documentation to support the reason for the appeal, or the student fails to explain how the problem has been addressed.

Appeal Decisions
A written notification of the decision will be sent to the student’s official Naropa email account by the Office of Financial Aid. Successful appeals will allow a student to be placed on Financial Aid “Probation” status. The student must, if applicable, meet the probation status conditions outlined in the appeal decision. A Letter of Notification of Reinstatement of Financial Aid sent to the student will give the conditions and/or an academic plan the student must achieve per semester.

Financial Aid Probation Determinations
Students placed on financial aid probation will receive one of two probation determinations:

Financial Aid Probation
An approved appeal places the student on Financial Aid Probation. The probation period is one term only and the student MUST meet SAP standards at the conclusion of the probation term. The student’s progress will be reviewed at the conclusion of the assigned semester. Failure to meet requirements will result in immediate suspension of aid eligibility and future appeals may be denied.

Financial Aid Probation with Academic Plan
This probation is an approved appeal that requires students to not only meet SAP standards, but to also adhere to an approved academic plan with assistance from an academic advisor. Typically this plan will include reporting regularly to their academic advisor to discuss any problems that may be a hindrance to academic progress, seeking assistance in defining and implementing a plan to meet future educational goals, a limitation of 12 credit hour course load during the probation period, and signing a statement of understanding and agreement to comply to all stipulations.

For financial aid purposes, a student who has been reinstated to eligibility under an academic plan and is making progress under that plan is considered to be an eligible student. Students who withdraw without extenuating circumstances while on an academic plan will not be allowed to appeal until they have met all SAP requirements.

Denied Appeals
Denial of the appeal will mean the student is not eligible for financial aid benefits; however, a student may enroll in subsequent semesters at his/her own cost. Financial aid eligibility may be reinstated once all satisfactory academic progress minimum standards are met.

If an appeal was denied, students will only be able to appeal again after the successful completion of at least one semester. Successful completion requires a passing grade in the course(s) as required for the degree program or transfer credit. Successful completion will not result in automatic reinstatement of eligibility as the entire academic history will be taken into account when evaluating SAP. Sometimes two, three, or more semesters of successful completion are required to meet SAP or appeal standards. In some cases, students may never regain eligibility at Naropa University.

Withdrawal from Naropa
Tuition Refund Policy
For academic information regarding the Add/Drop Period and Withdrawal Period, please refer to the Academic Information section of this catalog.

Withdrawal for Aid Recipients
Refunds of tuition and fee charges will be calculated based on the policy outlined below. If a student withdraws from all classes, institutional aid (Naropa grants and scholarships) and Colorado funded financial aid will be reduced in proportion to the reduction
of tuition according to the schedule below. For example, if tuition is reduced by 50%, institutional and state aid will also be reduced by 50%. For the treatment of federal financial aid, please refer to the “Return of Title IV Funds” policy below.

## Drop, Add, and Withdrawal Schedule for Most Fifteen-Week Courses

**Fall & Spring Semester**

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

## Withdrawal On or Before the First Day of Classes

All cash disbursed to the student, and any aid on the student’s Bursar account, are considered an overpayment of financial aid, and must be returned.

## Withdrawal During the Semester

### Official Withdrawal

The student’s withdrawal date is the date the student began the withdrawal process by submitting the Withdrawal Request form or the Leave of Absence Request form to the Registrar’s Office (first step of process). Forms are located in the Student Forms section of the MyNaropa student portal, or by clicking here.

### Unofficial Withdrawal

If the student leaves without notifying the university, the withdrawal date will be defined as the midpoint of the semester or the last date the student can be documented, by Naropa University, to have participated in an academically related activity.

## Return of Title IV Calculation (R2T4)

Title IV or federal aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after the 60% point.

## Post-Withdrawal Disbursements (PWD)

If a student has “earned” funds, according to the Return of Title IV Funds calculation, that have not yet disbursed, the student may be due a Post-Withdrawal Disbursement (PWD). All students who are eligible for a PWD will be notified in writing to their official Naropa student email address.

Naropa University may automatically use all or a portion of a student’s Post-Withdrawal Disbursement of federal grant funds (Pell and SEOG) to cover remaining educationally related expenses. If there is a remainder of “earned” funds [credit balance] after the educational related expenses have been covered, the school will make a direct disbursement of these funds to the student within fourteen days of the date the credit balance occurred.

If the Post-Withdrawal Disbursement includes federal loans funds, Naropa University must receive permission from the student before it can disburse them. The student has fourteen days from the date of the official PWD notification to accept/decline some or all of the...
loan funds. If a response is not received within this time frame, the PWD loan disbursement will not be made.

**Returning Federal Funds**

If financial aid is received (other than College Work-Study) and the student terminates enrollment on or before 60% of the semester has elapsed, federal financial aid (Federal Direct loans, Perkins loans, and Federal Pell and SEOG grants) must be returned according to the following schedule.

The school is responsible for returning any portion of the student’s unearned aid that was applied toward the student’s tuition and fees. This may create a bill for the student for any tuition and fees still owed after returning the necessary federal aid. The student is responsible for repaying any unearned federal aid the student received as a cash exchange check.

Example:

Kerry withdraws from Naropa on the 15th day of classes of the fall semester, which consists of 103 days total. Hence, Kerry completed 15 days/103 total days = 15% of the semester. Therefore, Kerry earned 15% of the federal aid awarded. If Kerry received $4,000 in federal aid, then the amount of earned aid is $4,000 x 15% = $600. Since $600 is earned aid, the remainder ($4,000 - $600) of $3,400 must be returned. Assume that institutional charges (tuition and fees) totaled $3,600 for the semester. The school is responsible for returning the lesser of:

- The unearned Title IV disbursements [$3,400], or
- The unearned percentage times institutional charges (85% x $3,600 = $3,060)

In this case, the school returns $3,060 and the student returns $340 to the Federal Aid Programs. At Naropa, if the student withdraws any time from the 8th through the 15th day of classes, they are entitled to an 80% reduction in tuition ($3,600 x 80%), so tuition would be reduced to $720 ($3,600 x 20%). Since Naropa originally applied $3,600 of the student’s Federal aid to the tuition, and then returned $3,060 to the federal aid programs, Naropa now has only $540 applied to Kerry’s tuition. This means that Kerry owes Naropa $180 ($720 - $540) towards tuition. If Kerry’s federal aid consisted entirely of loans, then Kerry may return the $340 owed to the federal government in accordance with the terms of the promissory note. Kerry will need to contact the bursar’s office (tuition@naropa.edu) to settle the outstanding tuition bill.

**Estimated Costs**

**Tuition and Fees**

Please refer to the Paying the Bill section.

**Living Expenses**

Living expenses in Boulder are estimated to be approximately $1,875 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/admissions/affording.

**Order of Refunds**

Once the amount of federal aid to be returned is determined, it will be returned in the following order:

- Federal Unsubsidized Direct loans
- Federal Subsidized Direct loans
- Federal Perkins loans
- Federal PLUS loans
- Federal PELL grants
- Federal SEOG
- Other federal aid programs

24 Naropa Course Catalog 2018–2019
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 their program major(s) and minor(s) (as applicable) as listed in the catalog for the year in which the student enters the university. 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.

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 between four and eight weeks (summer).

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 (60 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>
</tbody>
</table>

Other Curriculum Delivery Modes

An equivalent amount of work is required to satisfy the university credit hour policy 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 award academic credit.

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 the dean of Naropa College. Programs reserve the right to approve or deny undergraduate participation in graduate courses. Undergraduate students should carefully review with their advisor, and financial aid (where applicable) to ensure that graduate 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).

Academic Advising

Each student is assigned an academic advisor. With the help of their academic advisor, each student is responsible for ensuring that all program and university academic requirements are met for degree completion. Academic advisors guide students during their studies and help 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 support student requests for independent study and private music lessons, along with other curricular and policy exceptions and special opportunities. Undergraduate academic advisors are responsible for supporting student completion of all BA degree requirements, including core, major(s), and minor(s). The Registrar’s Office
conducts a final evaluation of each student’s academic record when the student applies for degree completion.

**New Student Registration**

New undergraduate students who are scheduled to begin in the fall semester will be invited to register over the summer during the early access registration period, with assistance from an undergraduate academic advisor. Students will receive an email with registration instructions, along with additional materials that will help in preparing them for registration. Included in this communication will be contact information to set up an early access registration appointment, over the phone, with an undergraduate academic advisor. Spring undergraduate students who submit their confirmation deposit early will also be eligible for early access registration. Students with special accommodations and veterans will continue to have early access registration benefits until the beginning of classes. All students who do not register through the early access registration option will be given their MyNaropa and student email information and will register during new student orientation.

New graduate students will receive an email from the Registrar’s Office with registration instructions, along with additional materials that will help in preparing them for registration. Included in this email will be the specific time for which students are scheduled to register via MyNaropa. Students with special accommodations and veterans will have priority registration status as they are admitted to the program. Incoming graduate students will also receive information from their program with specific information on the courses for which they need to register.

**Registration Planning and Clearance**

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 the registration planning and clearance period, students meet with their advisors, who review transcripts and degree 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 MyNaropa at their designated times. Students cannot register themselves for independent study courses, private music lessons, or consortium agreement courses. The Registrar’s Office registers these courses when the completed application is received; but no later than the add/drop deadline.

Registration times are based on a student’s seniority, calculated using total earned credit hours plus credits in progress. All current students who are military veterans, or who have special accommodation plans in place, are given priority registration status. [See Registration Schedules for appropriate registration times.]

**Add/Drop Period**

The add/drop 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 add/drop schedule. Students should consult the course schedule to confirm the last day of add/drop.

Students may adjust their schedule for different courses, course sections, and pass/fail or letter grade options during the add/drop period. The add/drop 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 add/drop 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 add/drop period is significantly different for each course and is listed in the summer schedule of classes. There are no tuition penalties for adding or dropping courses during the add/drop period. However, there may be some financial aid implications. Students should be aware that failure to attend classes during the add/drop period—even those classes missed before the student added the course—may 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 add/drop.

It is expected that during the add/drop period, students will evaluate the course for its appropriateness and that the instructor will use this time to assist students in making decisions 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 add/drop and withdrawal period policies for those classes that do not suit their needs.

**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](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.

For the Drop, Add, and Withdrawal Schedule for Most Fifteen-Week Courses, please refer to the Tuition Refund Policy section of this catalog.
Wait Lists

A student attempting to register for a course 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.

A student on a wait list should attend the course and complete the work until notified that they cannot be added to the course, or until the end of add/drop—whichever occurs first. A student who does not wish to be in the course should drop themselves from the wait list immediately, regardless of their position on the wait list.

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

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

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 do 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 are 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 course 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-Show

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 add/drop period for the course and submit an Audit form to Student Administrative Services within one week of the add/drop 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 add/drop 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 add/drop 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 prevent registration access to the course. To obtain 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 permission and course authorization from the instructor, the student must register for the course via MyNaropa.

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.

Workshops

A workshop, or weekend intensive, 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. on the Thursday before the workshop starts. Students should always check the schedule to confirm the add/drop 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 their aid eligibility, particularly if this action reduces the number of registered 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 may be jeopardized.

How to Register for Workshops

Students register for workshops through MyNaropa. 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 course 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>Add/Drop</td>
<td>Nothing</td>
<td>100% Tuition 100% Fee</td>
</tr>
<tr>
<td>After 11:59 p.m. on the Thursday before the workshop</td>
<td>No further changes</td>
<td>No further changes</td>
<td>No refund allowed</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 respective deadline. SAS then registers students before the end of the add/drop period.

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 the quality of the academic work submitted to the faculty supervisor. Neither approval nor credit are given retroactively. The regular tuition is assessed. The student must submit the approved independent study syllabus with the necessary signatures. If a student is planning to take an independent study, the student must begin the process the semester prior.

There are two respective applications for undergraduates and graduates pursuing an independent study. Both are available on MyNaropa. See the relevant application for full details regarding deadlines and expectations. The completed independent study paperwork must be submitted to Student Administrative Services by the respective deadline. Independent studies will not be processed after the add/drop deadline. 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 independent study paperwork.

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.

A student must be in their 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 graduate who has earned a degree from Naropa, may audit courses that have been designated as available to audit by the respective programs, and for which they have received instructor
permission. Permission to audit any course is approved or denied at the discretion of the facilitating instructor.

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 graduate must first confirm that the course is available to audit using the Courses Available for Audit schedule found on MyNaropa, which is also available from 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 add/drop period for the course. The fee to audit a course is $30 per credit.

Audit forms received for courses 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 one (1) credit of private music lessons per semester, up to a total of 6 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 department chair.

Students who have declared a major in Interdisciplinary Studies may register for one (1) credit of private music lessons per semester, up to a total of 3 credits, when lessons are an integral part of the student’s Interdisciplinary Studies degree program, with the approval of faculty from the Interdisciplinary Studies program.

All non-Music or non-Interdisciplinary Studies students may take up to one (1) credit 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 undergraduate students interested in studying voice should register for MUS208, which includes instruction in vocal technique.

All private music lesson applications are subject to Music program approval, budgetary restrictions, and availability. Priority will be given to Music majors. Applications must be received by the specific deadlines.

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 withdrawing 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 packets for consortium agreements explain the complete process and policies. Only students in good academic standing are eligible to take a consortium agreement. A student should see their academic advisor to determine if consortium agreement study is appropriate and the program and courses they intend to take fit with course work at Naropa. Restrictions apply to both the student and the consortium school. Please consult the consortium agreement packets 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; they are considered transfer credits. (See In-Residence Requirements and Transfer Credits.)

For undergraduates, courses taken through consortium must count toward the degree. Additional approval is needed to have a consortium course count toward major or minor requirements.

For graduate students, all consortium courses must count toward the degree.

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 agreement 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, available under Student Forms in MyNaropa. The form must be submitted to SAS.

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

Full-time 12 or more credits per semester
Three-quarter-time 9–11.9 credits per semester
Half-time 6–8.9 credits per semester

Graduate

Fall, Spring, and Summer

Full-time 9 or more credits per semester
Half-time 6–8.9 credits per semester

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

Special Student Status: Master’s Paper, Thesis, Manuscript, 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 extended internship course for each semester the project remains unfinished, until the student officially completes their degree.

Students registered for 0.5-credit 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.

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

Declaration of Major or Minor

Undergraduate Students

Declaration of Major

Students can declare a major at any time. However, a student with 60+ earned credits declaring a major with 50+ credits should meet with the relevant academic advisor prior to submitting the paperwork. Changes to majors are not recommended for students with 90+ credits. 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 Area of Study Declaration form (available under Student Forms on MyNaropa). The student’s current major advisor 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 degree completion.

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 Area of Study Declaration form (available under Student Forms on MyNaropa). The student’s current advisor must sign this form. Completed forms must be submitted to the Student Administrative Services Office at least one full semester before degree completion to ensure all requirements are met.

Declaration of Minor or Concentration

Minors and concentrations (where applicable) are declared using the Area of Study Declaration form (available under Student Forms on MyNaropa). Requirements for minors and concentrations are detailed in the Programs section of the Course Catalog.

Graduate Students

Graduate students who wish to change their major or emphasis must fill out an Area of Study Declaration form (available under Student Forms on MyNaropa).
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.

Course instructors are responsible 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 minimum grade of “C” is required to satisfy major and minor requirements. A grade of “D-” is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which they receive the grade of “F.”

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

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

Graduate Grading Scale

A = Excellent  
B = Good  
B- = Acceptable  
C+ (or lower) = Failure

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

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

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

Incomplete

Naropa’s Grading Policy includes provisions for “Incomplete” grades, which are intended to accommodate exceptional, unforeseen circumstances. I/F grades are appropriate when: (1) there are extenuating, exceptional circumstances; and (2) only a small portion of the course requirements remain to be completed. I/F grades are assigned by the instructor at their discretion. If the instructor agrees to grant an I/F grade, an Incomplete Agreement 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 up to one additional semester to complete the course. 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 the end of the following spring semester. The instructor may set an earlier deadline for submission of course work at their 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 respective semester’s grading deadline. Failure to complete the work by the deadline will result in a final grade of “F” for the course. Further extensions to an incomplete agreement are considered only for fully documented medical or family emergencies or other extenuating circumstances.

Pass/Fail

All required courses in the student’s degree plan (e.g. major, minor, and core curriculum) must be taken for a 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 “P” does not affect the student’s grade point average. A grade of “F” lowers the student’s grade point average. The pass/fail option must be selected during the registration and add/drop 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 courses that are part of the student’s degree program. If a course is only offered as pass/fail, it is the student’s responsibility to make arrangements with the instructor at the beginning of the semester to receive a letter grade. The student must also see Student Administrative Services to have the grade status changed to “letter grade” in pass/fail courses.

Other Grades

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

AU = Audit  
IP = In Progress  
NR = Not Reported  
NC = Noncredit
Good Academic Standing, Academic Probation, and Academic Suspension

Good Academic Standing

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

Students can avoid probation and suspension by seeking help from instructors, academic advisors, academic coaches, writing tutors, and fellow students before their academic standing is at risk. The earlier students seek support, the more likely they are to avoid academic difficulty. Students should contact their academic advisor for specific assistance or referrals.

Academic Probation

If a student’s cumulative GPA falls below good academic standing at the end of a term, the Registrar’s Office will notify (1) the provost’s office (graduate) or Naropa College (undergraduate), (2) the student’s academic advisor, (3) the director of financial aid, and (4) the dean of students. Probation status is indicated on transcripts. The student will be placed on academic probation for the following semester, notified of this status in writing by the Registrar’s Office. Students on academic probation have one semester to raise their cumulative GPA to 2.0 or better (undergraduate) or 2.7 or better (graduate), thereby returning to good academic standing. Therefore, if a student believes they will not meet satisfactory academic progress during the probationary semester, it is strongly recommended that they reach out to their academic advisor for assistance.

Academic Suspension

Students who do not raise their cumulative GPA to a 2.0 or better (undergraduate) or 2.7 or better (graduate), during the probationary semester will be placed on academic suspension. Suspension status is indicated on transcripts. Students on academic suspension will be dropped from any registered courses and notified by the Registrar’s Office that they are no longer allowed to enroll in courses for credit at the university. Students on academic suspension are not allowed to use university facilities or participate in activities where “current student” status is required.

Academic Suspension Appeal Process

An academic suspension appeal process is available to students who have been placed on academic suspension. Prior to pursuing a suspension appeal, a student must complete any outstanding course work, such as courses that still have a grade of “I” (Incomplete). All unpaid fees and balances and any outstanding Code of Conduct sanctions must be reconciled before the appeal committee will complete the review process.

To initiate an appeal, the student must submit a formal suspension appeal letter, outlining the circumstances that led to suspension as well as the changes the student has implemented to ensure academic success moving forward. The letter should be addressed to the suspension appeal committee, and sent to the student’s academic advisor, who will then convene the committee.

For graduate students, the suspension appeal 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). For undergraduate students, the committee consists of the student’s academic advisor, the dean and/or associate dean of Naropa College, the dean of students, the director of undergraduate advising and the director of financial aid (if the student receives financial aid). Based on the nature of the appeal, the student may be asked to meet with one or more of the committee members before a decision is rendered. The committee may identify terms of reinstatement that must be met in order to approve an appeal request.
If an appeal is approved, the Registrar will be notified and the student will be reinstated. Students approved for academic reinstatement will return to the university on academic probation and will be required to complete an academic reinstatement plan outlining all requirements for meeting satisfactory academic progress. Reinstated students will be allowed to continue their studies for additional term(s) in a probationary status as outlined in their academic reinstatement plan. Following successful appeal, students may also be required to meet with the dean of students or their delegate for a reintegration conversation prior to reinstatement.

**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 justify an inability to follow a particular academic or financial policy, the student may apply for an exception to university policy (ETUP). 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 must be submitted within one year of the original situation’s occurrence; beyond one year, exception requests 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, they may submit an appeal. Any appeal must include new documentation in addition to what was included in the original exception request. All appeals must be received by the Registrar’s Office within ninety days of the decision letter regarding the original exception request.

Under certain circumstances, a student may be assessed a processing fee or other late add/drop 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.

**Requirements for Degree Completion**

**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
- **Undergraduate Students**: 20 credits per year
- **Undergraduate Certificate Students**: 10 credits per year

**Maximum Time Frame for Degree Completion**

Students must complete all requirements for their degree program 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

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

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.

**Undergraduate Study**

Naropa University offers a Bachelor of Arts Degree.

Undergraduate students must meet the minimum requirements to receive the Bachelor of Arts Degree from Naropa University. Please see the major requirements as listed in the Programs section of this catalog for more details regarding major requirements. 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 the student’s major program in consultation with the student’s academic advisor.

3. All requirements for the core curriculum, at least one major, and any other required curriculum must be completed as outlined in the catalog under which the student was admitted (the student’s catalog year).
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 through Naropa. Credits earned through an exam or transferred from another regionally accredited college or institution accredited by agencies recognized by the U.S. Department of Education (including courses taken through consortium agreement) do 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 nondegree student at Naropa may be able to apply some or all of these credits to a Naropa degree. 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. Students should speak with an academic advisor about the possibility of transferring these credits, and whether or how they may be applied to degree requirements.

University policy permits that a maximum of 18 transfer credits can be applied toward BA major requirements, with the specific allotment varying by major. Where relevant transfer equivalences exist, up to 6 transfer credits may be allocated toward each 12-credit minor. Each academic department has established a maximum number of credits that can be applied to respective majors and minors, as well as a list of courses pre-approved for transfer.

The list of these courses and the forms needed to process transfer credit requests can be found in the Request to Apply Transfer Credits to Major/Minor form on MyNaropa, or may be obtained from the registrar or academic advisor.

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 hours
Sophomore: 30–59 hours
Junior: 60–89 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 or institution accredited by agencies recognized by the U.S. Department of Education 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 out-of-residence must be arranged through consortium agreement or have prior approval to apply to the degree.

Applying for Degree Completion

Students are required to apply for 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.

To be included in the ceremony, the student must complete the Commencement Participation form found on MyNaropa. Commencement details are handled by the Office of Student Affairs.

Degree Dates

Degrees carry the date of the 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 complete their degree 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. Creative Writing and Poetics students who have 6 credits of Summer Writing Program courses outstanding may participate in spring commencement prior to the completion of those courses.

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

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

Diplomas and Transcripts Verifying Degree Completion
A diploma and two copies of official transcripts are mailed after final grades have been verified and after other audit checks are completed, normally eight to ten weeks after the end of the semester. Official transcripts verifying degree completion can be mailed earlier, after final grades have been verified, normally four weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. 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.

Leaving Naropa

Leave of Absence
If a student plans to take a break from studies at Naropa, the student can save their 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. Graduate Students 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 add/drop 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 their courses and begin the process of applying for a leave of absence before the last day of add/drop, in order to avoid tuition and academic penalties. A financial aid charge may still apply if classes were attended. A student who begins the process after the last day of add/drop will be financially responsible for any courses from which they withdrew, and the leave of absence will officially begin the following semester.

To apply for a leave of absence, a student must inform their academic advisor and fill out a Leave of Absence form, available on MyNaropa. Upon notification of intent to take a leave of absence, a student will be dropped from current or future semester courses in accordance with the add/drop and withdrawal schedule. 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 accessing other university services. Past due accounts may be sent to collections.

Returning From a Leave of Absence
When returning after an authorized, unexpired leave of absence, the student should contact their academic advisor, as well as the Registrar’s Office, stating the semester they will return. It is not necessary to reapply through the Admissions Office.

Students may register during the registration period for the semester they will return (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 voluntary withdrawal.

Special Student Status 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 subsequent semester until the master’s work is completed.

Leaves of Absence and Course 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 (ETUP) 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
Permanent Voluntary Withdrawal From the University

If a student decides to leave Naropa and has no intention of returning, the student must complete the Voluntary Withdrawal form, 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. We strongly encourage students to take the student satisfaction survey before leaving the university.

Withdrawal Procedure: A student should apply for a voluntary 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 their courses and begin the process of applying for withdrawal from the university before the last day of add/drop, in order to avoid financial penalties. A student who begins the process after the last day of add/drop will be financially responsible for any courses from which they withdraw. Students must be sure to drop or withdraw from all courses they do not plan to complete. Failure to drop or withdraw from courses a student is no longer attending will result in being charged for full tuition, and grades of “F” on their transcript.

The deadline to submit the completed Voluntary 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 the add/drop period. 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 reapply if the student wishes to continue studies at Naropa.

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 reapply if the student wishes to continue studies at Naropa.

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 they were in academic good standing with no pending disciplinary action at the time of leave, are within their maximum time for degree completion, and have not previously used up their 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 their 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 a leave of absence. Before being eligible to register for courses, 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 semester.

A student who is beyond their deadline for degree completion, or has already used up their leave of absence allotment, must reapply to the university in order to resume their studies (see Readmission).

Readmission

If a student left the university and is currently beyond their original deadline for degree completion, or has already used up all available time to take a leave of absence, they must reapply to the university.

Withdrawal and Financial Aid

Students who are permanently withdrawing from the university and who are receiving federal financial aid should see “Withdrawal from Naropa” 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.

Unknown Withdrawal

A student who fails to register for the current semester and who does not file for a leave of absence or voluntary withdrawal will be considered an “Unknown Withdrawal” after the last day of the add/drop period. 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 reapply if the student wishes to continue studies at Naropa.

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

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 they were unable to complete their 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 they are able to return.

Students who are involuntarily activated for military service, and military dependents who must move due to involuntary deployment or relocation, are eligible for “Emergency Withdrawal” from courses, with documentation.
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 is reapplying will apply. All students who reapply must submit a new confirmation deposit.

**Student Records**

**Change of Address**

All students must inform 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 their name, the student must submit a Request for Name Change form, along with official documentation, to 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, a marriage certificate (if the full legal name is shown explicitly on the certificate), or a driver’s license. Changes mailed in must have two forms of documentation.

**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 Student Administrative Services; the office may need this information in case of emergency, or for reporting purposes. The Emergency Contact Information form on MyNaropa should be used to update this information.

**Transcripts**

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 under Privacy & Your Records.

**Transcripts for Recent Graduates**

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

**Transcript Fee Information** can be found under Paying the Bill in General Information.

**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 non-financial 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 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 their academic records or apply for a medical or family emergency withdrawal from a course. 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 course as a 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 email 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 with 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 policies and procedures may be obtained from 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/student-life/student-services/campus-safety/.
Bachelor of Arts Degree

A Bachelor of Arts Degree consists of 30 credits of Core Curriculum and at least one major (36–60 credits), for a total of 120 credits.

Core Curriculum

Naropa’s intentional Core Curriculum creates the foundation for our contemplative liberal arts degree. The Core Curriculum is overseen by Naropa College, the organizing entity within Naropa University dedicated to delivering a comprehensive undergraduate degree experience from new student orientation through degree completion.

- Core Curriculum Requirements

BA Enrichment

BA Enrichment courses are open to all Bachelor of Arts students. These elective courses are designed to enhance students’ degree outcomes by offering skill-sets and experiences relevant to students across all majors and academic disciplines.

- BA Enrichment Courses

Majors

- Contemplative Art Therapy
- Elementary Education
- Contemplative Psychology
- Creative Writing & Literature
- Environmental Studies
- Interdisciplinary Studies
- Music
- Religious Studies
- Visual Arts
- Yoga Studies

Elementary Teacher Licensure Program

The Elementary Teacher Licensure Program is designed to prepare students from different majors to become a K–6 classroom teachers who can teach in public or private schools with presence and compassion.

- Elementary Teacher Licensure Program

Minors

- Contemplative Art Therapy
- Contemplative Education
- Contemplative Martial Arts
- Contemplative Psychology
- Creative Writing & Literature
- Ecology and Systems Science
- Environmental Justice
- Environmental Sustainability
- Film and Media Studies
- Food Justice
- Gender and Women’s Studies
- Intercultural Studies
- Music

- Peace Studies
- Performance
- Permaculture
- Religious Studies
- Sacred Ecology
- Sanskrit Language
- Social Innovation
- Tibetan Language
- Visual Arts
- Yoga Studies

Living & Learning Communities

Naropa University offers multiple Living and Learning Communities (LLC) between the two residence hall facilities. All first-time, first-year students living in a residential hall are required to participate in a LLC, which includes enrollment in COL101 Living & Learning Community, a 1-credit course designed to support students’ transition into Naropa University.

LEAPYEAR Program

LEAPYEAR is an alternative first (or second) year of college that combines the best of a gap year with contemplative education.

- LEAPYEAR Program

Core Curriculum

The Core Curriculum is comprised of foundational courses designed to foster academic depth and breadth within the Bachelor of Arts degree. The Core Curriculum requirements constitute 30 credits of the 120 total credits necessary to complete a Bachelor of Arts degree.

The Contemplative Learning Seminar and the Body/Mind Area Requirement must be taken at Naropa University. No transfer credit will be accepted or applied toward these Core requirements.

Writing Seminar II cannot be fulfilled with any AP or CLEP scores. Only research-based writing courses will fulfill this Core Seminar.

Core Seminars (15 credits)

- COR110 Writing Seminar I: Art of the Engaged Writer [3]
- COR115 Writing Seminar II: Art of the Scholar [3]
- COR130 Contemplative Learning Seminar: Naropa’s Roots and Branches [3]
- COR150 Diversity Seminar [3]
- COR220 Community-based Learning and Action [3]

SUBTOTAL 15

Area Requirements (15 credits)

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 Contemplative Ceramics: Form and Human Contact (3)
- ART125 Introduction to Drawing (3)
- ART132 3-D Ephemerall Art (3)
- ART155 Figure Drawing (3)
- ART180 Sculpture (3)
- ART245 Introduction to Painting: Realism (3)
- ART285 New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3)
- ART311 Mixed Media (3)
- ART385 Advanced Studio Practice (3)
- ART440 Warrior Artist: Risk and Revelation in Studio Art (3)
- LCOR140 The Whole Human Being (6)
- MUS230 Improvisation (3)
- MUS400 Composition (3)
- PAR210 Acting Studio I (3)
- PAR220 Dance Lab: Contemporary Dance (3)
- PAR222 Dance of Africa (3)
- PAR231 Articulating Sound: Voice & Speech (3)
- PAR301 Acting Ensemble (3)
- PAR302 Dance Ensemble (3)
- PAR330 Verse Interpretation (3)
- PAR331 Prose Interpretation (3)
- REL1250 Spirituality and Creative Expression (3)
- TRA114 Indian Devotional and Raga Singing (3)
- TRA120 Ikebana/Kado I (3)
- WRI234 Creative Reading and Writing (3)

Body/Mind Practice (choose 3 credits)

The knowledge of life that comes from experiencing the unified wholeness of mind and body is both dynamic and direct. This is the meaning of “yoga”—that 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, kindness toward themselves, and empathy for others. These gifts will support the aspiration to contribute to the world in a creative and skillful way.

- BSA335 Contemplative Intercultural Studies (3)
- 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 Breeze of Simplicity: Meditation Weekend (1)
- REL160 Meditation Practicum: Freeing the Mind (3)
- REL255W Opening the Heart: Meditation Weekend (1)
- REL271 Christian Prayer and Mystical Practices (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)
- TRA100 Shambhala Meditation Practicum (3)
- TRA105 Taijiquan I: Beginning Form (3)
- TRA110 Aikido I (3)
- TRA114 Indian Devotional and Raga Singing (3)
- TRA120 Ikebana/Kado I (3)
- TRA133 Yoga I (3)
- EDU404 Maitri and 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.

- ASIA 310/GLOS310 Regional Seminar - China in Transition (4)
- ASIA 320/GLOS320 Regional Seminar - Culture and Traditions in Modern India (4)
- ASIA 330/GLOS330 Regional Seminar - Diversity in the Himalayas (4)
- LAS340/GLOS340 Regional Seminar - Tradition, Change, and Cultural Resilience (4)
- ART301 World Art I: Ancient to Middle Ages (3)
- BSA325 Traditional Culture and Contemporary Issues of Bhutan (3)
- EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)
- ENV207 History of the Environmental Movement (3)
- ENV245 Geography: Pilgrimage and Sacred Landscape (3)
- ENV253 Environmental Economics (3)
- ENV257 Food Justice (3)
- LCOR120 Cultural Immersion: Nepal/India (6)
- LCOR126 Cultural Immersion: Latin America (6)
- MUS245 The Evolution of Western Music (3)
- MUS250 Music Cultures of the World (3)
- MUS260 Listening to Jazz (3)
- PAX250 Introduction to Peace and Conflict Studies (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 Flight of the Swans: Dharma Comes West (3)
- REL355 Introductory Sanskrit: The Language of the Gods (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)
• PSYB101 Introduction to Psychology (3)
• PSYB234 Perception (3)
• PSYB239 Nutrition (3)
• PSYB329 Approaches to Healing (3)
• PSYB332 Human Anatomy (3)
• PSYB368 Psychology and Neuroscience of Emotion (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.

• BSA335 Contemplative Intercultural Studies (3)
• ENV245 Pilgrimage and Sacred Landscape (3)
• LCOR125 Wisdom Traditions of Nepal/India (6)
• REL150 Buddhist Journey of Transformation: An Introduction (3)
• REL210 Religion & Mystical Experience (3)
• REL229 Contemplative Judaism (3)
• REL240 Foundations of Buddhism (3)
• REL247 Embodying Sacred Wisdom: Modern Saints (3)
• REL250 Spirituality and Creative Expression (3)
• REL314 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
• REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
• REL334 Hindu Tantra (3)
• REL345 Zen Buddhism (3)
• REL346 Wisdom and Compassion: The Buddhist Path (3)
• REL349 Tibetan Buddhism: Inside the Mystique (3)
• REL376 Inner Oral Tradition of the Torah (3)
• TRA252 Daoism and Chinese Traditions: Religious, Cultural, and Philosophical Foundations (3)
• TRA453 Yoga History, Theory and Philosophy (3)

Total Credits 30

BA Enrichment Courses

Core Curriculum Course Listing

COL101
Living and Learning Community (1.0)
This one-credit course is designed to support students’ transition into Naropa University through the experience of a Living and Learning Community within the residence hall. This course emphasizes community building and engagement, fostering connections among students and faculty by creating an intentional learning community. Specific topics vary by course section based on the theme of each Living and Learning Community. This course is taken for pass/fail credit.

COL215
Leadership and Service: Alternative Break (3.0)
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.

COL240
Innovation Skills Workshop (1.0)
This is a skills-based workshop covering social innovation and/or entrepreneurial strategies designed to support students in effecting change in their academic and/or professional lives. Topics vary by section.

COL325
Service Trip Design and Leadership: Alternative Break (3.0)
Students in this course actively engage in the concepts, issues, and tasks integral to effective leadership for COL215 Alternative Break service-learning course/trips. Through weekly classes and participation in an intensive weekend service-learning trip during the semester, students build skills in reflection, fund-raising, sponsorship, budgeting, group dynamics, experiential learning, and education. Course activities deepen students’ understanding of the key components of an Alternative Break, preparing them to design an Alternative Break proposal and act as leaders for the program. Final proposals serve as the culminating project of this course and are submitted for review by the Alternative Break Committee, and students will have the opportunity to lead their trips at Naropa if selected. Course fee.
COL340
Be the Change Lab (1.0-3.0)
This is a student-designed project-based course in which students put their creative ideas into action under the guidance of a faculty mentor. Supported by relevant campus and community partners, students identify and incubate a social innovation project, with the goal to enact the change they wish to see in the world. The Project Proposal must be approved prior to enrollment.

COL350
Design Thinking for Personal and Social Change (3.0)
How can you open your mind—and your options—when you envision your vocational choices after Naropa? In this project-based course, students learn about and incorporate design thinking, a method which encourages observation, empathy, and curiosity along with radical collaboration and a bias toward action. Using design thinking, students learn to apply frameworks, tools, and practices for “leading from the emerging future.” You explore the nuances and complexities of vocation: right livelihood, meaning-making, money-making, and the desire to be of service. You engage in conversations with mentors, practice interviewing and resume writing, build professional networks, design and produce a podcast. The course includes sources from diverse professional backgrounds and social locations.

COL360
Lion’s Roar: Writing for Publication (3.0)
This course provides in-depth instruction, support, and practice in writing about contemporary Buddhist topics for the online journal The Lion’s Roar. Students engage in the complete arc of writing for publication, from developing ideas for stories, to researching, interviewing, drafting, and providing and receiving feedback, and finally revising and submitting their work for publication. The dual focus of the course is the practice and process of writing in a real-world context as well as the representation of Buddhism in the contemporary popular culture platform of an online journal. Students develop a deeper understanding of their own writing process and authorial voice. They also deepen their insight into ways to present Buddhism to a mainstream audience.

COL450
Internship (3.0)
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 fund-raising. 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. Prerequisite: COR113 or COR130.

COR130
Contemplative Learning Seminar: Naropa’s Roots and Branches (3.0)
The Contemplative Learning Seminar introduces the tradition of contemplative education as it has been developed at Naropa University, with an emphasis on its vision, purpose, and application to the academic, artistic, and psychological disciplines taught in the various majors. Students are introduced to contemplative practices that have shaped these disciplines, especially emphasizing mindfulness-awareness and sitting meditation practice. This course is designed to integrate the personal journey of entering students with the rest of their Naropa educational experience.

COR150
Diversity Seminar (3.0)
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, and develop self-understanding and understanding of self in relation to others, in order to promote ethical behaviors and values that support a diverse world.

COR220
Community-based Learning and Action (3.0)
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 benefiting local communities. Course fee.

COR450
Internship (3.0)
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 fund-raising. 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. Prerequisite: COR113 or COR130.

**LCOR110**
**Practice and Community I (3.0)**
The practice of being in community is one of the most profound teachings of the LEAP YEAR program. An essential adjunct to living in conscious community is the study of contemplative or inner-directed practices that help the individual become more at home within themselves and with others. Students learn to define and live within clear agreements, learn the skills of clear communication and conflict resolution, and engage in daily contemplative practice while on retreat and while traveling together in unfamiliar countries through unfamiliar terrain—both inner and outer. Students learn practices that support growing self-awareness and self-acceptance, which are cornerstones of conscious community.

**LCOR120**
**Cultural Immersion: Nepal/India (6.0)**
Nine (or more) weeks of extended field study in Nepal and northern and southern India, giving direct exposure to the people and culture through spiritual study; Hindu, Tibetan Buddhist, and Muslim homestays; social service and environmental work; and individual internships. Through these activities, students engage in activism through service work; develop an awareness of their relationships to different cultures and of the Westernizing of cultures; learn what steps can be taken to begin to identify and work with this; and learn how to utilize available resources positively and effectively. Additional topics include culture shock, languages (Hindi or Tibetan), cultural differences, the effects of privilege, karma, and the caste system. Opportunities abound for concentration on each student’s individual interests. Students identify their own cultural assumptions as well as learn skills to travel effectively and cooperatively within a group. Travel and study in Nepal and India includes scholarly research prior to traveling, as well as written and oral presentations after returning to the United States.

**LCOR121**
**Spanish Language Immersion (6.0)**
Nine (or more) weeks of study of the Spanish language: four weeks of classroom study and nine weeks of cultural immersion in Central and South America. Students learn with native teachers for two two-week intensives in group and one-on-one settings. Afternoons are spent doing volunteer community service, and students live with homestay families in Central and South America for a cumulative total of eighty hours of one-on-one language instruction. The remaining six weeks are spent living, working, and traveling with native Spanish speakers. The design of the course cultivates fluency in conversational Spanish, engaging students in the practice of speaking Spanish for nine weeks abroad.

**LCOR125**
**Wisdom Traditions of Nepal/India (6.0)**
Students learn about the wisdom traditions and spiritual practices of Nepal, North India, and South India while living in intentional communities focusing on Hatha Yoga, Buddhist meditation, and Karma Yoga (selfless service). Students explore practices that provide opportunities for interpersonal and inter-personal learning as part of their own personal journeys, discovering their own biases and spiritual beliefs, as well as exploring the value of integrating Western and Eastern philosophies. Nine (or more) weeks of travel and study in Nepal and India is bracketed by two nine-day residential seminars in the United States, giving students time to prepare for their travels, and to reflect on and integrate their experiences upon returning.

**LCOR126**
**Cultural Immersion: Latin America (6.0)**
Nine (or more) weeks of field study with direct exposure to the people and cultures of Central and South America through volunteer work, homestays, environmental work, wildlife conservation, and trekking. Through these activities, students cultivate awareness of their relationships to other cultures, and learn about activism through service work and of the positive and negative impacts of North American culture. Additional topics include culture shock, cultural differences, the effects of privilege, and work ethics. Opportunities abound for concentration on each student’s individual interests. Students identify their own cultural assumptions as well as learn the skills to travel effectively and cooperatively within a group. Travel and study in Latin America is bracketed by two nine-day seminars in the United States, giving students time to prepare for their travels, and upon returning, giving time for reflection on and integration of their experiences.

**LCOR140**
**The Whole Human Being (6.0)**
An exploration of the journey into adulthood in the context of learning what it means to live a life of balance and purpose. Students experientially explore the body-mind continuum and integrate contemplative practices with study of the development and evolution of the human being. Course work includes daily workshops on integrity, communication, health, emotional literacy, somatic awareness, and the place of creativity in an embodied life. Students learn a variety of communication tools as they work to improve their own fluency in effective communication, emotional literacy, creativity, and intuition. A four-day rite of passage is the capstone of the course.

**LCOR155**
**The World as Classroom (4.0)**
Students spend four months exploring options and choosing a twelve-week individual internship from over 6,300 opportunities in 126 countries. The internship is focused on service work, career exploration, language acquisition, and learning job skills specific to a field of developing interest. This twelve-week independent journey exposes the student to diverse cultures, broadens their horizons, and deepens their understanding of diverse worldviews. Each
student focuses on being a voice for positive change at the juncture where their deep gladness meets the world’s need. Working independently in the world for three months allows each student to identify and work with their strengths and challenges in the areas of work ethic, personal motivation, and self-presentation. Successful completion of this course satisfies the COR220 Community-based Learning and Action Core Seminar requirement.

LCOR160 Being the Change (2.0)
Students practice skills needed to be the change they wish to see in the world [Gandhi] by exploring and learning to translate their dreams into action in the world during their three-month individual internships. While completing their individual internships, students identify a way they can improve some aspect of life at their sponsor organization. They take their idea and see it through to a practical outcome while studying the power of setting intentions and life path visioning. Embedded in their chosen project is an exploration of learning and transforming education to serve the creativity of each student. Students explore cultural context, historical context, educational context, gender differences, and movements where people have taken effective action and grown to thrive in the face of oppression.

Undergraduate Majors

Contemplative Art Therapy Major (BA)
A Bachelor of Arts degree [120 credits] consists of Core Curriculum [30 credits] and at least one major [36–60 credits], as well as minors and/or elective courses of the student’s choosing.

In this 51-credit major, students engage in an in-depth liberal arts education that integrates traditional and progressive approaches to the behavioral sciences, a strong introduction to art therapy theory, visual arts studio education, and community-based service learning opportunities. The innovative, carefully designed curriculum blends the intellectual and experiential traditions of East and West perspectives.

The curriculum encompasses art therapy courses as well as significant credits in visual arts, world art history, and psychology, with a field placement incorporated into the senior year. Students in this program benefit from a robust foundation leading to a sound undergraduate understanding of art therapy, the therapeutic qualities of art, and experiential appreciation for contemplative studies related to art, psychology, and social needs. This program is held in the School of the Arts to further support the development of a personal and group artist identity.

Program Highlights
The program cultivates academic excellence and contemplative awareness, fosters a framework to develop a thriving studio practice, and the educational and experiential foundation to probe more deeply into art therapy by continuing your education in Naropa’s Graduate School concentration in Transpersonal Art Therapy or another art therapy graduate program.

Contemplative Art Therapy Major Requirements

Required Courses

Gateway
• ATH230 Introduction to Art Therapy [3]
• ART101 2-D Design: Art Techniques and Experimentation [3]
• PSYB101 Introduction to Psychology [3]

3-D Design
Choose 3 credits
• ART102 Contemplative Ceramics: Form and Human Contact [3]
• ART285 New Forms in Ceramics: Advanced Skills in Historical Clay Techniques [3]
• ART180 Sculpture [3]

Drawing & Perception
Choose 3 Credits
• ART125 Introduction to Drawing [3]
• ART200 The Contemplative Artist [3]
• ART155 Figure Drawing [3]
• ART325 Drawing II: Precision, Perception, and Form [3]

Art History
Choose 3 credits
• ART301 World Art I: Ancient to Middle Ages [3]
• ART340 Contemporary Art History 1945 to Present [3]

Milestone
• ATH330 Art Therapy Theory and Applications [3]
• ATH430 Art Therapy Studio Methods [3]
• PSYB314 Buddhist Psychology: Mindfulness Meditation [3]
• PSYB325 Awakening Compassion: Working with Others [3]
• PSYB345 Developmental Psychology [3]
• PSYB371 Personality Theories [3]
• PSYB415 Maitri: Working with Emotions [3]
• PSYB420 Abnormal Psychology [3]

Capstone
• ART440 Warrior Artist: Risk and Revelation in Studio Art [3]
Art Course Listings

NOTE: Below is a full course listing for the Visual Arts department. Please refer to the Contemplative Art Therapy degree requirements page to see the courses applicable to your major.

ART101
2-D Design: Art Techniques and Experimentation (3.0)
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
Contemplative Ceramics: Form and Human Contact (3.0)
For millennia, humans have used ceramics both to sustain life and for personal expression. In this hands-on class, students develop their own individual approach to the medium, using methods that include pinching, coiling, slab construction, and wheel throwing. Students find ways to embody their contemplative practice by investigating how ceramics can create meaning with forms intended to connect with others. Students deepen their artistic practice by exploring the use of ceramics in the world. Materials fee.

ART105
Art and Consciousness: Mixed Media and Self-Exploration (3.0)
Students are challenged to listen to and trust their own inner experience as the basis for the creation of authentic art. 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.

ART125
Introduction to Drawing (3.0)
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. Materials fee.

ART132
3-D Ephemeral Art (3.0)
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 (3.0)
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 (3.0)
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.

ART200
The Contemplative Artist (3.0)
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" implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions 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. Materials fee.

ART215
Watercolor (3.0)
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. Materials fee.
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 be articulate about, and have a better understanding of, the paintings that they encounter in the world. Materials fee.

ART285
New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3.0)
This course presents an introduction to the art of ceramics with an overview that examines the cultural aspects of ceramics with a focus on anthropological, historical, mythical, and divination practices in clay. We will explore the properties and preparation of clay and methods for forming and firing clay. Aspects of form, design, and decoration will also be examined. Prerequisite: ART102 or by instructor permission. Course fee.

ART301
World Art I: Ancient to Middle Ages (3.0)
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 (3.0)
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
Drawing II: Precision, Perception, and Form (3.0)
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. Open to anyone with previous drawing experience. Prerequisite: ART125 or permission of instructor. Materials fee.

ART340
Contemporary Art History 1945 to Present (3.0)
An introduction to contemporary artists and movements from around the world. Veering from the traditional European model, we will focus on artists that challenge and inform the contemporary art scene. From major art movements to an emphasis on particular artists of that movement. Covering political, personal, and explorative art in painting, sculpture, performance, installation, video, and other alternative forms of art to later work that has social and political impact, this course will explore all world arts. With a global perspective, we explore the artist as a catalyst for meaning, and expressions through a critical and personal experience. Prerequisite: ART301.

ART345
Painter’s Laboratory (3.0)
Like a science lab, the painter’s laboratory is a place for practice, observation, and testing. This studio class is suitable for anyone wanting to explore and develop as a painter. The goal is to enhance seeing and to translate that highly personal skill into paint. We study and experiment with how to generate ideas, how to develop subject matter, how to build on and incorporate previous training and experience (including nonvisual), and how to engage the vastness of contemporary and historical arts as a mentor and ally. Lab skills include how to gather and use visual information for painting through collecting, drawing, and notation. This is a hands-on lab; the medium is acrylic paint. Materials fee.

ART355
Eco-Art (3.0)
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 (3.0)
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 the 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.

ART385
Advanced Studio Practice (3.0)
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Students build a body of serious cohesive artwork, with emphasis on technical, formal, and conceptual concerns. 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: Open to Visual Arts majors with 60+ credits only. Others with instructor permission. Materials fee.
ART440
Warrior Artist: Risk and Revelation in Studio Art (3.0)
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 dialogue and encourages progressive art consciousness. In this class, students join their advanced studio art practice with the disciplines of speaking and writing about art. Visual Arts majors graduating seniors only; others by permission of the instructor. Materials fee.

ART455
Making Conscious Media (3.0)
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. Materials fee.

ART480
Portfolio and Gallery Presentation (3.0)
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. Materials fee.

ART490
Special Topics in Visual Arts (3.0)
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. Spring 2019 Section A: Installation and Ritual This course in intended as a space in which we could build/dream through our materials, sensations and questions to the shrine, the ritual, and the installation. We will look at examples of each from cultures and traditions of many kinds, with a strict vow not to appropriate these forms but rather, as a way to develop our own questions about what these spaces might be for. What do they need? What do they require? What do they discharge? What kinds of images do they precipitate that were never seen before? How can writing and performance be the places where we develop or retain a memory of these images? Our work together this semester will unfold in the axial space between spirituality and art, with a focus on our own art-making, writing, and performance.

ART499
Independent Study: Visual Arts (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Contemplative Art Therapy Course Listings

ATH230
Introduction to Art Therapy (3.0)
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.

ATH330
Art Therapy Theory and Applications (3.0)
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 populations [mental health, expressive therapies, community-based]. A personal commitment to the exploration of one’s own creative process is highly stressed. Materials fee. Prerequisite: ATH230

ATH430
Art Therapy: Studio Methods (3.0)
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 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. Prerequisite: ATH230

ATH499
Independent Study: Art Therapy (1.0-3.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5-4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.
Contemplative Psychology Course Listings

NOTE: Below is a full course listing for the Psychology department. Please refer to the Contemplative Art Therapy degree requirements page to see the courses applicable to your major.

Contemplative Psychology Course Listings

PSYB101
Introduction to Psychology (3.0)
This survey course explores psychology, especially as it has developed in the Western world. Students learn to better understand mental life and behavior by studying diverse approaches that range from laboratory science to the intuitive clinical work involving clients and therapists. Topics covered include brain function, consciousness, perception, learning, thought, maturation, emotion, personality, mental illness, and therapy. Understanding of these topics is deepened by critically evaluating theoretical frameworks with respect to each student’s experience.

PSYB208
Embodying Process and the Individual (3.0)
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 (3.0)
This course offers an introduction to the use of food, herbs, and other natural remedies to experience vital health. Students 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 for helping others.

PSYB225
Family Systems (3.0)
An investigation of the family as a system that has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the student’s 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. Prerequisite: PSYB101.

PSYB234
Perception (3.0)
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, lectures, 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 (3.0)
Students learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth and twenty-first 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 twentieth century that underlie the most common causes of chronic disease and death. Nutritional strategies are studied to prevent those diseases.

PSYB255
Body-Mind Centering (3.0)
This class focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems and developmental movements, and supports alignment and integration. Prerequisite: PSYB101.

PSYB301
Research Methods and Statistics (3.0)
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 (3.0)
An exploration of the Law of the Five Elements and the classical medicine System of Kings, which originated in China over five thousand 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 observed 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 (3.0)  
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 and any 300-level PSYB course. PSYB332: Human Anatomy is strongly recommended.

**PSYB314**  
Buddhist Psychology: Mindfulness Meditation (3.0)  
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 warriernesship. 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, Art Therapy, and Interdisciplinary Studies students with 45+ credits only. Others by permission of instructor.

**PSYB323**  
Psychology of the Five Elements II (3.0)  
Psychology of the Five Elements II is a continuation of the work in PSYB303. 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 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 or permission of instructor.

**PSYB325**  
Awakening Compassion: Working with Others (3.0)  
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, dialog, and servant leadership. Students are required to practice the skill of attending relationship. Prerequisite: PSYB314 or meditation experience with permission of instructor.

**PSYB328**  
Gestalt: Presence (3.0)  
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. Prerequisite: PSYB101.

**PSYB329**  
Approaches to Healing (3.0)  
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**  
Jungian Psychology (3.0)  
A general introduction to the psychology of C.G. Jung, this course covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the self, individuation, synchronicity, active imagination, and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams, and working toward developing a “life myth.” Each class combines lecture, discussion, and process, in order to bring meaning and reality to Jung’s concepts. Prerequisite: PSYB101.

**PSYB332**  
Human Anatomy (3.0)  
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 or visit does not occur.

**PSYB333**  
Hakomi Somatics (3.0)  
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. Co-requisite: COR130.

**PSYB343W**
Contemplative Community Retreat (1.0)
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 (3.0)
A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss the philosophical and practical relationships 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 (3.0)
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 psychology 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.

**PSYB354**
Transpersonal Psychology (3.0)
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 1960s 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, Graf, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens. Co-requisite: COR130.

**PSYB355**
Dynamics of Intimate Relationships (3.0)
This course investigates intimate relationships using the lenses of transdisciplinary science, particularly a psychological perspective. It explores phenomena such as attraction, attachment, social cognition, communication, interdependency, love, sexuality, and relationship as spiritual path. It interrogates gendering and heteronormativizing by incorporating feminist and queer modes of inquiry. Critical thinking and contemplative introspection and reflection invite students to apply their learning to their own experiences of intimate relationships. This course occasionally contains readings/films that include sexually explicit material. Prerequisites: Any 300-level PSYB course. Strongly recommended: INTD210 Introduction to Gender and Women’s Studies.

**PSYB357**
Cognitive Science (3.0)
This course concerns the study of thought, conscious experience, and associated mental functions from a variety of scientific perspectives. This multidisciplinary exploration 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, systems neuroscience, and contemplative psychology. Prerequisite: PSYB101.

**PSYB359**
Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)
Unresolved trauma affects our psychological and physical well-being. This class educates students about the after-effects 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. Prerequisite: PSYB101.

**PSYB368**
Psychology and Neuroscience of Emotion (3.0)
This course explores diverse approaches to studying emotional experience and its regulation. It discusses the evolutionary origins and biological bases of emotions and emotional expressions; the universal and culturally variable aspects of emotion; emotional development in infants, children, and adults; the role of emotion in attachment relationships and social interactions; emotion-cognition relations; and applications of emotion research in clinical psychology, the health professions, education, and the business world. This course also provides an introduction to the structure and function of the human brain. Students gain firsthand experience with research findings and methods through classroom demonstrations,
experience sampling and team projects. Prerequisite: PSYB101 or by permission of the instructor.

**PSYB371**  
**Personality Theories (3.0)**  
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 major theories and explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101.

**PSYB373**  
**Social Psychology (3.0)**  
How do attitudes form and change? How do group dynamics influence decision making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology, such as the social self, social influence, cultural variation, attraction, and humanitarian behavior, among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB101.

**PSYB415**  
**Maitri: Working with Emotions (3.0)**  
This course introduces the Vajrayana approach to the Five Buddha Family principles through Maitri Space Awareness practice and study. Students practice particular postures in specially designed rooms, inviting a personal exploration of psychological states of mind and emotions such as pride, passion, paranoia, ignorance, and aggressions. 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: PSYB325. Materials fee for art supplies.

**PSYB420**  
**Abnormal Psychology (3.0)**  
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-V. Prerequisite: PSYB345, PSYB357, or PSYB371.

**PSYB425**  
**Field Placement (3.0)**  
Students engage in an approved community-based volunteer project. Lectures, dialog, 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. Co-requisite: PSYB415. Course fee.

**PSYB430**  
**Exploring Dream Psychology (3.0)**  
This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives, with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work to their waking psychological life in assignments. Prerequisite: PSYB330 or PSYB354.

**PSYB435**  
**Authentic Movement: Movement/Body Awareness Practice (3.0)**  
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: PSYB208, PSYB255, PSYB304, PSYB333, or PSYB359.

**PSYB462**  
**Contemplative Neuroscience (3.0)**  
This course provides training in the cognitive neuroscience of mindfulness, as well as contemplative experience beyond mindfulness. Students learn practical knowledge about research design, quantification of brain activity, scientific writing, and techniques used by contemplative neuroscientists in laboratory research. This includes training in combining neuroscientific approaches with a variety of complementary psychological research methods, including phenomenology, experimentation, task performance, and experience sampling. Students visit one or more neuroscience laboratories for demonstration of brain electrophysiological methods and data collection. For their final project, students design a contemplative practice or experience, including practices or experiences not yet well represented in scientific literature. Prerequisite: PSYB357 or PSYB368.

**PSYB482**  
**Senior Seminar I: Transformational Psychology: The Group Experience (3.0)**  
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. Prerequisite: PSYB325. Materials fee.

PSYB483
Senior Seminar II: Transformational Psychology: The Threshold Experience (3.0)
Senior Seminar II is the culminating phase in a multisensory, multifaceted process, that 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 (3.0)
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 (3.0)
Curious about the different ways that people see the world? Join this research practicum to empirically explore the psychology of personal worldview. We will use quantitative self-report measurement of hundreds of worldview dimensions, and perhaps additional methods such as interviewing, to learn how values, beliefs, and attitudes work together to shape experience. Worldview, one’s conception of totality, is about life meaning, purpose, people and other beings, mind and awareness, self-identity, society and community, truth and reality, behavior and morality, technology and science, spirituality and religion, and violence and death. Every “ism” can show up within a worldview. Readings are drawn primarily from the discipline of psychology, supplemented by ancient wisdom traditions, philosophy, and neuroscience, to inform our discoveries. Topics include the composition of worldviews, and influences on worldview from meditation and other activities. To include first-person experience, students will personally engage in contemplative practices that foreground worldview.

PSYB499
Independent Study: BA Psychology (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Contemplative Psychology Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

The Contemplative Psychology major is 41 credit hours: 32 credits from the psychology core requirements and 9 credits from one of the concentrations. The core requirements consist of courses in psychology and meditation from the Buddhist and Shambhala traditions, as well as courses in Western psychology. Students pursue further study in one of five concentrations: Contemplative Neuroscience, Psychological Science, Psychology of Health and Healing, Somatic Psychology, or Transpersonal and Humanistic Psychology.

Other requirements include a contemplative community retreat offered every fall semester and a community-based field placement within the Boulder/Denver area.

Program Vision

The BA Contemplative Psychology program offers an innovative approach to the study and practice of psychology, guided by the principle that psychological health and well-being 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.

Contemplative Psychology Major Requirements

Required Courses

Gateway
- PSYB101 Introduction to Psychology [3]
- PSYB314 Buddhist Psychology: Mindfulness Meditation [3]

Take twice for 2 credits
• PSYB343W Contemplative Community Retreat (1)

Milestone
• PSYB325 Awakening Compassion: Working with Others (3)

300-Level Western Psychology
Choose 6 Credits
• PSYB301 Research Methods and Statistics (3)
• PSYB345 Developmental Psychology (3)
• PSYB357 Cognitive Science (3)
• PSYB371 Personality Theories (3)
• PSYB373 Social Psychology (3)

400-Level Western Psychology
Choose 3 Credits
• PSYB420 Abnormal Psychology (3)
• PSYB490 Special Topics in Psychology (3)
• PSYB495 Advanced Practicum in Psychological Research (3)

Concentrations
Choose one of the following concentrations (9 Credits)

Contemplative Neuroscience
This concentration provides a foundation for integrating neuroscientific approaches into the study of contemplative mind. Students’ development in this area joins training in cognitive neuroscience with meditative experience. Topics include important findings from functional brain imaging studies on embodiment, perception, emotion, consciousness, mind wandering, and contemplative experience beyond mindfulness. Students use contemplative practice as laboratory for investigating their own mind and brain while employing a variety of complementary psychological research methods, including phenomenology, experimentation, task performance, and experience sampling.

Required Courses
• PSYB301 Research Methods and Statistics (3)
• PSYB462 Contemplative Neuroscience (3)

Choose 3 Credits
• PSYB357 Cognitive Science (3)
• PSYB368 Psychology and Neuroscience of Emotion (3)

Concentration Total: 9 Credits

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 Research Methods and Statistics (3)

Choose 6 Credits
• PSYB234 Perception (3)
• PSYB345 Developmental Psychology (3)
• PSYB371 Personality Theories (3)
• PSYB373 Social Psychology (3)
• PSYB420 Abnormal Psychology (3)

Concentration Total: 9 Credits

Psychology of Health and Healing
The Psychology of Health and Healing concentration emphasizes body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing methodologies and learn experiential techniques for balancing the spiritual and somatic aspects of health.

Required Course
• PSYB329 Approaches to Healing (3)

Choose 6 Credits
• PSYB208 Embodifying Process and the Individual (3)
• PSYB209 Herbal Medicine (3)
• PSYB239 Nutrition (3)
• PSYB303 The Psychology of the Five Elements I (3)
• PSYB323 The Psychology of the Five Elements II (3)
• PSYB333 Hakomi Somatics (3)
• PSYB359 Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)

Concentration Total: 9 Credits

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)

Choose 6 Credits
• PSYB208 Embodifying 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: Movement/Body Awareness Practice (3)
• PAR321 Contemplative Dance Practice (3)

Concentration Total: 9 Credits

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 Transpersonal Psychology (3)

Choose 3 Credits

• PSYB225 Family Systems (3)
• PSYB328 Gestalt: Presence (3)
• PSYB330 Jungian Psychology (3)
• PSYB355 Dynamics of Intimate Relationships (3)
• PSYB430 Exploring Dream Psychology (3)

Concentration Total: 9 Credits

Capstone

• 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)

Total Credits: 41

Course Listings

PSYB101
Introduction to Psychology (3.0)
This survey course explores psychology, especially as it has developed in the Western world. Students learn to better understand mental life and behavior by studying diverse approaches 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 of these topics is deepened by critically evaluating theoretical frameworks with respect to each student’s experience.

PSYB208
Embodying Process and the Individual (3.0)
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 (3.0)
This course offers an introduction to the use of food, herbs, and other natural remedies to experience vital health. Students 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 for helping others.

PSYB225
Family Systems (3.0)
An investigation of the family as a system that has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the student’s 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. Prerequisite: PSYB101.

PSYB234
Perception (3.0)
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, lectures, 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 (3.0)
Students learn basic human physical nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth and twenty-first 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 twentieth century that underlie the most common
causes of chronic disease and death. Nutritional strategies are studied to prevent those diseases.

**PSYB255**  
Body-Mind Centering (3.0)  
This class focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems and developmental movements, and supports alignment and integration. Prerequisite: PSYB101.

**PSYB301**  
Research Methods and Statistics (3.0)  
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 (3.0)  
An exploration of the Law of the Five Elements and the classical medicine System of Kings, which originated in China over five thousand 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 observed 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 (3.0)  
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 and any 300-level PSYB course. PSYB332: Human Anatomy is strongly recommended.

**PSYB314**  
Buddhist Psychology: Mindfulness Meditation (3.0)  
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 warriordom. 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, Art Therapy, and Interdisciplinary Studies students with 45+ credits only. Others by permission of instructor.

**PSYB323**  
Psychology of the Five Elements II (3.0)  
Psychology of the Five Elements II is a continuation of the work in PSYB303. 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: PSYB303 or permission of instructor.

**PSYB325**  
Awakening Compassion: Working with Others (3.0)  
An in-depth examination of the principles of compassionate action, as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisatva path) and the Western tradition of service to others. Students learn and practice tonglen meditation and the skills of deep listening, empathic attendance, dialog, and servant leadership. Students are required to practice the skill of attending relationship. Prerequisite: PSYB314 or meditation experience with permission of instructor.

**PSYB328**  
Gestalt: Presence (3.0)  
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. Prerequisite: PSYB101.

**PSYB329**  
Approaches to Healing (3.0)  
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**  
**Jungian Psychology (3.0)**  
A general introduction to the psychology of C.G. Jung, this course covers Jung's major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the self, individuation, synchronicity, active imagination, and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams, and working toward developing a "life myth." Each class combines lecture, discussion, and process, in order to bring meaning and reality to Jung's concepts. Prerequisite: PSYB101.

**PSYB332**  
**Human Anatomy (3.0)**  
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 or visit does not occur.

**PSYB333**  
**Hakomi Somatics (3.0)**  
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. Co-requisite: COR130.

**PSYB343W**  
**Contemplative Community Retreat (1.0)**  
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 (3.0)**  
A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss the philosophical and practical relationships 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 (3.0)**  
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 psychology 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.

**PSYB354**  
**Transpersonal Psychology (3.0)**  
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 1960s as an expansion of 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. Co-requisite: COR130.

**PSYB355**  
**Dynamics of Intimate Relationships (3.0)**  
This course investigates intimate relationships using the lenses of transdisciplinary science, particularly a psychological perspective. It explores phenomena such as attraction, attachment, social cognition, communication, interdependency, love, sexuality, and relationship as spiritual path. It interrogates gendering and heteronormativizing by incorporating feminist and queer modes of inquiry. Critical thinking and contemplative introspection and reflection invite students to apply their learning to their own experiences of intimate relationships. This course occasionally contains readings/films that include sexually explicit material. Prerequisites: Any 300-level PSYB course. Strongly recommended: INTD210 Introduction to Gender and Women's Studies.
PSYB357
Cognitive Science (3.0)
This course concerns the study of thought, conscious experience, and associated mental functions from a variety of scientific perspectives. This multidisciplinary exploration 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, systems neuroscience, and contemplative psychology. Prerequisite: PSYB101.

PSYB359
Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)
Unresolved trauma affects our psychological and physical well-being. This class educates students about the after-effects 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. Prerequisite: PSYB101.

PSYB368
Psychology and Neuroscience of Emotion (3.0)
This course explores diverse approaches to studying emotional experience and its regulation. It discusses the evolutionary origins and biological bases of emotions and emotional expressions; the universal and culturally variable aspects of emotion; emotional development in infants, children, and adults; the role of emotion in attachment relationships and social interactions; emotion-cognition relations; and applications of emotion research in clinical psychology, the health professions, education, and the business world. This course also provides an introduction to the structure and function of the human brain. Students gain firsthand experience with research findings and methods through classroom demonstrations, experience sampling and team projects. Prerequisite: PSYB101 or by permission of the instructor.

PSYB371
Personality Theories (3.0)
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 major theories and explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101.

PSYB373
Social Psychology (3.0)
How do attitudes form and change? How do group dynamics influence decision making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology, such as the social self, social influence, cultural variation, attraction, and humanitarian behavior, among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB101.

PSYB384
Abnormal Psychology (3.0)
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-V. Prerequisite: PSYB345, PSYB357, or PSYB371.

PSYB415
Field Placement (3.0)
Students engage in an approved community-based volunteer project. Lectures, dialog, 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. Co-requisite: PSYB415. Course fee.

PSYB430
Exploring Dream Psychology (3.0)
This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives, with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work...
to their waking psychological life in assignments. Prerequisite: PSYB330 or PSYB354.

**PSYB435**
**Authentic Movement: Movement/Body Awareness Practice (3.0)**
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: PSYB208, PSYB255, PSYB304, PSYB333, or PSYB359.

**PSYB462**
**Contemplative Neuroscience (3.0)**
This course provides training in the cognitive neuroscience of mindfulness, as well as contemplative experience beyond mindfulness. Students learn practical knowledge about research design, quantification of brain activity, scientific writing, and techniques used by contemplative neuroscientists in laboratory research. This includes training in combining neuroscientific approaches with a variety of complementary psychological research methods, including phenomenology, experimentation, task performance, and experience sampling. Students visit one or more neuroscience laboratories for demonstration of brain electrophysiological methods and data collection. For their final project, students design a contemplative practice or experience, including practices or experiences not yet well represented in scientific literature. Prerequisite: PSYB357 or PSYB368.

**PSYB482**
**Senior Seminar I: Transformational Psychology: The Group Experience (3.0)**
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. Prerequisite: PSYB325. Materials fee.

**PSYB483**
**Senior Seminar II: Transformational Psychology: The Threshold Experience (3.0)**
Senior Seminar II is the culminating phase in a multisensory, multifaceted process, that introduces and explores the topic of
The Bachelor of Arts in Creative Writing and 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 cultivate a writer’s growth. In addition to the practice and study of writing, Creative Writing and Literature students can acquire professional skills in letterpress printing through the Harry Smith Print Shop, and publishing experience with Bombay Gin literary journal. Through Project Outreach, students develop teaching skills in local schools and institutions.

The goals of the program include guiding students throughout the process of crafting creative work—from generation to revision—and presenting students with opportunities to interpret and respond to a variety of poetic situations. The program promotes contemplative practice to develop students’ insight regarding their academic and creative work, as well as their overall well-being, and encourages students to evaluate their own assumptions and the assumptions of the discourse community through critical and creative engagement with a diversity of values. Finally, the program prepares students for potential careers as artists and thinkers by exposing them to professionals in the field and offering them guidance toward envisioning and meeting their goals.

**Departmental Policies**

See the JKS Policies & Procedures Manual on MyNaropa.

**Capstone**

As the culminating requirement of the degree, each BA candidate completes a BA thesis, which includes a creative manuscript and a critical essay of original scholarly research. The creative manuscript represents the student’s best work, with a sense of progressive movement and arrangement. The critical research essay includes creative thought and a clearly articulated argument with references to authoritative secondary critical sources. The thesis examines aspects of a particular work or works of literature, using literary theory and criticism to inform and deepen the study.

**Special Opportunities**

In addition to publishing and teaching opportunities, students are encouraged to participate in the Summer Writing Program—a convocation of writers, scholars, translators, performance artists, activists, Buddhist teachers, musicians, printers, editors, and others working in small press publishing. In dialog with renowned practitioners, students engage in the composition of poetry, prose, and cross-genre work, as well as interarts and writing for performance. Participants work in daily contact with some of the most accomplished and provocative writers of our time, meeting individually and in small groups. When taken for academic credit, the Summer Writing Program may count as 300-level or 400-level writing workshops.

Students may deepen their learning by designing an independent study. An independent study can fulfill a literature seminar requirement only and must be supervised by a JKS core or frequent adjunct faculty member. All independent study proposals must include a minimum of five pages of critical work for each credit earned and may include a creative writing element. For more information, see the JKS Policies & Procedures Manual on MyNaropa.

**Creative Writing and Literature**

**Major Requirements**

**Required Courses**

**Gateway**

- WRI210 Literary Studies (3)
- WRI234 Creative Reading & Writing (3)

**Milestone**

300-level Writing Workshops
Choose 6 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.

- WRI312 Writing Workshop: Poetry (3)
- WRI318 Writing Workshop: Long Poem (3)
- WRI329 Writing Workshop: Contemplative Poetics (3)
- WRI331 Writing Workshop: Creative Nonfiction (3)
- WRI339 Writing Workshop: Flash Fiction (3)
- WRI351–3 Summer Writing Program (2–6)
- WRI362 Writing Workshop: Fiction (3)
- WRI369 Writing Workshop: Narrative Forms (3)
- WRI380 Writing Workshop: Eco-Poetics (3)
- WRI394W Writers Practicum with Anne Waldman (1)
- WRI395W Writers Practicum with Allen Ginsberg Visiting Fellow (1)

300-level Literature Seminars
Choose 3–6 Credits

Literature seminars examine selected writers’ works, topics, or periods in literary history and require critical papers in standard academic format.

- WRI328 Literature Seminar: 19th-Century American Lit (3)
- WRI344 Literature Seminar: Shakespeare (3)
- WRI349 Literature Seminar: Modernism (3)
- WRI355 Literature Seminar: World Lit (3)

400-level Writing Workshops
Choose 6 Credits

- WRI415 Writing Workshop: Innovative Poetry (3)
- WRI428 Writing Workshop: Innovative Fiction (3)
- WRI449 Writing Workshop: Embodied Poetics (3)
- WRI451-3 Summer Writing Program (2–6)
- WRI456 Writing Workshop: Poetry in Theory (3)
- WRI460 Writing Workshop: Ekphrastic Writing (3)
- WRI490 Special Topics: Writing Workshop (3)

400-level Literature Seminars
Choose 3–6 Credits

- WRI412 Creative Reading & Writing (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’ll begin with personal inquiry 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 seven to eight-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.

WR1210
Literary Studies (3.0)
This course introduces Black Mountain Poets, the Beats, New York School, Black Arts Movement, Language Poets, and New Narrative-poetic movements that continue to influence Naropa’s writers to write beyond aesthetics into action. By exploring experimental and foundational lineages from 1950 - 1980, as well as materials from the Naropa archives, students participate as “readers who are writers,” aware of multiple critical stances that inform the reading and writing process. Emphasis is placed on locating poetry in time and understanding the context of each movement. This course culminates in the creation of one’s own poetic manifesto.

WR1234
Creative Reading and Writing (3.0)
In this course, we immerse ourselves in the study and practice of creative writing through the exploration of contemporary trends: namely, work that inspires faculty in and affiliates of the Jack Kerouac School. Students read poets, prose writers, and many artists who have influenced the current poetics at Naropa. This workshop invokes writing and revision strategies culminating in a creative manuscript and artist’s statement. Possible topics include: innovative prose, eco-poetics, contemplative poetics, queer/trans-poetics, identity politics, activist writers, collage and multimedia, performance/somatic practices, and translation.

WR1307W
Professional Development: Teaching Practicum: Designing a Writing Workshop (2.0)
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 are stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Prerequisites: COR115 and WR1234. Cross-listed as WR1607W.

WR1312
Writing Workshop: Poetry (3.0)
This is a workshop, i.e. a place of production, where constructive advice on, and criticism of, the works produced by the participants...
is given by both the instructor and the participants themselves. While producing new and original work, the participants acquire a sense of how to talk about their own, and others’, poetic writings. Materials include poetry and considerations of poetry, and we look at and discuss the work of both modern and postmodern authors along with participants’ writing. Prerequisites: COR1 15 and WRI234.

WRI318
Writing Workshop: Long Poem (3.0)
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 twentieth-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: COR1 15 and WRI234.

WRI326
Professional Development: Small Press Publishing (3.0)
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. Prerequisites: COR1 15, WRI210, WRI234, and 3 credits of 300-level work in Creative Writing and Literature. Cross-listed as WRI705.

WRI328
Literature Seminar: Nineteenth-Century American Literature (3.0)
This course investigates the historical and literary contexts for nineteenth-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: COR1 15 and WRI210.

WRI329
Writing Workshop: Contemplative Poetics (3.0)
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 bring surprise of form and insight. This course introduces exercises, methods, and procedures to open new directions in thinking, writing, and being. Prerequisites: COR1 15 and WRI234.

WRI331
Writing Workshop: Creative Nonfiction (3.0)
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: COR1 15 and WRI234.

WRI339
Writing Workshop: Flash Fiction (3.0)
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: COR1 15 and WRI234.

WRI344
Literature Seminar: Shakespeare (3.0)
Through the examination of a selection of Shakespeare’s dramatic tragedies, comedies, and histories, as well as his sonnets, students 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. Prerequisites: COR1 15 and WRI210.

WRI349
Literature Seminar: Modernism (3.0)
This course approaches modernism as an aesthetic movement, tracing its nuances through the nineteenth century to various avant gardes of the first half of the twentieth century. While students read extensively from literary texts in multiple genres and view visual art, they also explore historical and philosophical contexts. Prerequisites: COR1 15 and WRI210.

WRI355
Literature Seminar: World Lit (3.0)
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: COR115 and WRI210.

**WR1362**
Writing Workshop: Fiction (3.0)
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. Prerequisites: COR115 and WRI234.

**WR1369**
Writing Workshop: Narrative Forms (3.0)
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.

**WR1380**
Writing Workshop: Eco-Poetics (3.0)
“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, and Mba Shole to Gary Snyder. We try to discover and invent new ways of representing nature’s rich variety in language. Prerequisites: COR115 and WRI234.

**WR1381**
Professional Development: Project Outreach (3.0)
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 time 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. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work in Creative Writing and Literature. Cross-listed as WRI781.

**WR1382**
Professional Development: Letterpress Printing: Well-Dressed Word (3.0)
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. Prerequisites: COR115, WRI210, WRI234, and 3 credits of 300-level course work in Creative Writing and Literature. Materials fee. Cross-listed as WRI602.

**WR1383**
Professional Development: Letterpress Printing: First Impressions (3.0)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/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.

**WR1387**
Professional Development: Book Arts (3.0)
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 five 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. Cross-listed with WRI672.

**WR1389W**
Fall Writers Practicum (1.0)
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 Writers Practicum (1.0)  
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 WRI791W.

WRI394W  
Writers Practicum with Anne Waldman (1.0)  
Study and analysis of selected literary and compositional issues and elements. 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 WRI794W.

WRI395W  
Writers Practicum with Allen Ginsberg Visiting Fellow (1.0)  
Study and analysis of selected literary and compositional issues and elements. 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 WRI795W.

WRI415  
Writing Workshop: Innovative Poetry (3.0)  
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: 3 credits of 300-level course work.

WRI428  
Writing Workshop: Innovative Fiction (3.0)  
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 previous habits and writing practices. Prerequisite: 3 credits of 300-level course work.

WRI440  
Writing Workshop: Extended Narratives (3.0)  
In this course, we read short stories and novels with a special attention to the style and structure of their narratives. We examine the distinction between mimetic (showing) and diegetic (telling) presentations and examine the complications of the work’s overall effect and sense of meaning in order to develop our own narratives. The focus of this class is to develop a lively, original larger text (working toward a novel/novella) while thinking about the arc, scope, and scale of extended narrative prose. Prerequisite: 3 credits of 300-level course work.

WRI441  
Literature Seminar: Women Writers (3.0)  
This course examines experimental women writers and how they investigate the margins of their condition while participating in the center of the poetics. With an emphasis on cultural, historical, and/or literary contexts, the course includes a variety of authors and texts: poetry; prose; and cross-genre. We also explore language and meaning: the nature of subjectivity/persona and self; as well as the feminine, the body, and community. All genders welcome! Prerequisite: 3 credits of 300-level course work or permission of instructor.

WRI448  
Literature Seminar: Cultural and Ethnic Lit (3.0)  
This course engages with literature and critical texts, such as African American poetry, Chicano/a fiction, Asian American hybrid works, or the like. The readings provide a diverse range of historical and cultural narratives. Topics may include the formation of marginalized subjectivities as well as the intersections of race, ethnicity, gender, sexuality, exile, diaspora, and assimilation. We examine how these language workers expand literary pathways and aesthetics. We map the changing territories of transnational American writers. Prerequisite: 3 credits of 300-level course work.
class may include somatic psychology, studies of the nervous system, animal ethologies, and performance-based approaches to posture and gesture events. We build projects centered upon somatic experiments of different kinds, asking, in the words of Akilah Oliver, "What are the limits of the body?" Prerequisite: 3 credits of 300-level course work or by permission of instructor.

WRI451
Week One: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 1 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI452
Week Two: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 2 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI453
Week Three: Summer Writing Program BA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 3 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

WRI455
Literature Seminar: Literary Theory (3.0)
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: 3 credits of 300-level course work. Cross-listed as WRI677.

WRI456
Writing Workshop: Poetry in Theory (3.0)
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: 3 credits of 300-level course work.

WRI457
Literature Seminar: Major Authors (3.0)
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 that 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: 3 credits of 300-level course work.

WRI460
Writing Workshop: Ekphrastic Writing (3.0)
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: 3 credits of 300-level course work.

WRI475
BA Thesis (3.0)
As the culmination of the Creative 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 (3.0)
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. Prerequisite: 3 credits of 300-level course work. Cross-listed as WRI793.

WRI491
Special Topics: Literature Seminar (3.0)
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. Prerequisite: 3 credits of 300-level course work. Cross-listed as WR1796.

WR1492
Special Topics: Professional Development (3.0)
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, twenty-first-century publishing practices, Project Outreach, small press editing, pedagogy theory and praxis, and various other themes driven by the development of professional skills. Prerequisite: 3 credits of 300-level course work. Cross-listed as WR1797.

WR1499
Independent Study: Writing (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Elementary Education Major (BA)
A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student's choosing.

Combining contemporary best practices in teaching with mindfulness and wisdom traditions, the Elementary Education Major emphasizes the development of students’ capacities to teach with presence and compassion in order to meet the complex needs of today’s diverse classrooms. This major spans a broad scope of coursework including education, math, science, social studies and literature as well as personal contemplative practices, and is designed to position students to obtain K-6 elementary teacher licensure (applicable in public and private schools) as part of their major requirements.

Grounded in contemplative, as well as culturally and linguistically diverse pedagogies, the Elementary Education Major develops the skills required for creating compassionate, engaged, and effective learning environments while meeting the Teacher Quality Standards, the Colorado Academic Standards, and the Colorado Elementary Content Standards required by the Colorado Department of Education.

With careful degree planning, up to 12 credits of the major requirements can fulfill BA Core Curriculum Area Requirements.

Student Teaching and Field Placement/Practicum
Students perform a total of 800 hours of field placement/practicum and student teaching. Students should plan their schedules taking into account field placement requirements. Student teaching in a public or private elementary school is required in the last semester. Student teaching is a full-time job as pre-service candidates are the facilitator of learning in the classroom.

Culturally and Linguistically Diverse Endorsement
Naropa University’s delivery of this endorsement prepares students to teach in culturally and linguistically diverse public and private school environments with presence and compassion. The curriculum required by the Colorado Department of Education to fulfill the Culturally and Linguistically Diverse Endorsement is contained in specialized courses and interwoven into courses across the program. Unlike many other Teacher Licensure Programs, upon completion of this course of study, students will have satisfied both the Teacher Licensure credentialing requirements and Culturally and Linguistically Diverse Endorsement, through the Colorado Department of Education, increasing their marketability and cultural responsiveness.

Elementary Education Major Requirements
Required Courses
Gateway
Foundational Courses (9)
- EDU150 Foundations of Education for a Diverse Society (3)
- EDU220 Theories, Strategies, and Assessment for Culturally and Linguistically Diverse Students K-12 (3)
- EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)

Milestone
Transformational Practices (15)
- EDU330 Holistic Teaching Traditions (3)
- EDU370 Teaching the Exceptional Student in the General Education Classroom (3)
- EDU375 Assessment for the Diverse Learner (3)
- EDU385 Observing Childhood Growth & Development (3)
- EDU425 Elementary Social Studies Methods (3)

Contemplative Study & Practice (11)
- EDU404 Maitri and Mudra Space Awareness (3)
- TRA133 Yoga I (3)

Choose 3 credits
- PAR100 Wisdom of the Body (3)
- PAR230 Preparing the Voice: Breathing is Meaning (3)

Choose at least 2 credits
• REL158W Breeze of Simplicity: Meditation Weekend (1)
• REL255W Opening the Heart: Meditation Weekend (1)
• REL390 Shambhala Training Level I: The Art of Being Human (1)
• REL391 Shambhala Training Level II: Birth of the Warrior (1)
• REL150 Buddhist Journey of Transformation: An Introduction (3)
• REL160 Meditation Practicum I: Freeing the Mind (3)
• REL210 Religion and Mystical Experience (3)
• REL240 foundations of Buddhism (3)
• REL250 Spirituality and Creative Expression (3)
• REL271 Christian Prayer and Mystical Practices (3)
• REL314 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
• TRA100 Shambhala Meditation Practicum (3)

Language and Communication (12)
• EDU340 Linguistics for CLD teachers (3)
• EDU345 Elementary Literacy I: Foundations of Reading (3)
• EDU355 Elementary Literacy II: Development of Oral and Written Language (3)
• EDU445 Elementary Literacy III: Foundations of Literature (3)

Numeric Literacy (9)
• EDU315 Math for Teachers: Content, Curriculum, and Mathematics Education (3)
• Other mathematics credits needed (6)
  Six credits of mathematics courses that address the following: Engages students in the concepts of school mathematics, including the recognition of numerical and geometric patterns and their application to a variety of mathematical situations; mathematical problem-solving, reasoning, critical thinking, and communication; algebraic thinking, representation, analysis, manipulation, generalizations and extensions, problem solving involving probability, elementary statistical concepts, congruence and similarity, the metric system, and motion geometry and tessellation.*

Systems and Cycles (6)
• EDU300 Nature and Education (3)
• Other science credits needed (3)
  Three credits of a science course that address the following: Examines the nature of energy and matter, their interactions and changes, and the application of fundamental concepts to the study of our natural world, integrating the fundamental concepts and ideas about the nature of physics and chemistry with the natural world.*

Artistic Process (3)
• ART101 2-D Design: Art Techniques and Experimentation (3)

Our Place in the World (9)
• EDU348 US History of Immigration (3)
• ENV100 Physical Geography: Beholding the Body of the Earth (3)
• ENV253 Environmental Economics (3)

World Language (6)
• Conversational Spanish I (3) or equivalent*
• Conversational Spanish II (3) or equivalent*

Capstone
Choose one of the Following

Students must satisfactorily complete all Gateway and Milestone courses prior to Student Teaching. In addition, students must pass the elementary PRAXIS exam (fees associated with the exam are the responsibility of the student).

State Licensure Track (13)
• EDU475 Elementary Student Teaching (12) required for state licensure
• EDU480 Student Teaching Seminar (1) required for state licensure

or

Non-State Licensure Track (6)
• INTD380 Capstone I: Thesis Proposal Development (3)
• INTD480 Capstone II: Integrative Thesis (3)

State Licensure Track - Total Credits: 93
Non-State Licensure Track - Total Credits: 86

* May be satisfied through Advanced Placement (AP), the College Level Examination Program (CLEP), or transfer credit (through an individual consortium agreement if financial aid is needed). Contact your academic advisor for details.

Application for Continuance

Application for Continuance in the Teacher Licensure Program

In order to be officially admitted to the Elementary Education / Teacher Licensure program, you need to complete the following courses with a grade of “B” or better:
• EDU 150 Foundations of Education for a Diverse Society
• EDU 245 Multicultural Education and Contemplative Critical Pedagogy
• EDU 220 Theories, Strategies, and Assessment for Culturally and Linguistically Diverse Students K-12

You also need to complete your background check and fingerprinting and include a copy of the Philosophy of Education paper you completed in the EDU 150 course. Your review will take place in the Education department.
Application due dates

- For continuance in the Fall, you must turn in your application to the Education department no later than May 1.
- For continuance in the spring, you must turn in your application to the Education department no later than December 1.

Students are not officially in the Teacher Licensure Program until they have a confirmed Application for Continuance. The Application documentation formally enters them into the program tracking system that ensures all of the licensure and program qualifications are met and maintained. To remain in the licensure program students must maintain a 3.0 average in their Education courses.

Students not formally in the BA program can take the Milestone education courses but cannot be assured a successful track to teacher licensure.

Students that do not receive a confirmed Application for Continuance are not officially part of the teacher licensure program and are not on track for teacher licensure. They may receive a BA Elementary Education but may not be eligible for licensure.

Application for Continuance in the Teacher Licensure documents can be found on MyNaropa: https://my.naropa.edu/ICS/Student/The_Learning_Commons/Handouts.jnz

Course Listings

EDU150
Foundations of Education for a Diverse Society (3.0)
In this course, we survey theories and practices in education in the U.S. based on analyses of current practices and future projections. The course includes an introduction to the history of education, educational philosophies; effective teaching, schools and curricula; and social, political, and economic forces that shape contemporary schooling. Coursework includes readings, lectures, dialog, simulations, guest speakers, semester-long tutoring at an educational facility, written analyses of fieldwork data, peer teaching in class, and experiential teaching and learning in an outdoor classroom. Must receive a B or better to be accepted into the Teacher Preparation Program. Crosslisted as EDU510.

EDU220
Theories, Strategies, and Assessment for CLD Students K-12 (3.0)
Combining contemplative pedagogy with explicit strategies for teaching all levels of Culturally and Linguistically Diverse (CLD) students, this course introduces students to how to be successful by using tested methods and strategies. This course emphasizes “sheltering strategies” and students practice teaching content area subject matter and literacy skills using the SIOP (Sheltered Instruction Observation Protocol) model. This course addresses the most current CLD WIDA standards, different educational programs available for CLD students, the effectiveness of those programs, parental and community involvement, and introduces theories of SLA. Must receive a B or better to be accepted into the Teacher Preparation Program. Crosslisted as EDU520.

EDU245
Multicultural Education and Contemplative Critical Pedagogy (3.0)
This course helps students make sense of their world and make sense of themselves in relationship to their world. Since students are both subjects and objects of education, they are the learner, teacher, and the researcher. Through the study of critical pedagogy and multicultural education 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 students’ appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways in which power operates to create oppressive conditions for some groups and privilege for others. Through critical thinking, reading, and writing, students examine and challenge the more commonly held views of education, learning, and teaching. Must receive a B or better to be accepted into the Teacher Preparation Program. Crosslisted as EDU548.

EDU300
Nature and Education (3.0)
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. This course will research topics such as: How contact with natural settings, animals, and other natural objects or phenomena influence the development, identity, and well-being of children; how nature experiences can positively impact children’s social, emotional, and behavioral functioning; and developmentally appropriate ways to address environmental interests or concerns with children. The course work will draw attention to various forms of biology, botany, diversity, socioeconomic class, and culture as they relate to the social construction of, and access to, nature. Course fee. Crosslisted as EDU552.

EDU310
Kindergarten Magic: ECE Curriculum Development (3.0)
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. Prerequisite: EDU245

EDU315
Math for Teachers: Content, Curriculum, and Mathematics Education (3.0)
This class is designed to provide teacher licensure candidates with an introduction to math content PreK - 6, curriculum, and methods in mathematics education. This course investigates curriculum projects and specific methods and strategies for teaching mathematics.
aligning with the Common Core Standards. In addition to exploring math content, historical trends, standards, and pertinent research in mathematics education, this seminar focuses on teaching math across content areas, project-based and contextualized math instruction, and teaching mathematics to diverse learners. Students are actively involved in the process of instruction by utilizing content, methods, and curriculum being considered. Crosslisted as EDU515.

**EDU325**
**Secondary Literacy: Content, Methods, and Assessment (3.0)**
Content literacy for adolescent learners continues to prove problematic for students and teachers across subject areas. Learners in this course build background knowledge and apply instructional strategies and assessments designed to promote students’ success as readers, writers, speakers, and listeners in middle school and high school classrooms, with a particular focus on underperforming students and English language learners. Crosslisted as EDU525.

**EDU330**
**Holistic Teaching Traditions (3.0)**
During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. Study focuses primarily on the contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia, and others. On-site observations are made in schools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. Through this process, students begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. Sitting meditation requirement. Prerequisite: EDU245

**EDU340**
**Linguistics for Teachers of CLD Students K-12 (3.0)**
Students explore theories of first and second language acquisition and discover how these theories have impacted different teaching methodologies. Students also study the form and function of the English language and apply methods of teaching the English language to speakers of other languages. This course is designed to meet state requirements for the Culturally Linguistically Diverse (CLD) endorsement. Prerequisites: EDU150, EDU220, and EDU245 with a B or better. Crosslisted as EDU540.

**EDU345**
**Elementary Literacy I: Foundations of Reading (3.0)**
Using a contemplative approach to literacy, this course investigates the development of a literate student. How can a teacher instruct, engage, and assess students in the skills necessary to develop their reading, writing, and oral communication, while caring for the whole student in the process? We investigate this phenomenon, explore approaches to foster literacy acquisition, and learn how to assess students’ progress (including interventions). We observe, demonstrate, and evaluate our literacy instruction, particularly in the areas of comprehension, phonemic awareness, phonics, fluency, and vocabulary. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Threads weaving throughout the course include the link between reading, writing, listening, and speaking, as well as purposeful integration of literacy across the curriculum. Prerequisites: EDU150, EDU220, and EDU245 with a B or better. Crosslisted as EDU545.

**EDU348**
**U.S. History of Immigration (3.0)**
This course traces the history of immigration and ethnicity in the United States from colonial times to the present. We examine the changing immigration patterns and the effects of major events in U.S. history (American Revolution, Civil War, Progressive Movement, two World Wars, the Cold War, and the Civil Rights Movement) upon those changes. The course also places U.S. immigration in the wider global context of urbanization and industrialization during the nineteenth and twentieth centuries. Along with these larger historical forces, the course examines the “immigrant experience” and the ways race, ethnicity, class, gender, religion, and other factors shaped the lives of immigrants and their communities. In addition, the course explores the development of “nativist” and anti-immigration movements of the last two centuries.

**EDU353**
**Health, Safety, and Nutrition (3.0)**
This course provides an overview of the topics of health, safety, and nutrition within the context of educational settings serving children from birth through twelve years old. The primary focus is on the interconnectedness of these topics in promoting optimal growth and development for each child. The interrelated roles of the home, school, and community in meeting the health, safety, and nutrition needs of children are explored.

**EDU355**
**Elementary Literacy II: The Development of Oral and Written Language (3.0)**
This is the second of two courses in elementary literacy, in which students continue learning and practicing skills, methods, and techniques for teaching literacy. This second course focuses on the continued study of language, writing across the curriculum, and contemplative practices in the classroom. Using a contemplative approach to literacy, this course investigates the makings of a literate student. We investigate the phenomenon of the intersections of teaching and learning of literacy skills. Students observe, demonstrate, and evaluate their literacy instruction in composition, including ideas, organization, word choice, and voice, in fluency encompassing phonics and vocabulary building. We use contemplative reflection, including assessing our own instruction, teaching composition using contemplative methods, and giving purposeful and meaningful feedback. We experiment with the key components of writing and develop strategies for supporting all students in effective communication through both oral and written words. Writing across the curriculum is focused on how to complete literacy skills for students in all areas. Threads woven throughout both Part I and Part II include the link between reading, writing, listening, and speaking, as well as purposeful integration of...
literacy across the curriculum. Prerequisite: EDU345. Crosslisted as EDU555.

**EDU360**  
Administration of Early Childhood Education Programs (3.0)  
This course examines Colorado’s minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. The course focuses on the director’s administrative skills and role as a community advocate for young children, and addresses birth through age twelve. Course content focuses on establishing a new center, administrative functions, and advocacy. Prerequisites: EDU245 and EDU380. Director’s fee.

**EDU365**  
Administration: Human Relations for Early Childhood Professions (3.0)  
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. Prerequisite: EDU245

**EDU370**  
Teaching the Exceptional Student in the General Education Classroom (3.0)  
This class focuses on the philosophy and methodology of integrating exceptional children into the general education classroom. The course examines the needs of students with both high incidence and low incidence disabilities, presents teaching strategies for working with students with disabilities in inclusive settings, and explores varied aspects of children’s learning and development in making curricular and instructional decisions. Legal issues, socio-cultural issues, and developmental issues are also addressed. Prerequisites: EDU150, EDU220, and EDU245 with a B or better. Crosslisted as EDU572.

**EDU375**  
Assessment for the Diverse Learner (3.0)  
This course explores the many layers and facets of assessment. Instruction on standard unwrapping and assessment development provides the foundation for curricular choices in planning and teaching, and contemplative practices offer creative insight and personal development to strengthen connections within the educational structures. By simultaneously expanding the assessment toolbox and the teacher’s presence in the assessing process, this course prepares future educators to meet challenges with curiosity, to adjust accordingly, and to develop their skills and efficacy in teaching and assessment best practices. Ten hours of practicum placement in a Colorado public school must be documented. Crosslisted as EDU575.

**EDU380**  
Observing Development: Infants and Toddlers (3.0)  
A study of the development of children from birth to age three, with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theories within a contemplative context in the areas of the body, speech, and mind.

**EDU385**  
Observing Childhood Growth And Development (3.0)  
This course is designed to provide an overview of child development three years through twelve years of age, and the fundamentals of contemplative observation of young children. It is intended to give the student an overview of current research and issues in child development. Students are required to study and observe children in elementary settings, learn to think critically about research and evidence presented, and to apply research findings to solving current social problems impacting families and young children. The class examines different theorists and their approaches to explaining child development in a global context. This class is conducted in a seminar format. Practical application: Field Placement [The application is completed during the twenty hours of field placement that is required for the class]. Elementary Teacher Preparation students who have not taken EDU380 will have a pre-course reading, available on the MyNaropa EDU385 course link, due for the first class.

**EDU393**  
Issues in Education: The Mary Culkin Series (3.0)  
A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this course for credit. Course work includes relevant readings and response papers relating to each topic.

**EDU404**  
Maitri and Mudra Space Awareness (3.0)  
Exploring the nature of apparent division between oneself and others forms the basis of our investigation into how contemplative practice can enhance the art of leadership and become the foundation of enlightened service to others. Through Tibetan yogic practices that have been adapted for classroom use, students explore the basic nature of space and energies, which develops understanding and appreciation of a variety of learning styles. Within the protected classroom space, participants have the opportunity to be both subjects and objects of this investigation. In-class practice is accompanied by readings developing discipline and patience, and engendering a resilience that brings vibrancy to workplace settings. Prerequisites: Established meditation practice and permission of instructor. Materials fee.

**EDU420**  
Energy and Expression in the Classroom (3.0)  
The art of teaching through awareness of, and synchronization with, the energetic expressions of young children is cultivated.
The aim is to develop teaching skills that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that address the wide variety of issues within these areas, such as behavior, discipline, making transitions, developing an individual sense of body/mind, and creating a caring community are studied. Through observations, discussion, and experiential exercises, students learn to meet and guide the energetic needs of individuals and groups of young children. Prerequisite: EDU380 with a C or higher.

**EDU421**
**Foundations of Education for a Diverse Society and Assessment of the Diverse Learner (4.0)**
In this course, we survey theories and practices in American Education in the U.S. based on analyses of current practices and future projections. The course includes an introduction to the history of education; educational philosophies; effective teaching, educational assessment theories and practices; schools and curricula; and social, political, and economic forces that shape contemporary schooling and assessment. Coursework includes readings, lectures, dialog, simulations, guest speakers, peer teaching in class, and experiential and contemplative teaching and learning. Contemplative Education courses are taught through the mode of ‘contemplative teaching’ in every session. Using this method, professors model contemplative teaching strategies and inner practices, explicitly define the contemplative strategies/practices used, and explain the “why” behind the strategies used. Class discussions, classroom group work, lesson demonstrations, and lesson planning demonstrate both contemplative approaches and current best practices in teaching. Professors describe how these strategies impact classroom management and methods, and engage students in consistent practice of contemplative strategies in practicum placements through student teaching. Textbooks and articles chosen for this class, which are based on personal and group experiences in preparation for balanced and creative teaching, are explicitly discussed. Crosslisted as EDU521.

**EDU425**
**Elementary Social Studies Methods (3.0)**
This course prepares secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. This course brings a contemplative view to learning the skills necessary for teaching early childhood students through 6th grade, emphasizing the importance of observation, and reflection. The class combines lecture/discussion, observation and experiential approaches. Prerequisite: EDU245 and EDU380

**EDU430**
**Teaching Young Children: Methods and Classroom Management (3.0)**
This course prepares early childhood/elementary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, and the exploration of various strategies to meet the needs of diverse learners. Pre-service teachers develop deep understanding and knowledge of the Colorado Academic Standards, and reflect on the teacher practices that work best for individual students. This course brings a contemplative view to learning the skills necessary for teaching early childhood students through 6th grade, emphasizing the importance of observation, and reflection. The class combines lecture/discussion, observation and experiential approaches. Prerequisite: EDU245 and EDU380

**EDU439**
**Secondary Methods and Classroom Management I (3.0)**
This course will prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners, developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required.

**EDU445**
**Elementary Literacy III: Foundations of Literature (3.0)**
Using a contemplative approach to literacy, this semester course investigates the world of literature. Various genres, cultures, time periods, and perspectives are examined as students consider how to develop diverse students’ critical thinking, listening, speaking, reading, and writing. The course also explores the interdisciplinary component of literature, interweaving the novels we read into all subjects to deepen our relationship to learning. Prerequisite: EDU355. Crosslisted as EDU574.

**EDU447**
**Mindfully Aware Teaching I (2.0)**
This course provides a foundation for a contemplative approach to teaching. Students learn sustainable, effective, and compassionate ways of working with their cognitive, affective, and somatic experiences in preparation for balanced and creative teaching. Contemplative skills are developed through personal and group practices involving mindful awareness, compassion, contemplation, and embodies presence disciplines. Fundamental application of personal contemplative skills to teaching relationships are developed and sequenced throughout the course. All these skills are supported by the study of essential contemplative principles and pedagogies from contemporary and traditional sources. This is primarily an experiential course focusing on the development of personal and relational competencies that are foundational to contemplative teaching. Crosslisted as EDU547.

**EDU449**
**Secondary Methods and Classroom Management II (3.0)**
This is the second of two methods courses designed to prepare secondary pre-service teachers to enter the classroom as student teachers. This course includes the practice of standards-based lesson delivery, classroom management techniques, the exploration of various strategies to meet the needs of diverse learners,
developing deep understanding and knowledge of the Colorado Academic Standards, and reflection on the teacher practices that work best for individual students. This course focuses on the continued use of contemplative practices in the classroom, strengthening methods for working with CLD students, and deepening methods for social-emotional learning, and assessment. Thirty-five hours in a school practicum placement is required.

**EDU450**
**Student Teaching: Early Childhood (4.0)**
As the culmination of the education program, this internship course pairs each student with an experienced teacher who practices contemplative preschool pedagogy. Interns have multiple opportunities to practice the skills needed to teach a preschool class. Regular meetings with the supervising teacher, the teaching team, and program director help to establish the skills and habits of a professional preschool teacher. Open to program students only. Prerequisites: EDU245, EDU330, EDU380, EDU404, and EDU430. EDU420 and EDU310 can be taken simultaneously with or prior to EDU450.

**EDU452**
**Poverty Matters (3.0)**
Section A: ONLY FOR STUDENTS WHO ARE NOT GOING ON THE NICARAGUA TRIP. Section B: ONLY FOR STUDENTS WHO ARE GOING ON THE NICARAGUA TRIP. An exploration of the beliefs and myths surrounding poverty and its effects on people, the environment, and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua, and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua. Prerequisite: EDU245.

**EDU475**
**Elementary Student Teaching (3.0)**
All elementary education students must complete one semester of full-time student teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP-trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows. Crosslisted as EDU585.

**EDU476**
**Secondary Student Teaching (3.0)**
All secondary education students must complete one semester of full-time student-teaching in a culturally and linguistically diverse classroom. Students receive eight to ten supervisor visits and are evaluated and coached based on the supervisor evaluation rubric. Students receive two Sheltered Instruction Observation Protocol (SIOP) observations, evaluations, and coaching sessions with a SIOP-trained supervisor. During student teaching, students are placed with a cooperating teacher in an appropriate grade level. Students are expected to work closely with the cooperating teacher in planning and implementing instruction. Students are expected to be at the school for five periods per day and are expected to take control of the class as soon as the cooperating teacher allows. Crosslisted as EDU585.

**EDU480**
**Student Teaching Seminar (3.0)**
In this seminar, we engage in dialog about issues that arise in the classroom during student teaching. Student teachers reflect on their teaching and its impact on students’ learning, as well as focus on their Portfolio and Teacher Work Sample, and facets of their job search. Co-requisite: EDU475. Crosslisted as EDU581.

**EDU483**
**Mindfully Aware Teaching II (2.0)**
This course is a deepening of the foundation that has been laid in Mindfully Aware Teaching I. Having experienced practices and pedagogies that stabilize the teaching presence and improve learning relationships, students learn effective and compassionate ways of facilitating creative approaches to classroom learning activities. By working more directly with their cognitive, affective, and somatic experiences, teachers engage in first person, realistic classroom scenarios. The teaching relationships that are being developed through the practices of mindful awareness, compassion, contemplation, and embodied presence disciplines are further extended into methods for refining classroom management and curriculum. All these skills are supported by the study of contemplative principles and pedagogies from contemporary sources based on world wisdom traditions and modern psychology and sociology. This is an experimental course focusing on the development of selected pedagogical methods that are foundational to contemplative teaching. Prerequisite: EDU447. Crosslisted as EDU583.

**EDU499**
**Independent Study: Early Childhood Education (0.5-4.0)**
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.
Environmental Studies Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

Environmental Studies is an inherently transdisciplinary field arising from the interaction of Western-based natural and social sciences with 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 to respond to the rapidly increasing degradation of our natural resources, and creatively move forward with resiliency for a more balanced, sustainable relationship with the living world.

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.

Environmental Studies Major Requirements

Prerequisites

- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV245 Geography: Pilgrimage and Sacred Landscape (3)

These courses are prerequisites for courses included within the major requirements.

Required Courses

Gateway

- ENV207 History of the Environmental Movement (3)
- ENV215 Sustainability (3)
- ENV223 Field Ecology (3)
- ENV238 Survival Skills (3)
- ENV260 Introduction to Permaculture (3)

Milestone

- ENV318 Deep Ecology (3)
- ENV321 Geology (3)
- ENV350 Nature, the Sacred, and Contemplation (3)
- ENV355 Environmental Justice (3)

Special Focus Course

Choose 3 credits

- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)
- ENV257 Food Justice (3)
- ENV342 Permaculture Design (3)
- ENV363 Indigenous Environmental Issues (3)
- ENV370 Ecopsychology (3)

Capstone

- ENV420 Environmental Service Learning: Ecological Restoration (3)
- ENV480 Senior Project (3)

Total Credits: 36

Course Listings

ENV100

Physical Geography: Beholding the Body of the Earth (3.0)

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 (3.0)

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 (3.0)**
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 (3.0)**
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 (3.0)**
An introduction to green construction practices and design, as well as a wide range of green technologies that contribute to sustainable living, the course includes practical, hands-on experience and field trips.

**ENV238**
**Survival Skills (3.0)**
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: $25. Prerequisite: ENV100. Required for ENV majors.

**ENV245**
**Geography: Pilgrimage and Sacred Landscape (3.0)**
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 (3.0)**
An examination of how conventional economic theory, as well as alternative economic theories, apply 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.

**ENV257**
**Food Justice (3.0)**
An introduction to the food justice movement, this course examines it from the local, national, and international levels. Topics include food policy, grassroots movements and action, food production and food access as they relate to the systems of privilege and oppression that shape them. Equally, this course explores the actions of various communities working towards empowerment and liberation. Students engage with relevant theory, hands-on service learning, site visits, as well as contact with professionals, activists, and impacted communities in the food justice movement. Prerequisite: COR150 or COR113. Course fee.

**ENV260**
**Introduction to Permaculture (3.0)**
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, and compost systems, and growing food on campus. This course also includes field trips and demonstrations. Materials fee. Required for ENV majors.

**ENV318**
**Deep Ecology (3.0)**
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 (3.0)**
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 streams, wind, and glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV223.

**ENV342**
**Permaculture Design (3.0)**
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
ENV350  
Nature, the Sacred, and Contemplation (3.0)  
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. Prerequisite: ENV245. Required for ENV majors.

ENV355  
Environmental Justice (3.0)  
An examination of contemporary issues of environmental justice and racism in the United States and throughout the world. The environmental justice movement is based on social justice and multicultural issues. Prerequisite: COR150 or COR113. Required for ENV majors.

ENV363  
Indigenous Environmental Issues (3.0)  
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 or COR113.

ENV370  
Ecopsychology (3.0)  
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 are 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 or COR113.

ENV420  
Environmental Service Learning: Ecological Restoration (3.0)  
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. Prerequisite: COR220. Required for ENV majors.

ENV480  
Senior Project (3.0)  
The Senior Project course is a capstone project-based course in which students demonstrate their cumulative knowledge, skills, and abilities in a specific environmentally-based research 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.

ENV499  
Independent Study: Environmental Studies (0.5-4.0)  
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Interdisciplinary Studies Major (BA)  
A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

The 60-credit Interdisciplinary Studies (INTD) major begins with the creation of a Learning Agreement in which students formulate a philosophy and action plan for their program of study, grounded in their Authentic Statement of Purpose. Starting in the Gateway Seminar [Integrative Inquiry: Ways of Knowing], students assemble a vision for course work, travel, service, and other enrichment experiences that will support that vision. Course work is drawn from two or three concentration areas and the required Interdisciplinary Studies courses. Concentration areas include any of the approved BA major or minor programs. The INTD requirements include two Special Topics seminars, which vary each semester and engage students in the practice of interdisciplinary thinking and writing. Other program requirements include the annual INTD BA Program Retreat which provides an opportunity to build community in a contemplative setting; a Leadership and Service course; and two Capstone seminars, which provide the tools and container for thesis research, writing, and presentation.

Opportunities for Honors Directed Reading and Research are available for advanced students who wish to deepen knowledge in their focused area of study or practice research in collaboration with mentors. The student’s Learning Agreement evolves and is refined over the course of study and culminates in a written thesis. Guided by mentors from the student’s chosen disciplines or concentrations, the thesis may have research, performance, artistic, or service-oriented dimensions.
Program Vision
The Interdisciplinary Studies BA program invites students to design a unique program of study that integrates different disciplinary perspectives in the work of personal and social transformation. In this contemplative, interdisciplinary approach to the undergraduate journey, students bring together the head (academic, analytic, and conceptual skills); heart (values, passions, and interests); and hands (applications, experiences, service) to find “where their deep gladness meets a need in the world” (Frederick Buechner).

Interdisciplinary Studies Major Requirements

Required Courses

Gateway
- INTD301 Integrative Inquiry: Ways of Knowing (3)

Milestone
- INTD325 Interdisciplinary Studies BA Program Retreat (1)

Leadership and Service
Choose 3 credits
- COL450 Internship (3)
- COL350 Design Thinking for Personal and Social Change (3)
- ART495 Community Building and Self-Reflection in the Visual Arts (3)
- ENV420 Environmental Service Learning: Ecological Restoration (3)
- COL360 Lion’s Roar: Writing for Publication (3)
- WRI307w Professional Development: Teaching Practicum: Designing a Writing Workshop (3)

Coursework in Concentration Area
Choose 47 credits from within 2 or 3 concentration areas (as well as any additional INTD courses). Choose two or three concentration areas from approved BA major or minor programs with at least 12 credits in each concentration area, in accordance with approved Learning Agreement.

Capstone
- INTD380 Capstone I: Discovery and Design (3)
- INTD480 Capstone II: Integrative Thesis (3)

Total Credits: 60

Course Listings

INTD210
Introduction to Gender and Women's Studies (3.0)
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.

INTD250
Perceptions in Media (3.0)
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 also television, the Internet, 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.

INTD301
Integrative Inquiry: Ways of Knowing (3.0)
The gateway course introduces students to the purpose and processes of the Interdisciplinary Studies BA major. Through an exploration of traditional, integrative, contemplative, and social justice models of higher education, students formulate a philosophical foundation for their individualized, interdisciplinary program of studies at Naropa. Guided by the “heart, head, and hands” model of contemplative interdisciplinary studies, students create a Learning Agreement, which is a statement of authentic purpose, a plan for acquiring needed competencies through course work, inner and outer experiences, and practices to fulfill their self-designed educational journey. Students are introduced to the theory and methodology of interdisciplinary studies and learn to apply these to their intended focus of study.

INTD310
Feminist and Queer Theory Methods of Inquiry (3.0)
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 explores postcolonial, diasporic, and critical race perspectives on feminist epistemology. Students take a contemplative tour through diverse methods of inquiry, including but not limited to memoir, observation, participant observation, archival research, and experimentation. Through personal reflection and observation of gender in the world, students create diverse work products that both bear witness to gender in the everyday world and stand in resistance to oppressive power structures.

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INTD320
Arts-Based Research (3.0)
In this course students learn the purposes, epistemological roots, and methods of arts-based research, surveying the various arts-based approaches to conducting social science research. We will experiment with the ways a range of art-forms - narrative, poetry, music, visual art, dance, and performance, can be used at various stages in the research process [data collection, analysis, and representation of findings]. We will integrate contemplative and critical, reflexive inquiry in this transdisciplinary approach to knowing, making connections between identity, culture, and social transformation. A primary outcome of the course is to design and implement a research project that addresses a complex social issue, question, or problem that has personal meaning and social significance. Prerequisite: INTD301 or instructor permission.

INTD325
Interdisciplinary Studies BA Program Retreat (1.0)
This weekend retreat at the Shambhala Mountain Center takes place at the beginning of each fall semester. Engaging in contemplative practices together connects students to Naropa’s spiritual and cultural roots, instills a sense of community with faculty and peers, and restores energy and balance for the new academic year. This weekend intensive experience creates a space for dialog and reflection about students’ evolving interdisciplinary studies program. Interdisciplinary Studies majors are required to attend at least one retreat during their program. Open to declared INTD majors with at least 30 credits. Course fee.

INTD348
Classics of International Film (3.0)
This course critically evaluates the history of cinema from the mid- to late 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 long-term effects of selected films upon their respective societies and the world at large.

INTD376
Introduction to Screenwriting: Sitting Quietly, Doing Everything (3.0)
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 dialog, 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.

INTD380
Capstone I: Discovery and Design (3.0)
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 these have developed intellectually and institutionally over the past several centuries. In systematically comparing the methods and rhetorical strategies of different disciplines, and focusing upon the history of modern educational practices, the course develops critical thinking and research skills essential to laying a foundation for work during the subsequent thesis-writing semester. At the same time, the seminar fosters the community-building work of interdisciplinary studies as a contemplative forum for the discussion of broad academic issues confronting university education today. Prerequisite: COR115.

INTD480
Capstone II: Integrative Thesis (3.0)
Students in this capstone seminar integrate contemplative inquiry, critical reflection, and creativity to address complex and socially significant problems, questions, or issues. Building on work produced in Capstone I, students implement an original research, creative, service-based, or social innovation project, culminating in a final product that reflects substantial research and work. This product could be a thirty-page academic paper, or its equivalent in creative, innovative, or service-oriented content with a minimum fifteen-page manuscript. Regardless of the nature of their final project, students are encouraged to create artifacts in a range of media - visual art exhibits, film, theater, music, and poetry, as well as socially innovative curricula, programs, and models. The semester ends in celebration and ceremony, featuring student presentations of their work.

INTD490
Special Topics Seminar (3.0)
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.

INTD491
Honors Directed Reading (3.0)
The Honors Directed Reading seminar is designed to enable Interdisciplinary Studies students to read in their respective fields of study as proposed in their Learning Agreement, or about concepts that are currently significant, controversial, or seminal in their fields of which texts the student would otherwise be assigned in a course at Naropa. By permission of instructor. Open to INTD majors only.

INTD492
Honors Directed Research (3.0)
The Honors Directed Research seminar is designed to enable Interdisciplinary Studies students to do research in their respective fields of study as proposed in their Learning Agreement, or about
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 (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**Music Major (BA)**
A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

In this 36-credit major, students are free to make the music that is most meaningful to them, without restrictions on genre or style. The program is focused on creativity and the creative process, developed through the practice of improvisation—making music in the moment—and extending to the craft of composition, recording, and innovative uses of music technology.

Students develop their musical knowledge during three semesters of musicianship courses, including training in theory, sight-singing, and aural and rhythmic acuity. Each semester, Music students connect as a community in the Music Program Retreat, exploring the relationship between contemplative practice and music; this includes one-on-one meetings between students and faculty to clarify student goals and development. Performance skills are fostered through private music lessons, ensembles, and public and private concerts offered throughout the academic year. To further deepen their musical understanding, students explore multicultural perspectives on music-making, music history, and audio recording and production.

**Departmental Policies**
Students can declare their major at any time and are invited to join the Music Program Retreat in the semester of their declaration. While students engage in private music lessons, they must perform in at least one Works in Progress Concert or Final Music Concert, as stated in the syllabus. Recommended foundational courses include MUS140 Keyboard Studio and MUS230 Improvisation.

**Capstone**
As the culminating graduation requirement of the BA degree, students design and execute a Senior Project in their final semester. This is a performance, recording, or other creative project that incorporates vital elements of musicianship and creativity acquired in their training at Naropa. Students develop marketing strategies and publicity materials for the presentation of their work.

**Special Opportunities**
In addition to regular music program events and recording opportunities, students are encouraged to collaborate with other disciplines at Naropa: dance, theater, visual art, writing, film, etc. In addition, an Independent Study may be designed to support specific projects, collaborations, or particular areas of musical study.

**Music Major Requirements**

**Required Courses**

**Gateway**
- MUS200 Musicianship I: Musical Beginnings [3]
- MUS250 Music Cultures of the World [3]

**Community Retreat**
*Take four times for 2 credits*
- MUS248 Music Program Retreat [0.5]

**Milestone**
- MUS210 Musicianship II: The Practice of Notation [3]
- MUS360 Musicianship III: The Art of the Chart [3]

**Music Technology**
*Choose 3 credits*
- MUS275 Producing Music with Ableton Live [3]
- MUS280 Technical Skills for Contemporary Creativity [3]

**Music in Context**
*Choose 3 credits*
- MUS263 History of Rock n’ Roll [3]
- MUS260 Listening to Jazz [3]

**Advanced Skills**
*Choose 3 credits*
- MUS230 Improvisation [3]
- MUS380 Advanced Audio Recording and Production [3]
- MUS490 Special Topics in Music [3]

**Choose 3 credits**
- MUS370 Musicianship IV: Arranging and Orchestrating [3]
- MUS400 Composition [3]

**Ensembles and Performance**
*Choose 3 Credits*
- MUS208 Naropa Chorus [3]
• MUS215 Rhythm Hemispheres: World Percussion Traditions [3]
• MUS270 Naropa Ensemble [3]
• MUS420 Naropa Composers and Improvisers Orchestra [3]
• TRA114 Indian Devotional and Raga Singing [3]

Capstone
• MUS485 Senior Project [3]

Total Credits: 36

Additional Recommended Music Electives
• COL450 Internship [3]
• MUS140 Keyboard Studio [3]
• MUS150 Solo Singing in Style [3]
• MUS499 Independent Study: Music [0.5–4.0]

Course Listings

MUS140
Keyboard Studio (3.0)
This course teaches basic piano skills to the aspiring singer, pianist, keyboardist, or music producer in a class setting. During class time, each student is provided with their own keyboard and headphones; students are expected to practice outside of class using Naropa’s practice rooms. Students learn chords, keys, riffs, and improvisational techniques specific to modern genres: pop; rock; jazz; soul; Latin; and so forth. In turn, students learn to read basic piano music and how to play from chord charts and “fake” books. Throughout the course, MIDI is 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.

MUS150
Solo Singing in Style (3.0)
Students explore voice technique through specific musical styles and the voice qualities attributed to them. The semester breaks into seven units organized by genre: folk; jazz; pop/rock; R&B/ blues; theater; opera; and student’s choice. Students pick literature for each style and prepare a performance every two weeks. The class is focused on group learning, with private coaching available throughout the semester. Using voice and body awareness exercises, students learn to breathe and move freely, locate and master the use of specific vocal tract structures, and perform with confidence and clarity of expression. By the end of the class, students will know how to care for their voices, how to use their voices expressively in multiple styles, and how to discover their own authentic vocal instrument.

MUS160
Creative Music Workshop (2.0)
Creative Music Workshop is a nine-day intensive that places non-stylistic improvisation at the center of musical learning. Students discover their confidence, discernment, and wakefulness through classes in creative process, ensemble, like instruments, meditation, and body-mind practices. Throughout the intensive, students and faculty present public concerts featuring “spontaneous compositions” and works devised during the workshop. To satisfy the Artistic Process Core Area Requirement, this course must be taken for a letter grade. Upon request, this course can be taken for a pass/fail grade.

MUS200
Musicianship I: Musical Beginnings (3.0)
An introduction to the creative path of the musician. Students sharpen their perception of pitch and rhythm, expand their understanding of music theory (including its limitations), and explore awareness practice as the foundation of musical creativity. Open to beginners and others interested in brushing up on basic skills while deepening their creative agency.

MUS208
Naropa Chorus (3.0)
In an atmosphere of discovery and experimentation, students explore the fundamental human experience of singing in a group. The class will determine what music to perform, generating arrangements and pieces through collaboration and improvisation. In addition, music from different periods of history and vocal styles will be introduced. Naropa Chorus has an emphasis on the deep listening of one’s intuition and expressing it through the voice in the greater context of a group; we will pay close attention to what is going on both internally and externally and respond to both. Participants must be able to carry a tune. The ability to read music is helpful, but not essential.

MUS210
Musicianship II: The Practice of Notation (3.0)
The discipline and practice of Western music notation. Through games, exercises, improvisation, and composition, students develop sight-reading, aural skills, and an understanding of the basic principles of music theory. Topics include intervals, key signatures, major and minor scales, triads, and simple and compound meter. Prerequisite: MUS200 or equivalent.

MUS215
Rhythm Hemispheres: World Percussion Traditions (3.0)
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.
Improvisation (3.0)
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!

The Evolution of Western Music (3.0)
A media-rich course that traces the evolution of contemporary Western music. Beginning with current trends, we reach into two thousand years of history, uncovering Western music’s roots and the cultural and historical contexts in which it evolved. The first half of the semester focuses on the divergent musical landscape of the twenty-first and twentieth centuries and the co-development of the recording industry, while the second half begins in the Romantic period and digs down to the Renaissance and Middle Ages, predominantly covering Europe’s “classical” tradition and some discussion of its “folk” traditions. Special attention is paid to focused listening. By the end of the course, students have a deep understanding of the reasons why Western music sounds as it does today.

Music Program Retreat (0.5)
The Music Program Retreat is a one-day gathering of Music majors, minors, and faculty in the Music suite of Naranda. Occurring every semester, majors must attend the retreat at least four times during their program. The retreat acts as an orientation for new students and a “check-in” for ongoing majors. Throughout the day, we explore the connections between mindfulness, music, and community through sitting practice, solo performance, group collaboration, and improvisation. Students and faculty discuss the business of music as well as best practices for the equipment and rooms in the Music suite. Finally, students are provided with the skills necessary to set realistic goals and intentions for their musical journey, through several one-on-one meetings with faculty. Open to Music majors and minors only.

Music Cultures of the World (3.0)
An introduction to the sound of the world through the music of many cultures. Students gain a basic understanding of ethnomusicology, and an appreciation of the wisdom and beauty of music from a multicultural perspective. This includes a comparative introduction to basic musical principles including rhythm, melody, harmony, and instrumentation from different cultures and traditions. We explore multifaceted contexts for music: work and play, ceremony and ritual. This course offers students insight into our human heritage through a broad overview of human music-making. Open to all students.

Listening to Jazz (3.0)
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of the twentieth century. Through readings and by listening to recorded examples and to live music, students explore the cultural and artistic elements of this richly expressive musical form.

History of Rock n’ Roll (3.0)
This course explores the earliest origins of Rock n’ Roll: the places, people, and politics that gave rise to the tide that brought dynamic changes to the cultural fabric of the United States beyond anything previously imagined. We will explore the basic meanings of “Rock” and “Roll” and the necessities that drive this music forward. We will hear from the people who created it, played it, stole it, sold it, owned it and dominated it. We will investigate the context in which Rock n’ Roll was born and flourished, the ways it has moved forward into the twenty-first century, and the changes it has wrought in our everyday lives.

Naropa Ensemble (3.0)
The Naropa Ensemble is the Music program’s core ensemble, performing at concerts and events throughout the semester. At the beginning of the course, faculty and students determine repertoire to broaden ensemble members’ musical interests and further develop their instrumental skills. Students engage with rehearsal technique, sight-reading, improvisation, and “part” creation specific to their instrument. Prerequisite: MUS210. Others considered by audition.

Producing Music with Ableton Live (3.0)
Using Ableton Live’s audio and MIDI sequencing software, students learn the basics of musical production for the studio and live performance. Through the software’s intuitive design, students explore digital synthesis, sampling, sequencing, beat-matching, MIDI recording and editing, and an extensive array of audio effects: compression; limiting; distortion; EQ; reverb; delay; etc. In turn, students learn to recognize and utilize the production and compositional techniques used in the musical styles of their choosing. By the end of the course, students will have a broad range of understanding and skills applicable to any number of musical worlds: EDM; ambient electronica; R&B; DJ’ing; pop; film scoring; sound design; sound installation; and more.

Technical Skills for Contemporary Creativity (3.0)
This course provides students with a baseline of technical knowledge as it applies to the production of creative work on the stage, in the studio, and through digital media. Areas of study include video/audio recording, digital photography, digital editing, lighting design, live sound, and stagecraft. Through hands-on experience in the Digital Media Lab, Harry Smith Print Shop, Recording Studio, and Naropa’s event spaces, students explore the weaving together of technology and creativity in service of art-making.
MUS360  
Musicianship III: The Art of the Chart (3.0)  
Students read, write, and perform musical charts with a special emphasis on sight-reading techniques and improvisation. Topics include seventh chords and chord-extensions, chord progressions, mixed meter, non-harmonic tones, tonicization, and chord/scale theory. Prerequisite: MUS210 or equivalent.

MUS370  
Musicianship IV: Arranging and Orchestrating (3.0)  
Students create written arrangements for larger ensembles, exploring contemporary uses of instrumentation and reharmonization. Topics include altered extensions, modal borrowing, chord substitution, conducting, large-scale form, polymeter, and score/part preparation. Prerequisite MUS360 or equivalent.

MUS380  
Advanced Audio Recording and Production (3.0)  
Students explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques are applied. Particular emphasis is given to the use of signal processing (equalization and effects) and digital editing, and the creative opportunities provided by these technologies. Group and individual projects are the means through which we foster creativity and its evolution. Prerequisite: MUS280.

MUS397  
Private Music Lessons (1.0)  
Restrictions apply as to who may take Private Music Lessons for credit. See Private Music Lesson Application for further details. Music majors must participate in Works In Progress concerts while taking Private Music Lessons.

MUS400  
Composition (3.0)  
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 diversity as we go. Possible avenues include multitrack recording techniques, alternative intonation systems, and composing for dance, theater, and film. Prerequisite: MUS360.

MUS420  
Naropa Composers and Improvisers Orchestra (3.0)  
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.

MUS485  
Senior Project (3.0)  
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 providing students with a benchmark in their development as musicians in the world beyond the university. Open to Music majors only.

MUS490  
Special Topics in Music (3.0)  
The Special Topics Seminar investigates specific applications of theories and methods of music not offered in other courses. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate students.

MUS499  
Independent Study: Music (0.5-4.0)  
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Religious Studies Major (BA)  
A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

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 on contemplative practices and traditions. Course offerings include African, Buddhist, Christian, Hindu, Jewish, Muslim, and Sufi traditions. Students have the opportunity to develop inner resources to meet life’s challenges, and interreligious dialog skills to relate to diverse traditions and beliefs. All students must take a series of 12 credits that introduce the study of religion and contemplative practice. Students also choose 9 credits from Religious Traditions courses, which serve as introductory studies of major world religions; 6 credits from Contemporary Issues in Religion courses; and 9 credits from Contemplative Practice courses.
Departmental Policies
Please consult with your academic advisor to plan your schedule in the program. For additional policies, please see the Religious Studies Student Handbook on MyNaropa. Undergraduate students may petition to take MA courses in Buddhism in their junior or senior year with permission of the instructor.

Religious Studies Requirements

Required Courses

**Gateway**
Choose 6 credits
- REL150 Buddhist Journey of Transformation: An Introduction (3)
- REL210 Religion & Mystical Experience (3)
- REL247 Embodying Sacred Wisdom: Modern Saints (3)

**Milestone**
- REL351 Theories of Alternative Spiritualities and New Religious Movements (3)

Religious Traditions Courses
Choose 9 credits
- REL229 Contemplative Judaism (3)
- REL240 Foundations of Buddhism (3)
- REL314 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL321 Kabbalah and Consciousness (3)
- REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL325 Contemplative Christianity (3)
- REL334 Hindu Tantra (3)
- REL338 Sufism: An Introduction to Its History, Thought, and Practice (3)
- REL345 Zen Buddhism (3)
- REL346 Wisdom and Compassion: The Buddhist Path (3)
- REL349 Tibetan Buddhism: Inside the Mystique (3)
- REL355 Introductory Sanskrit: The Language of the Gods (3)
- REL376 Inner Oral Tradition of the Torah (3)
- TRA453 Yoga History, Theory and Philosophy (3)

Contemporary Issues in Religion Courses
Choose 6 credits
- REL190 Special Topics in Religious Studies (3)
- REL212 Queer Theory, Feminism, and Religion (3)
- REL312 Spiritual Models of Social Action (3)
- REL348 Flight of the Swans: Dharma Comes West (3)

Contemplative Practice Courses
Choose 9 credits
- 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 Christian Prayer and Mystical Practices (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)
- TRA133 Yoga I (3)
- TRA463 Meditation in Yogic and Tantric Traditions: A Practicum (3)

Capstone
- REL485/TRA485 BA Wisdom Traditions Retreat (1)
- REL489/TRA489 BA Wisdom Traditions Capstone (2)

Total Credits: 36

Course Listings

**REL150**
Buddhist Journey of Transformation: An Introduction (3.0)
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 (1.0)
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.

**REL157W**
Theravada Vipassana Weekend (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL501W.
REL158W
Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL504W.

REL160
Meditation Practicum I: Freeing the Mind (3.0)
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. Prerequisite: REL160 or TRA100.

REL160
Meditation Practicum II: Igniting Compassion (3.0)
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 (1.0)
This course introduces students to experiential, artistic, and contemplative practices drawn from a range of religious traditions through a series of weekly meetings as part of the Spirituality and Contemplative Practice Living Learning Community. Students will have the opportunity to engage with guest faculty from the Department of Wisdom Traditions. Topics will deepen students’ grounding in the spiritual journey that underlies a Naropa education, and will include contemplative practice, art, writing, ritual, films, and interspiritual discussion.

REL210
Religion and Mystical Experience (3.0)
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 (3.0)
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
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Prerequisite: COR110. Cross-listed as REL 529.

REL240
Foundations of Buddhism (3.0)
An introduction to Buddhism, including a survey of Buddhist history, philosophy, and meditation. Special emphasis is placed on the basic Buddhist teachings and perspectives 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 (3.0)
An exploration of the human thirst for spiritual experience and transformation through the studies of biographies of nineteenth and twentieth-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 (3.0)
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, brushstroke, 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: Meditation Weekend (1.0)

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.

**REL258**

Contemplative Practice Intensive (1.5-6.0)

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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL547.

**REL271**

Christian Prayer and Mystical Practices (3.0)

This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lection divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 571.

**REL274**

Tibetan I (4.0)

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 per week outside of class. Course fee. Cross-listed as REL503.

**REL277**

Sanskrit I (4.0)

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 per week outside of class. Cross-listed as REL507.

**REL284**

Tibetan II (4.0)

A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL274. Cross-listed as REL533.

**REL287**

Sanskrit II (4.0)

This course is a continuation of Sanskrit I. Prerequisite: REL277. Cross-listed as REL537.

**REL312**

Spiritual Models of Social Action (3.0)

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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL585. Co-requisite or prerequisite: COR113 or COR130.

**REL314**

Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)

A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture.
REL321
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 535.

REL323
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
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 or prerequisite: COR113 or COR130.

REL325
Contemplative Christianity (3.0)
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 or prerequisite: COR113 or COR130. Cross-listed as REL525.

REL334
Hindu Tantra (3.0)
What is referred to as “Tantra” encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify “Tantra” and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra’s first beginnings in fifth-to-sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first-century traditions dubbed “Neo-Tantra”.

REL338
Sufism: An Introduction to its History, Thought, and Practice (3.0)
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of Sufi meditation and other contemplative techniques.

REL345
Zen Buddhism (3.0)
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Co-requisite or prerequisite: COR113 or COR130. Course fee. Cross-listed as REL540.

REL346
Wisdom and Compassion: The Buddhist Path (3.0)
Compassion training is at the vanguard of the contemplative education movement nationally, and this course investigates compassion from personal, societal, and historical perspectives. What is compassion, and how can we become more compassionate? What contributions have the major religions of the world made to cultivating compassion? What has recent scientific research revealed about the cultivation of compassion? What contemplative practices and what activities deepen our empathy and compassion, and what are the results? These interdisciplinary studies are threaded by ongoing compassion meditation training, drawing especially from the Buddhist practices of loving-kindness and compassion. Co-requisite or prerequisite: COR113 or COR130.

REL348
Flight of the Swans: Dharma Comes West (3.0)
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma bums, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Co-requisite or prerequisite: COR113 or COR130. Cross-listed as REL546.
REL349
Tibetan Buddhism: Inside the Mystique (3.0)
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. Co-requisite or prerequisite: COR113 or COR130.

REL351
Theories of Alternative Spiritualities and New Religious Movements (3.0)
This course provides theoretical frameworks for deepening student knowledge and understanding of alternative spiritual approaches through various lenses, including the insider/exsider problem, sociological and anthropological approaches to religion. Materials covered may include history of American spirituality, ethnogthenes and shamanism, cults and sects, Neopaganism and various movements that arise in popular culture and practice. 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
Introductory Sanskrit: The Language of the Gods (3.0)
Introductory Sanskrit offers preludes to further in-depth linguistic study and a preparatory training for aspiring Yoga teachers by providing the requisite resources and instruction for students to master the script, pronunciation, essential vocabulary, and rudimentary grammar of Sanskrit. To enliven our study of these foundational components of the “language of the gods,” anecdotal jewels from the great treasury of Sanskrit knowledge systems will be threaded through each element of the curriculum. These will include penetrating insights from the vast archive of yogic traditions, samples of the imaginative power and stunning beauty of Sanskrit literature, wise counsel and “good sayings” (subhasita) to live by, and an introduction to the practice of textual recitation.

REL375
Tibetan III (4.0)
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: REL374. Cross-listed as REL553.

REL376
Inner Oral Tradition of the Torah (3.0)
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 toward this end. Dramatization of stories will be utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah will give the students a firsthand experience of Jewish contemplative practice. Offered alternate years. Cross-listed as REL676. Co-requisite or prerequisite: COR113 or COR130.

REL377
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move on toward the formation and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavada-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.

REL385
Tibetan IV (4.0)
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 REL583.

REL387
Sanskrit IV (4.0)
In 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. Prerequisite: REL377. Cross-listed as REL587.

REL390W
Shambhala Training Level I: The Art of Being Human (1.0)
Shambhala Training is the path of study and practice of Shambhala warriroship: 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.
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Shambhala Training Level II: Birth of the Warrior (1.0)

Shambhala Training Level III: Warrior in the World (1.0)

Shambhala Training Level IV: Awakened Heart (1.0)

Shambhala Training Level V: Open Sky (1.0)

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.

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BA Wisdom Traditions Retreat (1.0)

This weekend retreat takes place at the beginning of each Fall semester and prepares students for BA Wisdom Traditions Capstone in the Spring semester. Engaging in contemplative practices together connects students to Naropa’s spiritual and cultural roots, instills a sense of community with faculty and peers, and restores energy and balance for the new academic year. Introduction to the field of religious studies from the perspective of contemplative education, as well as to important thematic and analytic perspectives, Building community, forming friendships, and sharing our mutual journey is central to this retreat. Course fee.

BA Wisdom Traditions Capstone (2.0)

The Capstone class gives students the opportunity to create and present a capstone project that demonstrates student learning and integration within their chosen concentration. The range of possible capstone projects is broad and includes research papers, assistantships and internships, and original interactive projects. 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 principle that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project.

Indepenldent Study: Religious Studies (0.5-4.0)

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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Visual Arts Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

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.

Program Vision

Naropa University’s founder, Chögyam Trungpa Rinpoche, an accomplished artist, taught that art joined with 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.

Visual Arts Degree Requirements

Required Courses

Gateway
- 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)
- ART340 Contemporary Art History 1945 to Present (3)

Art Genres
Choose 12 Credits
- ART102 Contemplative Ceramics: Form and Human Contact (3)
- ART105 Art and Consciousness: Mixed Media and Self-Exploration (3)
- ART132 3-D Ephemeral Art (3)
- ART155 Figure Drawing (3)
- ART180 Sculpture (3)
- ART215 Watercolor (3)
- ART245 Introduction to Painting: Realism (3)
- ART311 Mixed Media (3)
- ART325 Drawing II: Precision, Perception, and Form (3)
- ART345 Painter’s Laboratory (3)
- ART355 Eco-Art (3)
- ART360 Contemplative Photography (3)
- ART490 Special Topics in Visual Arts (3)
- ART499 Independent Study (0.5–4)
- ATH230 Introduction to Art Therapy (3)
- ATH330 Art Therapy Theory and Applications (3)
- ATH430 Art Therapy Studio Methods (3)

Milestone
- ART385 Advanced Studio Practice (3)

Capstone
- ART440 Warrior Artist: Risk & Revelation in Studio Art (3)
- ART480 Portfolio and Gallery Presentation (Senior Project) (3)

Total Credits: 36

Course Listings

ART101
2-D Design: Art Techniques and Experimentation (3.0)
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
Contemplative Ceramics: Form and Human Contact (3.0)
For millennia, humans have used ceramics both to sustain life and for personal expression. In this hands-on class, students develop their own individual approach to the medium, using methods that include pinching, coiling, slab construction, and wheel throwing. Students find ways to embody their contemplative practice by investigating how ceramics can create meaning with forms intended to connect with others. Students deepen their artistic practice by exploring the use of ceramics in the world. Materials fee.

ART105
Art and Consciousness: Mixed Media and Self-Exploration (3.0)
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.

ART125
Introduction to Drawing (3.0)
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. Materials fee.
ART132
3-D Ephemeral Art (3.0)
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 (3.0)
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 (3.0)
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.

ART200
The Contemplative Artist (3.0)
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" implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions 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. Materials fee.

ART215
Watercolor (3.0)
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. Materials fee.

ART245
Introduction to Painting: Realism (3.0)
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 be articulate about, and have a better understanding of, the paintings that they encounter in the world. Materials fee.

ART285
New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3.0)
This course presents an introduction to the art of ceramics with an overview that examines the cultural aspects of ceramics with a focus on anthropological, historical, mythical, and divination practices in clay. We will explore the properties and preparation of clay and methods for forming and firing clay. Aspects of form, design, and decoration will also be examined. Prerequisite: ART102 or by instructor permission. Course fee.

ART301
World Art I: Ancient to Middle Ages (3.0)
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 (3.0)
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
Drawing II: Precision, Perception, and Form (3.0)
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. Open to anyone with previous drawing experience. Prerequisite: ART125 or permission of instructor. Materials fee.

ART340
Contemporary Art History 1945 to Present (3.0)
An introduction to contemporary artists and movements from around the world. Veering from the traditional European model, we will focus on artists that challenge and inform the contemporary art scene. From major art movements to an emphasis on particular artists of that movement. Covering political, personal, and explorative art in painting, sculpture, performance, installation,
Advanced Studio Practice (3.0)

Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Students build a body of serious cohesive artwork, with emphasis on technical, formal, and conceptual concerns. 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: Open to Visual Arts majors with 60+ credits only. Others with instructor permission. Materials fee.

ART440
Warrior Artist: Risk and Revelation in Studio Art (3.0)
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 dialogue and encourages progressive art consciousness. In this class, students join their advanced studio art practice with the disciplines of speaking and writing about art. Visual Arts majors graduating seniors only; others by permission of the instructor. Materials fee.

ART455
Making Conscious Media (3.0)
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. Materials fee.

ART480
Portfolio and Gallery Presentation (3.0)
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. Materials fee.

ART490
Special Topics in Visual Arts (3.0)
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. Spring 2019 Section A: Installation and Ritual This course is intended as a space in which we could build/dream through our materials, sensations and questions to the shrine, the ritual, and the installation. We will look at examples of each from cultures and traditions of many kinds, with a strict vow not to appropriate these forms but rather, as a way to develop our own questions about what these spaces might be for. What do they need? What do they require? What do they discharge? What kinds of images do they precipitate that were never seen before? How can writing and performance be the places where we develop or retain a memory of these images? Our work together this semester will unfold in the axial space between spirituality and art, with a focus on our own art-making, writing, and performance.
ART499
Independent Study: Visual Arts (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Yoga Studies Major (BA)

“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

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (30 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student’s choosing.

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, Hinduism, Tantra, and Buddhism, all while engaging in an intensive teacher training curriculum. 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.

Upon completion, students earn both a bachelor’s degree and a 1,000-hour certificate in Yoga Teacher Training, which meets and exceeds the 500-hour requirement of Yoga Alliance. All graduates are eligible to become Registered Yoga Teachers (RYT500) with Yoga Alliance.

Certificate Program

Traditional Eastern Arts Certificate—Yoga Teacher Training

Naropa University also offers a certificate program in Yoga Teacher Training for non-degree-seeking students. Learn more about the program.

Yoga Studies Major Requirements

Required Courses

Gateway
• TRA133 Yoga I: Foundations (3)

Milestone
• TRA233 Yoga II: Psychology of the Chakras (3)
• TRA333 Yoga III: Integral Practice (3)
• TRA453 Yoga History, Theory and Philosophy (3)
• TRA463 Meditation in Yogic and Tantric Traditions: A Practicum (3)

Anatomy
Choose 3 Credits
• PAR101 Experiential Anatomy (3)
• PSYB332 Human Anatomy (3)

Language
• REL355 Introductory Sanskrit: The Language of the Gods (3)

Enrichment Electives
Choose 6 credits
• PSYB304 Samatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
• REL210 Religion & Mystical Experience (3)
• REL247 Embodying Sacred Wisdom: Modern Saints (3)
• REL277 Sanskrit I (4)
• REL334 Hindu Tantra (3)
• REL351 Theories of Alternative Spiritualities and New Religious Movements (3)
• TRA100 Shambhala Meditation Practicum (3)
• TRA114 Indian Devotional and Raga Singing (3)
• TRA499 Independent Study (0.5–4.0)

Capstone
• TRA433 Yoga IV: Yoga Teacher Training (3)
• TRA449 Yoga V: Yoga Teacher Training (3)
• TRA485 BA Wisdom Traditions Retreat (1)
• TRA489 BA Wisdom Traditions Capstone (2)

Total Credits: 36

Course Listings

TRA100
Shambhala Meditation Practicum (3.0)
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.

TRA105
Taijiquan I (T’ai Chi Ch’uan): Beginning Form (3.0)
Students are introduced to the short Yang style of Taijiquan developed by Grandmaster Cheng Manching. The first section of the form is taught. Students are introduced to the philosophy and theory of Taijiquan. Students develop a personal practice based on the principles of relaxation, separation of yin and yang, moving from the center, maintaining an upright body, and developing sensitive hands. Cross-listed as TRA505.

TRA110
Aikido I (3.0)
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 (3.0)
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; svarasseven goddess tones, the notes from which all traditional scales are derived; and 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 (3.0)
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 (3.0)
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), and dhyana (meditation practices). Cross-listed as TRA515.

TRA205
Taijiquan II: Completion of Form (3.0)
Students complete learning the full form of the short Yang style of Taijiquan developed by Grandmaster Cheng Manching. The first section of the form is refined and the remainder of the form is taught. Students develop a deeper understanding of Taijiquan principles and the practice of embodying them. Prerequisite: TRA105. Cross-listed as TRA525.

TRA210
Aikido II (3.0)
This class continues to build directly on the basic aikido teachings and philosophy to create a more 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. Prerequisite: TRA110. Cross-listed as TRA530.

TRA220
Ikebana/Kado II (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA120. Materials fee. Cross-listed as TRA540.

TRA233
Yoga II: Psychology of the Chakras (3.0)
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. Prerequisite: TRA133. Cross-listed as TRA535.

TRA252
Daoism and Chinese Traditions: Religious, Cultural, and Philosophical Foundations (3.0)
This course provides a window into the religious, cultural, and philosophical landscape of China out of which the great practice traditions of East Asia developed. We look at the interplay,
including mutual borrowing and sometimes fierce conflict, between
the major schools in China—Daoism, Confucianism, and Chinese
Buddhism—as well as underlying folk religions and traditions and
literati philosophical traditions. At the heart of the worldview
expressed in these traditions is a fundamentally aesthetic and
relationship-based conception of ethics and the Way. The course
features extensive reading of primary and secondary sources,
including the Daodejing, Zhuangzi, Confucian Analects, Sunzi’s
Art of War, and Journey to the West. We look at modern works,
including art and video, and appreciate current realizations of
these ancient threads. Students learn how this worldview influences
traditional and modern practices and are able to place their
practice traditions within this context. Cross-listed as TRA552.

TRA260
Mudra Space Awareness (3.0)
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 Chogyam Trungpa Rinpoche, the maîtrि practice of
the Buddha Families, and experiments with form and space 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
Taijiquan III: Form Refinement and Internal Development
(3.0)
Once students have completed learning the form, the next step is
to truly internalize the principles and begin applying them to life
beyond solo practice. In this course, students refine and deepen
their understanding of the empty-handed Taijiquan form. Students
are introduced to neigong (internal development) practices that
lead to qi (chi) development and internal skills, as well as interactive
partner work and the basic choreography of tui shou (push hands).
Prerequisite: TRA205. Cross-listed as TRA545.

TRA310
Aikido III (3.0)
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, and attending seminars are required to
further the student’s development. Prerequisite: TRA210. Cross-listed
as TRA550.

TRA314
Indian Devotional and Raga Singing II (3.0)
This course is a continuation of TRA114, Indian Devotional and
Raga Singing. Sing your way to god. We enter two paths of
devotion: praising divine forms and the mysteries of music. How
does devotion hold us in the chaos and opportunity of the present?
We master scales and sing deeper into raga melody meditations.
We learn to read music symbols in Sanskrit and to accurately
pronounce the Indian consonant matrix. We read the Bhakti Sutras
of Narada, and sing and read the texts of songs from the myriad
saint singers: Mirabai, Kabirdas, Dadu. Daily home practice
required. Prerequisite TRA114 or permission of instructor.

TRA320
Ikebana/Kado III (3.0)
This class offers further exploration and in-depth study of ikebana,
the Japanese art of flower arranging. Prerequisite: TRA220.
Materials fee. Cross-listed as TRA564.

TRA333
Yoga III: Integral Practice (3.0)
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), internal and vocal sound [mantra], and more of yoga’s
rich literature and philosophy. A regular home practice is required.
Prerequisite: TRA233. Cross-listed as TRA555.

TRA350
Internal Martial Arts: History, Theory, and Philosophy (3.0)
This class uses classical texts, modern writings, and videos to
explore the history, theory, and philosophy of Taijiquan and aikido
in the context of the broad field of martial arts. We study the
overall principles of internal martial arts, grounded in reading
the taiji classics, and examine how the themes in the classics apply
to Taijiquan, aikido, and everyday life. We then focus in depth
on specific theoretical and philosophical texts of the taiji, aikido,
and internal practice traditions. Prerequisites: Two of the following
courses: TRA105, TRA110, TRA133, TRA205, TRA210, TRA233.

TRA405
Taijiquan IV: Push-Hands and Sword (1.0-3.0)
Students refine and deepen their understanding of tui shou (push
hands) and learn the taiji sword form. Together with the empty-
handed form, these practices complete the foundation of the art.
Push hands helps students apply taiji principles in interaction with
others and the sword introduces extending one’s qi (chi) through an
inanimate object. These practices are key in enabling students to
apply taiji principles in daily life. Please contact the Department for
further details. Prerequisite: TRA305. Cross-listed as TRA565.</p>
TRA410
Aikido IV (2.0-3.0)
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 and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2 - 3). Please contact the Department for further details. Cross-listed as TRA570.

TRA433
Yoga IV: Yoga Teacher Training (3.0)
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, alignment, yoga philosophy, as well as the fundamentals of designating a yoga practice according to an individual’s physical and psychological constitution. Prerequisite: TRA333. Cross-listed as TRA561.

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: Saotome Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world class teachers, and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA547.

TRA449
Yoga V: Yoga Teacher Training (3.0)
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. Prerequisite: TRA333. Cross-listed as TRA574. TRA443 must be taken simultaneously.

TRA450
Aikido V (1.0-3.0)
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 and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2 - 3). Please contact the Department for further details. Prerequisite: TRA410. Cross-listed as TRA573.

TRA453
Yoga History, Theory, and Philosophy (3.0)
The course offers a broad and roughly chronological survey of the thought and practice of yoga in India. This will involve zooming in and out of some of India’s most paramount and influential yogic traditions and considering their diverse range of answers to the following questions: what is yoga as both a goal and a practice, who is the ideal yogi, what are their most fundamental aims, and what kind of worlds do they inhabit? Text traditions examined will include select Vedic sources, early Buddhist texts, Epic literature, the Yogasutras of Patanjali and its commentaries, the Puranas, the Tantras, medieval Jain and Islamic texts, and the Hathayoga text tradition.

TRA455
Taijiquan V: Practice Capstone (1.0-3.0)
Level V is a capstone course for students completing their Naropa Taijiquan education. Students revisit the three major practice components (empty-handed form, push hands, and sword) in depth to achieve the next level of roundness, balance, and harmonization. Students who complete level V are prepared to begin more advanced internal studies and to enter a senior student/assistant track for lineage-based certification. Please contact the Department for further details. Prerequisite: TRA405. Cross-listed as TRA585.

TRA460
Taijiquan Teaching Apprenticeship (3.0)
This course provides mentored teaching experience for students who intend to teach Taijiquan following graduation. Students work closely with instructors to develop the foundation and skills needed to begin teaching. This course further deepens one’s personal practice; covers the methodology and theory behind introducing choreography and making corrections; and fosters the cultivation of one’s authentic self-expression. Co-requisite or Prerequisite: TRA455.

TRA463
Meditation in Yogic and Tantric Traditions: A Practicum (3.0)
This course will guide students through a comprehensive curriculum of meditative practice as formulated in Patanjali’s Yogasutra. Patanjali’s yogic system will constitute a foundation for the practicum and will introduce subtle refinements in posture, methods for working with the breath and the energy of the senses, and ways to harness the current of the mind, making space for the spontaneous unfolding of meditative awareness and the cultivation of self-mastery. This core curriculum will serve as staging for more frutitional modes of meditation revealed in tantric sources that
involve visualization and creative acts of imagination. Teachings on meditative praxis will be supplemented by a study of the ways of seeing and knowing advances by the source traditions, i.e., the dynamism of their fundamental views as well as their articulations of the purpose and goal of meditation.

**TRA485**  
BA Wisdom Traditions Retreat (1.0)  
This weekend retreat takes place at the beginning of each Fall semester and prepares students for BA Wisdom Traditions Capstone in the Spring semester. Engaging in contemplative practices together connects students to Naropa’s spiritual and cultural roots, instills a sense of community with faculty and peers, and restores energy and balance for the new academic year. Introduction to the field of religious studies from the perspective of contemplative education, as well as to important thematic and analytic perspectives. Building community, forming friendships, and sharing our mutual journey is central to this retreat. Course fee. Cross-listed with REL485.

**TRA487**  
Aikido VI (2.0-3.0)  
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 and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2 - 3). Please contact the Department for further details. Prerequisite: TRA487. Cross-listed as TRA587.

**TRA489**  
BA Wisdom Traditions Capstone (2.0)  
The Capstone class gives students the opportunity to create and present a capstone project that demonstrates student learning and integration within their chosen concentrations. The range of possible capstone projects is broad and includes research papers, assistantships and internships, and original interactive projects. 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 principle that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project. Cross-listed with REL489.

**TRA490**  
Taijiquan VI Teacher Apprenticeship (3.0)  
In level VI, students refine their understanding and practice of Taijiquan. Students focus on one or more of the major components (empty-handed solo form, sword form, and push-hands) of the taiji 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. Please contact the Department for further details. Prerequisites: TRA405 and TRA455.

**TRA491**  
Aikido VII (2.0-3.0)  
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 and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2 - 3). Please contact the Department for further details. Prerequisite: TRA491.

**TRA494**  
Aikido VIII (2.0-3.0)  
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 and execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. This upper-level martial arts course is available for variable credit (2 - 3). Please contact the Department for further details. Prerequisite: TRA491.

**TRA499**  
Independent Study: Traditional Eastern Arts (0.5-4.0)  
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

### Undergraduate Minors

**Minors**

- Contemplative Art Therapy
- Contemplative Education
- Contemplative Martial Arts
- Contemplative Psychology
- Creative Writing & Literature
- Ecology and Systems Science
- Environmental Justice
- Environmental Sustainability
• Film and Media Studies
• Food Justice
• Gender and Women’s Studies
• Intercultural Studies
• Music
• Peace Studies
• Performance
• Permaculture
• Religious Studies
• Sacred Ecology
• Sanskrit Language
• Social Innovation
• Tibetan Language
• Visual Arts
• Yoga Studies

Contemplative Art Therapy Minor

• ATH230 Introduction to Art Therapy (3)
• ATH330 Art Therapy Theory and Applications (3)
• ATH430 Art Therapy Studio Methods (3)
• PSYB314 Buddhist Psychology I: Mindfulness Meditation (3)

Total Credits 12

Contemplative Education Minor

Required Courses:
• EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)
• EDU404 Maitri and Mudra Space Awareness (3)

Choose 6 Credits:
• EDU150 Foundations of Education for a Diverse Society (3)
• EDU220 Theories, Strategies, and Assessment for CLD Students K-12 (3)
• EDU300 Nature and Education (3)
• EDU315 Math for Teachers: Content, Curriculum, and Mathematics Education (3)
• EDU330 Holistic Teaching Traditions (3)
• EDU345 Elementary Literacy I: Foundations of Reading (3)
• EDU385 Observing Childhood Growth and Development (3)
• COL450 Internship (3)

Total Credits: 12

Contemplative Martial Arts Minor

To minor in Contemplative Martial Arts, students must complete 9 practice credits in one Contemplative Martial Arts discipline (Taijiquan or Aikido) plus 3 credits in another Contemplative Martial Arts course.

Total Credits 12

Contemplative Psychology Minor

To minor in Contemplative Psychology, students may choose any 12 Contemplative Psychology credits.

Total Credits 12

Creative Writing and Literature Minor

Required Courses
• WRI210 Literary Studies (3)
• WRI234 Creative Reading & Writing (3)

Choose 6 credits
• WRI312 Writing Workshop: Poetry (3)
• WRI318 Writing Workshop: Long Poem (3)
• WRI328 Literature Seminar: 19th Century American Lit (3)
• WRI329 Writing Workshop: Contemplative Poetics (3)
• WRI331 Writing Workshop: Creative Nonfiction (3)
• WRI339 Writing Workshop: Flash Fiction (3)
• WRI344 Literature Seminar: Shakespeare (3)
• WRI349 Literature Seminar: Modernism (3)
• WRI351-3 Summer Writing Program (2-6)
• WRI355 Literature Seminar: World Lit (3)
• WRI362 Writing Workshop: Fiction (3)
• WRI369 Writing Workshop: Narrative Forms (3)
• WRI380 Writing Workshop: Eco-Poetics (3)

Total Credits 12

Sacred Ecology Minor

• ENV245 Geography: Pilgrimage and Sacred Landscape (3)
• ENV318 Deep Ecology (3)
• ENV350 Nature, the Sacred, and Contemplation (3)
• ENV370 Ecopsychology (3)

Total Credits 12
Environmental Sustainability Minor

- ENV207 History of the Environmental Movement (3)
- ENV215 Sustainability (3)
- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)

Total Credits 12

Food Justice Minor

- ENV257 Food Justice (3)
- ENV260 Introduction to Permaculture (3)
- ENV342 Permaculture Design (3)
- ENV355 Environmental Justice (3)

Total Credits 12

Ecology and Systems Science Minor

- 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 Justice Minor

- ENV207 History of the Environmental Movement (3)
- ENV257 Food Justice (3)
- ENV355 Environmental Justice (3)
- ENV363 Indigenous Environmental Issues (3)

Total Credits 12

Permaculture Minor

- 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

Film and Media Studies Minor

- INTD250 Perceptions in Media (3)
- INTD348 Classics of International Film (3)
- INTD376 An Introduction to Screenwriting: Sitting Quietly, Doing Everything (3)
- ART455 Making Conscious Media (3)

Total Credits 12

Gender and Women’s Studies Minor

Required Courses

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

Choose 6 credits

- PSYB355 Dynamics of Intimate Relationships (3)
- REL121 Queer Theory, Feminism, and Religion (3)
- REL334/634 Hindu Tantra (3)
- WRT441 Literature Seminar: Women Writers (3)
- Special Topics upon approval of INTD program chair

Total Credits 12

Intercultural Studies Minor

Required Course

- PAX360 Global Studies Seminar (3)

Choose 9 credits

- Any approved Study Abroad courses
- Any approved Bhutan Study Abroad courses

Total Credits 12

Music Minor

Basic Skills (dependent upon qualifications)

Choose 3 Credits

- MUS200 Musicianship I: Musical Beginnings (3)
- MUS210 Musicianship II: The Practice of Notation (3)
- MUS360 Musicianship III: The Art of the Chart (3)
- MUS370 Musicianship IV: Arranging and Orchestrating (3)
Music in Context

Choose 3 Credits

• MUS245 The Evolution of Western Music [3]
• MUS250 Music Cultures of the World [3]
• MUS260 Listening to Jazz [3]

Creative Process

Choose 3 Credits

• MUS230 Improvisation [3]
• MUS400 Composition [3]

Ensembles and Performance

Choose 3 Credits

• MUS208 Naropa Chorus [3]
• MUS215 Rhythm Hemispheres: World Percussion Traditions [3]
• MUS270 Naropa Ensemble [3]
• MUS420 Naropa Composers and Improvisors’ Orchestra [3]
• TRA114 Indian Devotional and Raga Singing [3]

Total Credits 12

Music minors are invited to join MUS248 Music Program Retreat.

Peace Studies Minor

Required Course

• PAX250 Introduction to Peace and Conflict Studies [3]

Choose 9 credits

• 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 Dialog [3]
• PAX360 Global Studies Seminar [3]
• PAX370 Social Innovation and Entrepreneurship [3]

Total Credits 12

Performance Exploration

Choose 9 Credits

It is recommended 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, it is strongly recommended that an additional 6 credits in studio work, special topics, or ensemble projects of your choice be taken as electives.

Religious Studies Minor

Choose 3 credits

• REL150 Buddhist Journey of Transformation: An Introduction [3]
• REL210 Religion & Mystical Experience [3]
• REL247 Embodying Sacred Wisdom: Modern Saints [3]

Choose 9 credits

• REL150 Buddhist Journey of Transformation: An Introduction [3]
• REL158W Breeze of Simplicity: Meditation Weekend [1]
• REL160 Meditation Practicum I: Freeing the Mind [3]
• REL170 Meditation Practicum II: Igniting Compassion [3]
• REL210 Religion & Mystical Experience [3]
• REL212 Queer Theory, Feminism, and Religion [3]
• REL229 Contemplative Judaism [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 Christian Prayer and Mystical Practices [3]
• REL312 Spiritual Models of Social Action [3]
• REL314 Contemplative Islam: An Introduction to Its History, Thought, and Practice [3]
• REL321 Kabbalah and Consciousness [3]
• REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community [3]
• REL325 Contemplative Christianity [3]
• REL334 Hindu Tantra [3]
• REL338 Sufism: An Introduction to its History, Thought, and Practice [3]
• REL345 Zen Buddhism [3]
• REL346 Wisdom and Compassion: The Buddhist Path [3]
• REL348 Flight of the Swans: Dharma Comes West [3]
• REL349 Tibetan Buddhism: Inside the Mystique [3]
• REL351 Theories of Alternate Spiritualities and New Religious Movements [3]
• REL355 Introductory Sanskrit: The Language of the Gods [3]
• REL376 Inner Oral Tradition of the Torah [3]
• REL390W Shambhala Training Levels I–V [1]
• REL391W 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)

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.

Sanskrit Language Minor

Sanskrit may be taken to fulfill a minor requirement. A sequence of four courses (4 credits each) is offered in Sanskrit. 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.

• REL277 Sanskrit I (4)
• REL287 Sanskrit II (4)
• REL377 Sanskrit III (4)

Total Credits: 12

Social Innovation Minor

Required Course
• PAX370 Social Innovation and Entrepreneurship (3)

Choose 9 credits
• COL215 Leadership and Service: Alternative Break (3)
• COL340 Be the Change Lab (3)
• COL350 Design Thinking for Personal and Social Change (3)
• COL450 Internship (3)
• Independent Study (3)

Total Credits 12

Tibetan Language Minor

Tibetan may be taken to fulfill a minor requirement. A sequence of four courses (4 credits each) is 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.

• REL274 Tibetan I (4)
• REL284 Tibetan II (4)
• REL375 Tibetan III (4)

Total Credits: 12

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.

Visual Arts Minor

To minor in Visual Arts, students may choose any 12 Visual Arts credits. At least one World Art course is recommended.

Total Credits 12

Yoga Studies Minor

To minor in Yoga Studies, students must complete 9 practice credits in yoga plus 3 credits in another Yoga Studies course.

Total Credits 12

Living & Learning Communities

Naropa University offers multiple Living and Learning Communities (LLC) between the two residence hall facilities. All first-time, first-year students under the age of twenty-one are required to participate in an LLC, which includes a 1-credit course that is designed to support students’ transition into Naropa University. It is important that students choose their LLC in order of preference so as to be assigned within the best community of learning. This one-credit course emphasizes community building and engagement, fosters connections among students and faculty, and creates intentionality within each student’s learning experience. Topics vary by section based on the theme of each Living & Learning Community. This course is taken for pass/fail credit.

Elementary Teacher Licensure Program

The Elementary Teacher Licensure Program extends the opportunity to obtain teacher licensure to Naropa students not pursuing a BA in Elementary Education. This licensure qualifies one for teaching K-6 in public and private schools. To ensure workforce applicability, this program is designed to meet the Teacher Quality Standards, the Colorado Academic Standards, and the Colorado Elementary Content Standards required by the Colorado Department of Education.
Grounded in contemplative, as well as culturally and linguistically diverse pedagogies, this program is designed to cultivate the skills necessary for elementary teachers to create reflective, engaged, and effective learning environments. Combining contemporary best practices in teaching with mindfulness and wisdom traditions, The Elementary Teacher Licensure Program emphasizes the development of students’ capacities to teach with presence and compassion in order to meet the complex needs of today’s diverse classrooms.

The Teacher Licensure Program can be added to any undergraduate major at Naropa. With careful degree planning, up to 12 credits of the major requirements can fulfill BA Core Curriculum Area Requirements. Pursuing this professional licensure in addition to your primary degree requirements may require extra semesters to complete all applicable course work. It is important to work closely with your academic advisor and the financial aid office (if using financial aid or veterans education benefits) to ensure both major requirements and teacher licensure requirements can be fulfilled in a satisfactory timeframe.

Student Teaching and Field Placement/Practicum

Students perform a total of 800 hours of field placement/practicum and student teaching. Students should plan their schedules taking into account field placement requirements. Student teaching in a public or private elementary school is required in the last semester. Student teaching is a full-time job as pre-service candidates are the facilitator of learning in the classroom.

Culturally and Linguistically Diverse Endorsement

Naropa University’s delivery of this endorsement prepares students to teach in culturally and linguistically diverse public and private school environments with presence and compassion. The curriculum required by the Colorado Department of Education to fulfill the Culturally and Linguistically Diverse Endorsement is contained in specialized courses and interwoven into courses across the program. Unlike many other Teacher Licensure Programs, upon completion of this course of study, students will have satisfied both the Teacher Licensure credentialing requirements and Culturally and Linguistically Diverse Endorsement, through the Colorado Department of Education, increasing their marketability and cultural responsiveness.

Application for Continuance

Application for Continuance in the Teacher Licensure Program

In order to be officially admitted to the Teacher Licensure program, you need to complete the following courses with a grade of “B” or better:

- EDU 150 Foundations of Education for a Diverse Society
- EDU 245 Multicultural Education and Contemplative Critical Pedagogy
- EDU 220 Theories, Strategies, and Assessment for Culturally and Linguistically Diverse Students K-12

You also need to complete your background check and fingerprinting and include a copy of the Philosophy of Education paper you completed in the EDU 150 course. Your review will take place in the Education department.

Application due dates

- For continuance in the Fall, you must turn in your application to the Education department no later than May 1.
- For continuance in the spring, you must turn in your application to the Education department no later than December 1.

Students are not officially in the Teacher Licensure Program until they have a confirmed Application for Continuance. The Application documentation formally enters them into the program tracking system that ensures all of the licensure and program qualifications are met and maintained. To remain in the licensure program students must maintain a 3.0 average in their Education courses.

Application for Continuance in the Teacher Licensure Program can be found on MyNaropa: https://my.naropa.edu/ICS/Student/The_Learning_Commons/Handouts.jnz

Licensure Requirements

Elementary Teacher Licensure Program with Culturally and Linguistically Diverse Endorsement Requirements

Gateway (9)

- EDU 150 Foundations of Education for a Diverse Society (3)
- EDU 220 Theories, Strategies, and Assessment for Culturally and Linguistically Diverse Students K-12 (3)
- EDU 245 Multicultural Education and Contemplative Critical Pedagogy (3)

** A formal Application for Continuance in the Teacher Licensure Program must be submitted after completing the Gateway courses.

Milestone

Transformational Practices (12)

- EDU 370 Teaching the Exceptional Student in the General Education Classroom (3)
- EDU 375 Assessment for the Diverse Learner (3)
- EDU 385 Observing Childhood Growth and Development (3)
- EDU 425 Elementary Social Studies Methods (3)

Contemplative Practice & Study (3)

- TRA 133 Yoga I (3) or physical education equivalent

Language and Communication (12)
• EDU340 Linguistics for CLD Teachers (3)
• EDU345 Elementary Literacy I: Foundations of Reading (3)
• EDU355 Elementary Literacy II: Development of Oral and Written Language (3)
• EDU445 Elementary Literacy III: Foundations of Literature (3)

Numeric Literacy (9)

• EDU315 Math for teachers: Content, Curriculum and Mathematics Education (3)
• Other mathematics credits needed (6)
  Six credits of mathematics courses that address the following: Engages students in the concepts of school mathematics, including the recognition of numerical and geometric patterns and their application to a variety of mathematical situations; mathematical problem-solving, reasoning, critical thinking, and communication; algebraic thinking, representation, analysis, manipulation, generalizations and extensions, problem solving involving probability, elementary statistical concepts, congruence and similarity, the metric system and motion geometry and tessellation.*

Systems and Cycle (6)

• EDU300 Nature and Education (3)
• Other science credits needed (3)
  Three credits of a science course that address the following: Examines the nature of energy and matter, their interactions and changes, and the application of fundamental concepts to the study of our natural world, integrating the fundamental concepts and ideas about the nature of physics and chemistry with the natural world.*

Artistic Process (3)

• ART101 2-D Design: Art Techniques and Experimentation (3)

Our Place in the World (9)

• EDU348 US History of Immigration (3)
• ENV100 Physical Geography: Beholding the Body of the Earth (3)
• ENV253 Environmental Economics (3)

World Language (6)

• SPA101 Conversational Spanish I (3) or equivalent*
• SPA102 Conversational Spanish II (3) or equivalent*

Students must satisfactorily complete all Gateway and Milestone courses prior to Student Teaching. In addition, students must pass the elementary PRAXIS exam administered through CDE (fees associated with the exam are the responsibility of the student).

Capstone

• EDU475 Elementary Student Teaching (12)
• EDU480 Student Teaching Seminar (1)

Total Credits: 82

* May be satisfied through Advanced Placement (AP), the College Level Examination Program (CLEP), or transfer credit (through an individual consortium agreement if financial aid is needed). Contact your academic advisor for details.

LEAPYEAR

LEAPYEAR is an alternative first (or second) year of college that combines the best of a gap year with contemplative education. Bringing together international experiential learning with a program of self-inquiry, LEAPYEAR creates a “bridge year” to support students’ conscious transition from high school to college and development from adolescence into adulthood.

LEAPYEAR includes:

• First semester: Extended group travel in India/Nepal or Latin America
• Second semester: A three-month individual internship
• Four intensive domestic contemplative practice retreats focusing on successfully navigating independent living and self-actualization that bracket each semester of travel
• Formal and informal Rites of Passage
• A high level of mentoring to support reflection and integration

Program Requirements

LEAPYEAR is a 30-credit program consisting of two 15-credit semesters.

First Semester (15 credits)
LCOR110 Practice & Community (3)

Nepal/India Group Travel
LCOR120 Cultural Immersion: Nepal/India (6)
LCOR125 Wisdom Traditions of Nepal/India (6)

OR

Latin America Group Travel
LCOR121 Spanish Language Immersion (6)
LCOR126 Cultural Immersion: Latin America (6)

Second Semester (15 credits)
COR150 Diversity Seminar (3)
LCOR140 The Whole Human Being (6)
LCOR155 The World as Classroom (4)
LCOR160 Being the Change (2)

Total 30 Credits
Undergraduate Courses

Peace Studies Courses

PAX250
Introduction to Peace and Conflict Studies (3.0)
Students investigate theories and practices in the field of peace and conflict studies through case studies of local and global social change initiatives. What are the causes and conditions of violence and the conditions that foster peace and social justice? How do peacebuilders from diverse backgrounds articulate their vision for a more peaceful, just, and sustainable world? What can we learn from historical and contemporary peacebuilders working at a range of levels—from Nobel peace laureates to individuals and organizations in Boulder and beyond? How do they—and we—communicate and put our values into action? We will explore ethics, practical tools and strategies for social change through contemplative inquiry, community-based learning, films, and conversation with individuals and organizations working locally and globally.

PAX327
Law, Human Rights, and Social Change (3.0)
Selected aspects of U.S. law, legal institutions, and traditions are surveyed, with a view toward understanding how they respond to and effect social change. 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: COR115.

PAX335
Socially Engaged Spirituality (3.0)
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 dialog 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 (3.0)
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: COR113 or COR130.

PAX360
Global Studies Seminar (3.0)
This course introduces students to theoretical approaches and key concepts to illuminate contemporary global issues. Themes will vary from semester to semester but may include globalization, geopolitics and nationalism, international food politics, gender equity, human rights, and humanitarian intervention and refugees. Using a case study approach, we will explore 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 (3.0)
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, methods, 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.

PAX499
Independent Study: Peace Studies (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

Performing Arts Courses

PAR100
Wisdom of the Body (3.0)
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 is for students interested in embodied creative process and performance skills.

PAR101
Experiential Anatomy (3.0)
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(TM), this work is primarily a course in somatic (the study of the soma, or body) techniques of embodiment.

PAR160
Contact Improvisation (3.0)
Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of Contact Improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Skills in individual, partner, and group dances are developed. Both beginners and more experienced contact improvisers are welcome.

PAR210
Acting Studio I (3.0)
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, skills such as sensory awareness, presence, empathy, stillness,
on assimilating the concept of voice as action, acquiring resonance in voice production and text interpretation. The course concentrates on strengthening focus, intention, functionality, and structure in actors' performances. Strong attention is given to the integration of body and voice, and the exploration of the relationship between performer and audience. By means of Fitzmaurice Voicework, students are introduced to the relationship between breath, body, 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 physiologically efficient way. Students reconcile biology with biography, reducing excess bodily tension and promoting spontaneous free breathing; and Restructuring: This second phase focuses on supporting a vibrant voice that communicates intention and feeling without excess effort.

**PAR220**
**Dance Lab: Contemporary Dance (3.0)**
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 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.

**PAR222**
**Dance of Africa (3.0)**
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 (3.0)**
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, 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 physiologically efficient way. Students reconcile biology with biography, reducing excess bodily tension and promoting spontaneous free breathing; and Restructuring: This second phase focuses on supporting a vibrant voice that communicates intention and feeling without excess effort.

**PAR231**
**Articulating Sound: Voice and Speech (3.0)**
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, musculature 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 1700s (3.0)**
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 Twentieth Century: Movers, Shakers, and Rule Breakers (3.0)**
This course is an experiential research laboratory that aims to familiarize students with significant movements in the arts in the twentieth 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. Prerequisites: COR110 and PAR210 or PAR220.

**PAR301**
**Acting Ensemble (3.0)**
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. Prerequisites: Two 200-level PAR courses, or audition, or instructor approval. Materials fee.

**PAR302**
**Dance Ensemble (3.0)**
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 regularly scheduled class meeting times. Prerequisites: Two 200-level PAR courses, or by audition, or instructor approval. Materials fee.

**PAR310**
**Acting Studio II (3.0)**
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 tradition and its relation to the contemporary context.
improvisation is full of opportunities for body-mind integration, and unexplained suddenness, we invite many delights! Dancing language, alone and together, with breath, posture, slow motion, composition in the dancing lab. Surrounded by silence, music, and dancing improvisation, this class explores creating spontaneous standing, walking) as themes for endless variations into elegant

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,

PAR320
Dance Studio II: Contemporary Dance II (3.0)
A continuation of PAR220 at an intermediate/advanced level, this course focuses on the application and structure of a dance work, and, at times, the spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience. Students expand dance vocabulary and exercises as well as less conventional techniques for preparatory and extended dance training. Prerequisite: PAR220 or permission of the instructor.

PAR330
Verse Interpretation (3.0)
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 (3.0)
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 forms, and how to make informed interpretive choices.

PAR340
Performance Studies: Contemporary Practices (3.0)
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
Body/Mind Improvisation: Contemplative Dance Practices (3.0)
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, trios, herds, flocks, and mobs. Prerequisites: any two PAR 200-level courses.

PAR400
Building a Career in the Arts for the Twenty-first Century (3.0)
This course prepares artists to promote, market, and fund their own 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 twenty-first century.

PAR401
Interarts Performance Practicum (3.0)
This course brings together intermediate and advanced students for performative inquiry and theoretical dialog in an experimental lab setting. In a process grounded in awareness and presence practices, students collaborate across their disciplines to generate new works for live performance, installation, electronic presentation, as well as other forms. Prerequisites: senior-level students or permission of instructor.

PAR460
Improvisation/Composition: Performing It Like It Is (3.0)
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 (3.0)
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.
Clinical Mental Health Counseling MA
The Clinical Mental Health Counseling degrees in the Graduate School of Counseling & Psychology prepare students to be compassionate, skilled, and knowledgeable professional counselors by drawing on the insights of the world wisdom traditions, experiential self-reflection, and contemporary empirical findings in order to work inclusively with diverse populations.

Concentration Areas
In recognition of not only the diverse nature of individuals, but also the diverse approaches and routes to health and healing, there are six areas of concentration within Clinical Mental Health Counseling, providing students the opportunity to deepen their practice as a helping professional. The Clinical Mental Health Counseling concentrations available are:

- Contemplative Psychotherapy & Buddhist Psychology
- Somatic: Body Psychotherapy
- Somatic: Dance/Movement Therapy
- Transpersonal Art Therapy
- Mindfulness-Based Transpersonal Counseling
- Transpersonal Wilderness Therapy

Each concentration has its own admissions process and requires completion of concentration-specific course work. However, all six areas share a commitment to contemplative education and excellence in clinical mental health counseling training.

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. Counseling Practicum course work provides 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
Over the course of their third-year, all students complete a 700-hour clinical field placement. Students have the opportunity to experience work in an area of specialization, such as child and family therapy, crisis intervention, out-patient or in-patient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. 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.

Counselor Preparation Comprehensive Exam
All GSCP students, regardless of concentration, are required to take the Counselor Preparation Comprehensive Exam (CPCE) in the fall of their third year. This exam is designed as a “practice” experience for state board licensing exams, and will help the student to identify areas of strength and challenge in their theoretical knowledge before taking any LPC or NBCC state licensing exam. The current expense is $50 and is paid by the student directly to the Center for Credentialing & Education. Proof of taking the exam is needed to pass fall internship course work.

Program Support & Student Success
Students are evaluated on an ongoing basis to assess their readiness for practicum, internship, and progression in the overall program. Criteria for such evaluation include grades as well as how a student interacts with peers, faculty, and administration, and how a student handles ongoing situations and feedback during the program. 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 of clinical mental health counseling requires. Based on these assessments, the school may deny a student permission to continue in the program.

**Professional Counselor Licensure**

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) or country where they intend to seek licensure or certification. Clinical Mental Health Counseling students can obtain support with these processes from the GSCP Credentialing Coordinator, who is also available to assist alumni post-graduation. Further information and resources can be found on the GSCP Licensure, Accreditation & Professional Development pages.

**Contemplative Psychotherapy and Buddhist Psychology Concentration**

**MA in Clinical Mental Health Counseling**

MA Contemplative Psychotherapy and Buddhist Psychology is a unique, 63-credit clinical training program integrating traditions from clinical counseling and psychology with the contemplative wisdom of Buddhism. A pioneer in the use of meditation as a foundation for the clinical training of counselors, MA Contemplative Psychotherapy and Buddhist Psychology has challenged and supported students for forty years to recognize their own “brilliant sanity” and to discover compassionate presence as a ground for their clinical work.

Students in the Contemplative Psychotherapy and Buddhist Psychology program move through their studies as a cohort. They participate in small and large process groups throughout the program. The group aspect of the program takes mindfulness-awareness practice into relationship and allows students the opportunity to study their relational patterns in real time. Another important aspect of the MA Contemplative Psychotherapy and Buddhist Psychology program is the five maitri meditation retreats. Maitri is a Sanskrit term that means “unconditional friendliness,” and this teaching and practice becomes the ground for the nine weeks that students spend on retreat over the course of the program. 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 and Buddhist Psychology program prepares students for a clinical counseling career and meets the educational requirements for licensure as a professional counselor in Colorado. The semester-long practicum and the year-long supervised internship provide essential clinical experience. While in their internship, students participate in contemplative supervision with clinical faculty and practice applying a contemplative view and case conceptualization 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 and Buddhist Psychology program is designed to guide students on a journey of practice and study that leads to inner resilience and warmth, as well as giving them basic confidence in their capacity to help others.

**Degree Requirements**

**First year, fall**

- CNSC600 Opening Retreat (noncredit)
- CNSC603 Buddhist Psychology I: Foundations of Practice (2)
- CNSC609 Group Process I (0.5)
- CNSC610 Social and Multicultural Foundations (3)
- CNSC620 Human Growth and Development: Contemplative View (3)
- CNSC660 Maitri I (1)
- CNSC711 Career Development: Work, Transition, and Path (3)

**First year, spring**

- CNSC623 Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
- CNSC629 Group Process II (0.5)
- CNSC631 Counseling & Helping Relationships: Skills Practice I (3)
- CNSC638 Lineages of Understanding: Buddhist and Western Perspectives on Well-being and Disorder (3)
- CNSC665 Maitri II (1)
- CNSC710 Research and Statistics (3)
- CNSC728 Large Group Process (0.5)

**Second year, fall**

- CNSC703 Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
- CNSC709 Group Process III (0.5)
- CNSC711 Group Counseling: Theory and Practice (3)
- CNSC760 Maitri III (1)
- CNSC770 Family Systems (3)
- CNSC790 Counseling Practicum (3)

**Second year, spring**

- CNSC700 Assessment (3)
- CNSC723 Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
- CNSC729 Group Process IV (0.5)
- CNSC738 Psychopathology, Psychosis, and Ordinary Mind (3)
- CNSC765 Maitri IV (1)
- CNSC801 Professional Counseling Orientation & Ethical Practice: Skills Practice II (3)
- CNSC828 Large Group Process II (0.5)
Second year, summer

- CNSG871 Extended Internship I (0)

Third year, fall

- CNSC803 Buddhist Psychology V: The Way of the Contemplative Counselor (3)
- CNSC809 Group Process V (0.5)
- CNSC871 Internship I: Placement & Contemplative Supervision (2)
- CNSC890 Special Topics (0.5)

Third year, spring

- CNSC823 The Art of Contemplative Clinical Mental Health Counseling (3)
- CNSC829 Group Process VI (0.5)
- CNSC860 Maitri V (0.5)
- CNSC891 Internship II: Placement & Contemplative Supervision (2)

Third year, summer

- CNSG891 Extended Internship II (0)

Total Credits: 63

Course Listings

CNSC600
Opening Retreat (0.0)
An introduction to the fundamental principles of contemplative counseling psychology, this weekend intensive provides the opportunity for community building, an introduction to meditation, and the marking of the transition into the MA Contemplative Psychotherapy and Buddhist Psychology concentration. Additional fee for weekend supplies.

CNSC603
Buddhist Psychology I: Foundations of Practice (2.0)
Contemplative Counseling 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.

CNSC609
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.

CNSC610
Social and Multicultural Foundations (3.0)
In this class, students study theories of community; work with the skills and qualities necessary to understand and foster a cohesive, compassionate, and creative learning community; and establish the ground for studying oneself in relationship. Particular attention is paid to systems of privilege and oppression and multicultural competence. Advocacy and public policy in terms of their effect on access and equity are explored. The course also provides the theoretical and experiential ground for working skillfully with diverse identities such as race, ethnicity, nationality, religion, education, class, gender, sexual orientation, age, and ability, including mental illness. Buddhist principles of non-duality 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.

CNSC620
Human Growth and Development: Contemplative View (3.0)
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.

CNSC623
Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2.0)
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.
CNSC629
Group Process II (0.5)
This is a continuation of Group Process I.

CNSC631
Counseling & Helping Relationships: Skills Practice I (3.0)
Introductory exploration of the professional practice of counseling, 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.

CNSC638
Lineages of Understanding: Buddhist & Western Perspectives on Well-being and Disorder (3.0)
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 “storylines.” 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.

CNSC660
Maitri I (1.0)
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 room and board.

CNSC665
Maitri II (1.0)
A two-week residential intensive focusing on the practice of intensive sitting and walking meditation. 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 room and board.

CNSC699
Independent Study: Contemplative Psychotherapy & Buddhist Psychology (0.5-4.0)
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 is decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

CNSC700
Assessment (3.0)
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 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. The course also provides an understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for referrals and identification of side effects. Course fee.

CNSC703
Buddhist Psychology III: Compassion and the Heart of Emptiness (2.0)
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.

CNSC709
Group Process III (0.5)
This course is a continuation of CNSC629.

CNSC710
Research and Statistics (3.0)
A survey of research methods and statistics as they apply to clinical mental health counseling. 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.

CNSC711
Career Development: Work, Transition, and Path (3.0)
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 on 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.

CNSC723
Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2.0)
The Mahayana ideal of the bodhisattva, one who dedicated their life to the welfare of others, can be an inspiration for the counselor. This course focuses on the example of the bodhisattva and the practice of the six paramitas, or transcendent actions, as they apply both to the students’ own development and to working with therapy clients. Understanding compassion as the basis for ethical behavior and the appropriate setting of boundaries in the clinical relationship is stressed. Classical texts, contemporary commentaries, and clinical writings are also studied. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

CNSC728
Large Group Process (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.

CNSC729
Group Process IV (0.5)
This course is a continuation of CNSC709.

CNSC738
Psychopathology, Psychosis, and Ordinary Mind (3.0)
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.

CNSC751
Group Counseling (3.0)
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 play the group leader and receive feedback from the instructor and teaching assistants.

CNSC760
Maitri III (1.0)
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 room and board.

CNSC765
Maitri IV (1.0)
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 room and board.

CNSC770
Family Systems (3.0)
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.

CNSC790
Counseling Practicum (3.0)
The Counseling Practicum is designed to provide a supportive and instructional forum for students’ initial experiences with 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. A significant portion of each class meeting is devoted to case
consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. 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 including self-care. The course also provides a systemic overview of mental health service delivery, policy, and issues of advocacy, and access to community resources. It includes the study of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling, as well as models, methods, and principles of program development and service delivery.

**CNSC801**
Professional Counseling Orientation & Ethical Practice: Skills Practice II (3.0)
Providing continuing training in clinical skills, this course emphasizes the study of professional roles and standards, including ethics, legal issues, and credentialing.

**CNSC803**
Buddhist Psychology V: The Way of the Contemplative Counselor (3.0)
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 counseling 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.

**CNSC809**
Group Process V (0.5)
This course is a continuation of CNSC729.

**CNSC823**
The Art of Contemplative Clinical Mental Health Counseling (3.0)
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 counseling. Written work is designed to further the conceptual and clinical acumen of the developing counselor. Additional fee for one-on-one meditation instruction.

**CNSC828**
Large Group Process II (0.5)
This course is a continuation of CNSC728.

**CNSC829**
Group Process VI (0.5)
This course is a continuation of CNSC809.

**CNSC860**
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.

**CNSC871**
Internship I: Placement and Contemplative Supervision (2.0)
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 counseling psychology manifest in clinical work. Group members also practice clinical skills in these groups.

**CNSC877**
Extended Clinical Tutorial (0.5-2.0)
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.

**CNSC890**
Special Topics (0.5)
A Special Topics course is an advanced examination of a topic from the field of counseling. Assignments may include readings, papers, oral presentations, warrior exams, and literature searches. This course culminates in an oral presentation or warrior exam. Topics vary by semester and section. Prerequisites include CNSC723, CNSC738 and CNSC700 or permission of instructor. Fall 2018 Supplemental Course Description: Trauma Informed Care: The focus of this Special Topics course in Fall 2018 is foundations of trauma-informed care and the differences between shock trauma, vicarious trauma/secondary trauma, cultural trauma, and developmental trauma. Trauma-informed care, as defined by the National Center on Trauma-Informed Care, is an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives. Research demonstrates that psychological trauma contributes significantly in the development of many problems, such as various psychiatric, behavioral, and personality disorders; addictions; suicidal behavior, violent behavior and a variety of chronic health problems. Most trauma survivors have repeated life events resulting in complex Post-Traumatic Stress Disorder rather than PTSD by itself. The methods employed by professionals play a critical role in the resulting effects of trauma on individuals and its enduring consequences. This course will
include theory, experiential exercises, applied counseling skills, and ethics of counseling of trauma. The utilization of the contemplative practices of mindfulness-awareness, loving kindness, tonglen, and social justice practices will be incorporated as a way to develop and maintain an open and non-dualistic perspective of trauma and health.

**CNSC891**
*Internship II: Placement & Contemplative Supervision (2.0)*
This course is a continuation of CNSC871.

**Somatic Counseling MA**

The 60-credit MA Somatic Counseling Dance/Movement Therapy and Body Psychotherapy degrees provide students with the theoretical, clinical, and professional skills to be effective counselors 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 culture, identity, sensation, emotion, thought, and movement. Focusing on awareness practices, inclusivity, movement disciplines, creativity, counseling techniques, multicultural perspectives, and scholarly pursuits, the curriculum prepares students to be of service both to themselves and others.

Both the Dance/Movement Therapy and the Body Psychotherapy concentrations cover the foundational principles of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), and Body-Mind Centering™ (BMC) as evaluative tools that establish a language for assessing the body at rest and in motion. In addition, students are required to complete thirty hours of counseling 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 and group counseling or psychotherapy.

**Internship**

Students in the Somatic Counseling program are required to complete a 215-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 CNSS877 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 complete their degree. 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 CNSS882 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 students’ efforts to achieve success, it cannot be guaranteed.

**Licensure**

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

**Counselor Preparation Comprehensive Exam**

All GSCP students, regardless of concentration, are required to take the Counselor Preparation Comprehensive Exam (CPCE) in the fall of their third year. This exam is designed as a "practice" experience for state board licensing exams, and will help the student to identify areas of strength and challenge in their theoretical knowledge before taking any LPC or NBCC state licensing exam. The current expense is $50 and will be paid by the student directly to the Center for Credentialing & Education. Proof of taking the exam is needed to pass fall internship course work.

**International Somatic Movement Education and Therapy Association**

It is possible for a student graduating from the Somatic Counseling Department to use course work to fulfill the requirements for the International Somatic Movement Education and Therapy Association’s (ISMETA) certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).
Somatic: Body Psychotherapy
Concentration
MA in Clinical Mental Health Counseling

The Somatic: 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 Somatic: 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.

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

Degree Requirements

First year, fall (13)
- CNS500 Somatic Counseling Orientation
  Seminar (noncredit)
- CNS610 Social and Multicultural Foundations I (1)
- CNS621 Body/Movement Observation and Assessment
  I (3)
- CNS631 Counseling & Helping Relationships I: Verbal &
  Nonverbal Skills (3)
- CNS646 Contemplative Practices for Somatic Counseling
  Contexts I (1)
- CNS736 Current Methods and Skills in Psychotherapy (3)
- CNSB626 Foundations of Body Psychotherapy (2)

First year, spring (13)
- CNS611 Social and Multicultural Foundations II (2)
- CNS637 Body/Movement Observation and Assessment
  II (2)
- CNS657 Clinical Neuroscience (3)
- CNS661 Counseling & Helping Relationships II: Verbal &
  Nonverbal Skills (3)
- CNS751 Group Counseling (3)

Second year, fall (11)
- CNS605 Advanced Counseling Skills I (2)
- CNS620 Human Growth and Development (3)
- CNS649 Contemplative Practices for Somatic Counseling
  Contexts II (1)
- CNS876 Specialized Approaches in Body Psychotherapy:
  Trauma, Resilience, and Change (2)
- CNS790 Counseling Practicum (3)

Second year, spring (11)
- CNS662 Family Systems: Methods of Family Therapy (2)
- CNS710 Research & Program Evaluation (3)
- CNS700 Assessment (3)
- CNS756 Advanced Counseling Skills II: Diagnosis and
  Treatment in Clinical Mental Health (3)

Second year, summer
- CNSG871 Extended Internship I (0)

Third year, fall (6)
- CNS801 Professional Counseling Orientation & Ethical
  Practice (3)
- CNS834 Master’s Paper Seminar I (1)
- CNS871 Internship Seminar I: Body Psychotherapy (2)

Third year, spring (6)
- CNS810 Career Development (3)
- CNS835 Master’s Paper Seminar II (1)
- CNS891 Internship II: Body Psychotherapy (2)

Third year, summer
- CNSG891 Extended Internship II (0)

Total Credits: 60

Course Listings

CNSB626
Foundations of Body Psychotherapy (2.0)

Body Psychotherapy is a distinct branch of the main body of
psychotherapy, one which 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.

CNSB716
Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2.0)
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. Prerequisite: CNSB626.

CNSB871
Internship I: Body Psychotherapy (2.0)
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. Prerequisite: CNSB871.

CNSB891
Internship II: Body Psychotherapy (2.0)
A continuation of CNSB871, 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. Prerequisite: CNSB871.

CNSD616
Foundations of Dance/Movement Therapy (2.0)
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.

CNSD716
Specialized Approaches In Dance/ Movement Therapy: Therapist as Artist (2.0)
An exploration of the creative healing arts and the therapist’s role as artist. Theories of imagination and creativity are examined through the lens of inclusivity and clinical skill building. In addition, this course focuses on the relationship of Dance/Movement Therapy to other creative arts modalities. 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, and their application to specific populations. Prerequisite: CNSD616.

CNSD871
Internship I: Dance/Movement Therapy (2.0)
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. Prerequisite: CNSD871.

CNSD891
Internship II: Dance/Movement Therapy (2.0)
A continuation of CNSD871. 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/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. Prerequisite: CNSD871.

CNSS500
Somatic Counseling Orientation Seminar (0.0)
A two-part orientation to the Somatic Counseling Psychology Program: A daylong 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. Course fee.

CNSS605
Advanced Counseling Skills I (2.0)
Through experiential and theoretical exercises, students learn how counselors, dance/movement therapists, and body psychotherapists apply somatically based counseling skills to advanced counseling 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. Prerequisite: CNSS610.

**CNSS610**
**Social and Multicultural Foundations I (1.0)**
One of two Social and Multicultural Foundations courses, this course introduces students to basic theory, language, and foundational concepts of multicultural social justice counseling including issues of cultural difference, power, privilege, and marginalization in the therapeutic relationship. Students learn course content by examining their own cultures and sociocultural identities/locations (ethnicity, sexual/affective orientation, race, age, socioeconomic status, ability, gender, nationality, language, size, gender expression, religion) as they relate to the counselor, client, and counseling process. The impact of traditional counseling practices and mental health delivery systems on clients from socioculturally marginalized groups will be reviewed. Contemplative somatic processes and practices will be explored and utilized throughout the course as a support for increased awareness, emotional self-regulation, and development of an integrated somatic, multicultural social justice orientation to counseling/psychotherapeutic theory and practice. Somatic Counseling students only.

**CNSS611**
**Social and Multicultural Foundations II (2.0)**
A continuation of Social and Multicultural Foundations I, this course expands upon content and processes learned with a focus on application to the practice of culturally responsive, somatic multicultural, social justice counseling. Students will explore the ways that their own cultures and power form their worldviews and how these impact the counseling process and the therapeutic relationship. Students will study the prevalent beliefs, values, and communication styles (embodied verbal and non-verbal) of a wide development of the skills of ‘effective’ somatic counseling/psychotherapy with clients within, and across, cultures and sociocultural locations. Somatic Counseling students only. Prerequisite: CNSS610

**CNSS620**
**Human Growth and Development (3.0)**
An overview of the major theories of psychological development across the life span. Information from a broad range of perspectives is covered, including biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Somatic Counseling students only.

**CNSS621**
**Body/Movement Observation and Assessment I (3.0)**
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, in stillness as well as in motion. 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.

**CNSS631**
**Counseling and Helping Relationships I: Verbal and Nonverbal Skills (3.0)**
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, multicultural perspectives, 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 student’s learning.

**CNSS637**
**Body/Movement Observation and Assessment II (2.0)**
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 (TMC)/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 others 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. Prerequisite: CNSS621.
**CNS646**
Contemplative Practices for Somatic Counseling Contexts I (1.0)
This course will explore contemplative practices and processes from somatically based, social justice counseling perspectives. The course includes how to work with oneself from places of stillness and movement, and how this informs and supports one’s training as a body-based counselor and psychotherapist.

**CNS649**
Contemplative Practices for Somatic Counseling Contexts II (1.0)
Further topics in the areas of somatically-based contemplative practices are explored. Prerequisite: CNS646.

**CNS657**
Clinical Neuroscience (3.0)
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.

**CNS661**
Counseling & Helping Relationships II: Verbal and Nonverbal Skills (3.0)
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. Prerequisite: CNS663.

**CNS663**
Family Systems: Methods of Family Therapy (2.0)
The exploration of family and social systems as higher levels of body organization, the course combines family and social systems theory with somatic perspective to provide an overview for treatment. Students learn skills for working with diverse family systems and work experientially with genograms.

**CNS699**
Independent Study: Somatic Counseling (0.0-4.0)
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 is decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**CNS700**
Assessment (3.0)
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.

**CNS710**
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reports, and methodologies that centralize diversity and inclusion are also topics of importance.

**CNS723**
Group Community Skills III (0.0)
A continuation of CNS653: Group Community Skills II. Somatic Counseling students only. Co-requisite: CNS790. Course fee.

**CNS731**
Career Development II (1.0)
A continuation of 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 student’s personal experience and to the implications for counseling others. Prerequisite: CNS711.

**CNS736**
Current Methods and Skills in Psychotherapy (3.0)
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, as well as 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.

**CNSS751**
**Group Counseling (3.0)**
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 experiential and student-led group facilitations.

**CNSS753**
**Group Community Skills IV (0.0)**
A continuation of CNSS723: Group Community Skills III. Somatic Counseling students only. Co-requisite: CNSS871 or CNSS716. Course fee.

**CNSS756**
**Advanced Counseling Skills II: Diagnosis and Treatment in Clinical Mental Health (3.0)**
The objective of this course is to support students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. Focus for this class is on developing the basic skills of diagnosis, treatment planning and case conceptualization for counselors. In addition, several advanced clinical skills are also introduced. In particular, students refine their skills in identifying and working with resistance or therapeutic ambivalence, develop greater facility in tracking transference and countertransference in the therapeutic relationship, and cultivate greater facility in working with clinical interventions such as touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration. Prerequisite: CNSS605.

**CNSS790**
**Counseling Practicum (3.0)**
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. This course offers 1.5 hours of group supervision during practicum placement each week. 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.

**CNSS801**
**Professional Counseling Orientation and Ethical Practice (3.0)**
A concluding seminar to help prepare the student for what to expect after degree completion, 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 resumes 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: CNSS790. Somatic Counseling Psychology students only.

**CNSS810**
**Career Development (3.0)**
This course addresses career development theories, techniques, counseling, guidance, and education strategies. Topics include lifestyle issues, career selections, and counseling process, career transitions, leisure, retirement, and right livelihood. Students will explore career development and related life factors, including the interactions between self, work, family, and the roles of gender and diversity in career development. In addition, 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. Somatic Counseling students only.

**CNSS823**
**Group Community Skills V (0.0)**
Further practice of the skills and techniques covered in Group Community Skills I - IV, with an emphasis on students' professional development in group process and leadership. Somatic Counseling students only. Co-requisite: CNSS871 or CNSS871. Course fee.

**CNSS834**
**Master's Paper Seminar I (1.0)**
This course prepares students to write a culminating scholarly paper that reflects the student's integrative and synthetic critical thinking in Somatic Counseling. 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. 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. Prerequisite: CNSS710. Course fee.

**CNSS835**
**Master's Paper Seminar II (1.0)**
A continuation of CNSS834, designed to assist students in writing their master's project paper. Class content addresses the students' 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 students’ work on Master’s Paper Presentation Day, designed to be a capstone experience of the students’ time in the program. Prerequisite: CNSS834. Course fee.

CNSS853
Group Community Skills VI (0.0)
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 students only. Co-requisite: CNSB891 or CNSD891. Course fee.

CNSS877
Extended Internship Placement (0.0)

CNSS882
Extended Master’s Project Paper (0.5)
Required for all Somatic Counseling students who have finished five semesters of course work and who have yet to finish their master’s paper, this class is to be taken the fifth semester of study, and subsequent semesters, until the paper is completed. Somatic Counseling students only.

Somatic: Dance/Movement Therapy Concentration
MA in Clinical Mental Health Counseling

Approved by the American Dance Therapy Association since 1987, the Somatic: Dance/Movement Therapy concentration focuses on counseling, the healing potential of the creative experience, and the therapeutic properties of conscious movement sequencing. Students in the Somatic: Dance/Movement Therapy concentration are trained in both classical and innovative forms of dance/movement therapy, as well as object relations and self-psychology, the Gestalt-based Moving Cycle, Authentic Movement, and current models of sensorimotor tracking. Woven throughout the curriculum is a focus on inclusivity and the way that one’s particular socio-cultural locations influence the body, expression, and the therapeutic relationship. Somatic: Dance/Movement Therapy students are 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). Graduates may apply for the R-DMT credential with the ADTA immediately upon degree completion.

International Somatic Movement Education and Therapy Association

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

Degree Requirements

First year, fall [13]
• CNSS500 Somatic Counseling Orientation Seminar [noncredit]
• CNSS610 Social and Multicultural Foundations I (1)
• CNSD616 Foundations of Dance/Movement Therapy (2)
• CNSS621 Body/Movement Observation and Assessment I (3)
• CNSS631 Counseling & Helping Relationships I: Verbal & Nonverbal Skills (3)
• CNSS646 Contemplative Practices for Somatic Counseling Contexts I (1)
• CNSS736 Current Methods and Skills in Psychotherapy (3)

First year, spring [13]
• CNSS611 Social and Multicultural Foundations II (2)
• CNSS637 Body/Movement Observation and Assessment II (2)
• CNSS657 Clinical Neuroscience (3)
• CNSS661 Counseling & Helping Relationships II: Verbal & Nonverbal Skills (3)
• CNSS751 Group Counseling (3)

Second year, fall [11]
• CNSS605 Advanced Counseling Skills I (2)
• CNSS620 Human Growth and Development (3)
• CNSS649 Contemplative Practices for Somatic Counseling Contexts II (1)
• CNSD716 Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
• CNSS790 Counseling Practicum (3)

Second year, spring [11]
• CNSS663 Family Systems: Methods of Family Therapy (2)
• CNSS710 Research & Program Evaluation (3)
• CNSS700 Assessment (3)
• CNSS756 Advanced Counseling Skills II: Diagnosis and Treatment in Clinical Mental Health (3)

Second year, summer
• CNSG871 Extended Internship I (0)
Course Listings

CNSB626
Foundations of Body Psychotherapy (2.0)
Body Psychotherapy is a distinct branch of the main body of psychotherapy, one which 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.

CNSB716
Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2.0)
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. Prerequisite: CNSB626.

CNSB871
Internship I: Body Psychotherapy (2.0)
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. Prerequisite: CNSB871.

CNSB891
Internship II: Body Psychotherapy (2.0)
A continuation of CNSB871, 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. Prerequisite: CNSB871.

CNSD616
Foundations of Dance/Movement Therapy (2.0)
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.

CNSD716
Specialized Approaches In Dance/ Movement Therapy: Therapist as Artist (2.0)
An exploration of the creative healing arts and the therapist’s role as artist. Theories of imagination and creativity are examined through the lens of inclusivity and clinical skill building. In addition, this course focuses on the relationship of Dance/Movement Therapy to other creative arts modalities. 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, and their application to specific populations. Prerequisite: CNSD616.

CNSD871
Internship I: Dance/Movement Therapy (2.0)
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. Prerequisite: CNSS790.

CNSD891
Internship II: Dance/Movement Therapy (2.0)
A continuation of CNSD871. 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/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. Prerequisite: CNSD871.

CNSS500
Somatic Counseling Orientation Seminar (0.0)
A two-part orientation to the Somatic Counseling Psychology Program: A daylong 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. Course fee.

CNSS605
Advanced Counseling Skills I (2.0)
Through experiential and theoretical exercises, students learn how counselors, dance/movement therapists, and body psychotherapists apply somatically based counseling skills to advanced counseling 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. Prerequisite: CNSS610.

CNSS610
Social and Multicultural Foundations I (1.0)
One of two Social and Multicultural Foundations courses, this course introduces students to basic theory, language, and foundational concepts of multicultural social justice counseling including issues of cultural difference, power, privilege, and marginalization in the therapeutic relationship. Students learn course content by examining their own cultures and sociocultural identities/locations (ethnicity, sexual/affectional orientation, race, age, socioeconomic status, ability, gender, nationality, language, size, gender expression, religion) as they relate to the counselor, client, and counseling process. The impact of traditional counseling practices and mental health delivery systems on clients from socioculturally marginalized groups will be reviewed. Contemplative somatic processes and practices will be explored and utilized throughout the course as a support for increased awareness, emotional self-regulation, and development of an integrated somatic, multicultural social justice orientation to counseling/psychotherapeutic theory and practice. Somatic Counseling students only.

CNSS611
Social and Multicultural Foundations II (2.0)
A continuation of Social and Multicultural Foundations I, this course expands upon content and processes learned with a focus on application to the practice of culturally responsive, somatic multicultural, social justice counseling. Students will explore the ways that their own cultures and power form their worldviews and how these impact the counseling process and the therapeutic relationship. Students will study the prevalent beliefs, values, and communication styles embodied verbal and non-verbal of a wide development of the skills of ‘effective’ somatic counseling/psychotherapy with clients within, and across, cultures and sociocultural locations. Somatic Counseling students only. Prerequisite: CNSS610

CNSS620
Human Growth and Development (3.0)
An overview of the major theories of psychological development across the life span. Information from a broad range of perspectives is covered, including biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Somatic Counseling students only.

CNSS621
Body/Movement Observation and Assessment I (3.0)
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, in stillness as well as in motion. 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.

CNSS631
Counseling and Helping Relationships I: Verbal and Nonverbal Skills (3.0)
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, multicultural
perspectives, 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 student's learning.

**CNSS637**
**Body/Movement Observation and Assessment II (2.0)**
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 (TM)/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 others 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. Prerequisite: CNSS621.

**CNSS646**
**Contemplative Practices for Somatic Counseling Contexts I (1.0)**
This course will explore contemplative practices and processes from somatically based, social justice counseling perspectives. The course includes how to work with oneself from places of stillness and movement, and how this informs and supports one's training as a body-based counselor and psychotherapist.

**CNSS649**
**Contemplative Practices for Somatic Counseling Contexts II (1.0)**
Further topics in the areas of somatically-based contemplative practices are explored. Prerequisite: CNSS646.

**CNSS657**
**Clinical Neuroscience (3.0)**
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.

**CNSS661**
**Counseling & Helping Relationships II: Verbal and Nonverbal Skills (3.0)**
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. Prerequisite: CNSS631.

**CNSS663**
**Family Systems: Methods of Family Therapy (2.0)**
The exploration of family and social systems as higher levels of body organization, the course combines family and social systems theory with somatic perspective to provide an overview for treatment. Students learn skills for working with diverse family systems and work experientially with genograms.

**CNSS699**
**Independent Study: Somatic Counseling (0.0-4.0)**
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 is decided upon by the student and faculty member. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**CNSS700**
**Assessment (3.0)**
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.
CNS710
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reports, and methodologies that centralize diversity and inclusion are also topics of importance.

CNS723
Group Community Skills III (0.0)

CNS731
Career Development II (1.0)
A continuation of 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 student’s personal experience and to the implications for counseling others. Prerequisite: CNS711.

CNS736
Current Methods and Skills in Psychotherapy (3.0)
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 approaches operates independently, as well as 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.

CNS753
Group Community Skills IV (0.0)
A continuation of CNS723: Group Community Skills III. Somatic Counseling students only. Co-requisite: CNSB716 or CNSD716. Course fee.

CNS756
Advanced Counseling Skills II: Diagnosis and Treatment in Clinical Mental Health (3.0)
The objective of this course is to support students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. Focus for this class is on developing the basic skills of diagnosis, treatment planning and case conceptualization for counselors. In addition, several advanced clinical skills are also introduced. In particular, students refine their skills in identifying and working with resistance or therapeutic ambivalence, develop greater facility in tracking transference and countertransference in the therapeutic relationship, and cultivate greater facility in working with clinical interventions such as touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration. Prerequisite: CNS7605.

CNS784
Counseling Practicum (3.0)
The objective 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 support around internship placement issues, as well as structured clinical training. This course offers 1.5 hours of group supervision during practicum placement each week. 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.

CNS801
Professional Counseling Orientation and Ethical Practice (3.0)
A concluding seminar to help prepare the student for what to expect after degree completion, 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 resumes 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: CNS790. Somatic Counseling Psychology students only.
**CNSS810**  
**Career Development (3.0)**  
This course addresses career development theories, techniques, counseling, guidance, and education strategies. Topics include lifestyle issues, career selections, and counseling process, career transitions, leisure, retirement, and right livelihood. Students will explore career development and related life factors, including the interactions between self, work, family, and the roles of gender and diversity in career development. In addition, 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. Somatic Counseling students only.

**CNSS823**  
**Group Community Skills V (0.0)**  
Further practice of the skills and techniques covered in Group Community Skills I - IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling students only. Co-requisite: CNSD871 or CNSS871. Course fee.

**CNSS834**  
**Master’s Paper Seminar I (1.0)**  
This course prepares students to write a culminating scholarly paper that reflects the student’s integrative and synthetic critical thinking in Somatic Counseling. 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. 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. Prerequisite: CNSS710. Course fee.

**CNSS835**  
**Master’s Paper Seminar II (1.0)**  
A continuation of CNSS834, designed to assist students in writing their master’s project paper. Class content addresses the students’ 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 students’ work on Master’s Paper Presentation Day, designed to be a capstone experience of the students’ time in the program. Prerequisite: CNSS834. Course fee.

**CNSS853**  
**Group Community Skills VI (0.0)**  
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 students only. Co-requisite: CNSS891 or CNSD891. Course fee.

**CNSS877**  
**Extended Internship Placement (0.0)**

**CNSS882**  
**Extended Master’s Project Paper (0.5)**  
Required for all Somatic Counseling students who have finished five semesters of course work and who have yet to finish their master’s paper, this class is to be taken the fifth semester of study, and subsequent semesters, until the paper is completed. Somatic Counseling students only.

**Transpersonal Counseling**

The Transpersonal Counseling 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 course 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 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, out-patient or in-patient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. 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 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 post-degree requirements.

**Counselor Preparation Comprehensive Exam**

All GSCP students, regardless of concentration, are required to take the Counselor Preparation Comprehensive Exam (CPCE) in the fall of their third year. This exam is designed as a “practice” experience for state board licensing exams, and will help the student to identify areas of strength and challenge in their theoretical knowledge before taking any LPC or NBCC state licensing exam. The current expense is $50 and will be paid by the student directly to the Center for Credentialing & Education. Proof of taking the exam is necessary post-degree requirements.

**Concentration Areas**

There are three areas of concentration within the Transpersonal Counseling program: Mindfulness-Based Transpersonal Counseling, Transpersonal Art Therapy, and Transpersonal 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.

**Mindfulness-Based Transpersonal Counseling Concentration**

**MA in Clinical Mental Health Counseling**

The 60-credit Mindfulness-Based Transpersonal Counseling 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 methods challenge students to engage in 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, couples and family therapy, Jungian psychology, body awareness, and Gestalt therapy. The mindfulness-based transpersonal counseling concentration emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

There are two ways to attend: Residential and Hybrid. The Residential program starts in August on campus in Boulder, Colorado and is completed within three years. The Hybrid program starts in June via a combination of online course-work and on-campus intensives. The hybrid degree is completed in only two years.

**Requirements for 2-year hybrid program**

**First year, summer**

9-day intensive (Naropa campus) plus online learning

- CNST631E Counseling & Helping Relationships I (3)
- CNST710E Research and Program Evaluation (3)
- CNST621E Psychology of Meditation I: Mindfulness Training (3)
- CNST625E Mindful Chakra Yoga (0.5)

**SUBTOTAL 9.5**

**First year, fall**

3-day intensive (Naropa campus), 7-day intensive (Shambhala Mountain Center), plus online learning

- CNST661E Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3)
- CNST620E Human Growth and Development (3)
- CNST670E Transpersonal Psychology I (3)
- CNST720E Meditation Practicum I: Cultivating Awareness (1)

**SUBTOTAL 10**

**First year, spring**

3-day intensive (Naropa campus), 7-day intensive (Shambhala Mountain Center), plus online learning

- CNSM601E Gestalt I: Awareness (3)
- CNSM790E Counseling Practicum (3)
- CNSM751E Group Counseling: Lecture–Mindfulness-based Transpersonal Counseling (1)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CNSM752E</td>
<td>Group Counseling: Experiential—Mindfulness-based Transpersonal Counseling (2)</td>
</tr>
<tr>
<td>CNST700E</td>
<td>Assessment (3)</td>
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**Subtotal:** 12

**Second year, summer**
9-day intensive (Naropa campus) plus online learning
- CNSM651E Gestalt II: Experiment [3]
- CNST671E Psychology of Meditation II: Applications to Counseling [2]
- CNST610E Social and Multicultural Foundations (3)
- CNST667E Traditional Qigong: Cultivating Body and Mind (1)

**Subtotal:** 9

**Second year, fall**
3-day intensive (Naropa campus), 7-day intensive (Shambhala Mountain Center), plus online learning
- CNSM801E Professional Counseling Orientation & Ethical Practice I: Mindfulness-based Transpersonal Counseling [2]
- CNSM871E Internship I: Mindfulness-based Transpersonal Counseling [2]
- CNST740E Diagnostic Psychopathology [2]
- CNST770E Meditation Practicum II: Developing Compassion [1]
- CNST775E Advanced Topics in Transpersonal Psychology [3]

**Subtotal:** 10

**Second year, spring**
3-day intensive (Naropa campus), 7-day intensive (Shambhala Mountain Center), plus online learning
- CNSM802E Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling [2]
- CNSM891E Internship II: Mindfulness-based Transpersonal Counseling [2]
- CNST711E Career Development [3]
- CNST663E Family Systems (2)
- CNST674E Body Awareness (0.5)

**Total Credits:** 60

**Requirements for 3-year on-campus program**

**First year, fall**
- CNST610 Social and Multicultural Foundations [3]
- CNST620 Human Growth and Development [3]
- CNST621 Psychology of Meditation I: Mindfulness Training [3]
- CNST631 Counseling & Helping Relationships I [3]
- CNSG871 Extended Internship I (0)

**First year, spring**
- CNST661 Counseling & Helping Relationships II [3]
- CNST670 Transpersonal Psychology [3]
- CNST700 Assessment [3]
- CNSM720 Meditation Practicum I: Cultivating Awareness (1)

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

**Second year, fall**
- CNSM661 Gestalt I: Awareness (3)
- CNSM710 Research and Program Evaluation [3]
- CNSM740 Diagnostic Psychopathology [2]
- CNSM770 Meditation Practicum II: Developing Compassion (1)
- Elective(s) (0-3)

**Second year, spring**
- CNSM801 Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling (2)
- CNSM871 Internship I: Mindfulness-based Transpersonal Counseling (2)
- Elective(s) (0-3)

**Third year, fall**
- CNST711 Career Development (3)
- CNSM802 Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling (2)
- CNSM891 Internship II: Mindfulness-based Transpersonal Counseling (2)
- Elective(s) (0-3)

**Third year, spring**
- CNSG891 Extended Internship II (0)

**Total Credits:** 60

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

CNSA569
Art Therapy Perspectives for non-Majors (2.0)
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. MA only; BA seniors with instructor permission. Materials fee. Cross-listed as CNSA369.

CNSA600
Transpersonal Art Therapy Orientation Seminar (0.0)
This orientation seminar is designed to give new students a thoughtful and appropriate introduction to their cohort and to the graduate Transpersonal Art Therapy program. This concentrated experience provides an opportunity for the incoming class to meet the art therapy faculty and academic advisor and to experience an introduction to the art therapy program. There is discussion on how meditation is seated in the program, the academic standards expected within the program, and resources for succeeding in the program, including navigating the library, ways of thinking about diversity, contemplative education, and the importance of a personal artist identity. Required for Art Therapy students. Course fee.

CNSA604
Foundations of Art Therapy (3.0)
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 fifty 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.

CNSA624
Art Therapy Studio: Process and Materials (2.0)
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. Prerequisites: CNSA604 and CNSA634. AT only. Materials Fee.

CNSA631
Counseling & Helping Relationships I: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNSA634
History & Theory of Art Therapy (3.0)
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.

CNSA661
Counseling & Helping Relationships II: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNSA631.

CNSA665
Civic Engagement Studio Practicum (0.0)
A fifty-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: CNSA604 and CNSA634. AT only.
CNSA734
Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)
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 and 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: CNSA751.

CNSA751
Group Counseling: Transpersonal Art Therapy (3.0)
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: CNSA604, CNST631, and CNSA634. Course and materials fee. AT only.

CNSA754
Counseling for Adult Populations : Transpersonal Art Therapy (3.0)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The family systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite: CNSA734. Course fee.

CNSA790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST631, CNST661, and CNSA665.

CNSA801
Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.5)
Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Students study the ethical codes, legal, and advocacy considerations of counseling and art therapy, including standards of practice and clients’ 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 preparing a written case study and regularly presenting case material during classes. Prerequisites: CNST790 and all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA802
Professional Counseling Orientation & Ethical Practice II: Transpersonal Art Therapy (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. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken together. Prerequisites: Successful completion of all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA824
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Counseling Orientation and Ethical Practice 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.
CNSM751
Group Counseling: Lecture-Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752, 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: CNST661. Co-requisite: CNSM752.

CNSM601E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNSM651
Gestalt II: Experiment (3.0)
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: CNSM601.

CNSM651E
Gestalt II: Experiment (3.0)
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: CNSM601E.

CNSM661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)
CNSM751E
Group Counseling: Lecture- Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752E, 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: CNST661E. Co-requisite: CNSM752E.

CNSM752
Group Counseling: Experiential- Mindfulness-based Transpersonal Counseling (2.0)
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 CNSM751. 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: CNST661. Co-requisite: CNSM751.

CNSM752E
Group Counseling: Experiential- Mindfulness-based Transpersonal Counseling (2.0)
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 CNSM751E. 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: CNST661E. Co-requisite: CNSM751E.

CNSM801
Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)
Professional Counseling Orientation and Ethical Practice 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: CNST790. Must be taken concurrently with CNSM871.

CNSM801E
Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)
Professional Counseling Orientation and Ethical Practice 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: CNST790E. Must be taken concurrently with CNSM871E.

CNSM802
Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)
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.

CNSM802E
Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)
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.
CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSM871E
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790E.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNSM891E
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNST504E
Meditation Practicum I (3.0)
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.

CNST506
Jungian Dream Work (2.0)
This course lays the foundation and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications complexes as seen in dreams.

CNST510
Yoga and the Chakras (2.0)
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.

CNST521
Touching the Moment: Indelible Presence (2.0)
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.

CNST528
Counseling Loss, Grief, and Life Transitions (2.0)
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.

CNST532
Storytelling & Mythology (2.0)
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 that so often weave in and out of a client’s personal story.

CNST543
Human Sexuality (2.0)
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.

CNST575
Taming the Wild Horse: Riding the Energy of Emotions (2.0)
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.
CNST596W  
Special Topics in Transpersonal Counseling Psychology (1.0)  

CNST610  
Social and Multicultural Foundations (3.0)  
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST621  
Psychology of Meditation I: Mindfulness Training (3.0)  
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST625E  
Mindful Chakra Yoga (0.5)  
Chakra awareness is intrinsic to the ancient discipline of yoga. Modern day studies reveal how these embodied energy centers are gateways to understanding physical, mental, emotional, and spiritual well-being. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.
CNST631E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNST646
Contemplative Voice Work: Sounding the Body-Mind (2.0)
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 that 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.

CNST653
Authentic Movement/Transpersonal (2.0)
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.

CNST661
Counseling & Helping Relationships II (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST663
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620.

CNST663E
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620.

CNST667E
Traditional Qigong: Cultivating Body and Mind (1.0)
Traditional Qigong comprises lineage-based practices which cultivate the body and mind simultaneously. Outer qigong techniques strengthen the muscular-skeletal system - joints, muscles, tendons, bones, and the spinal column. Inner qigong nourishes the internal organs and cultivates qi, or internal energy. Together, they support mental clarity, relaxation, and resilience. In each class, we will practice traditional qigong forms of movement and stillness, and discuss their lineage origins and their effects on health and presence.
CNST670
Transpersonal Psychology (3.0)
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.

CNST670E
Transpersonal Psychology (3.0)
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.

CNST671
Psychology of Meditation II (2.0)
This course builds on the foundation provided by CNST621. 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.

CNST671E
Psychology of Meditation II (2.0)
This course builds on the foundation provided by CNST621E. 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.

CNST673
Jungian Psychology: Transpersonal Foundations and Central Concepts (3.0)
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 CNST670. Prerequisites for art therapy students: CNSA604 and CNSA634. Prerequisite for counseling track students: CNST670.

CNST674E
Body Awareness (0.5)
Students engage in contemplative practices that are intended to increase their awareness of and relationship with their bodies. These may include traditional practices such as yoga or Taijiquan, or other contemplative body-based practices. Each year a different guest instructor will be invited to engage the students in a body-based contemplative practice.

CNST699
Independent Study: Transpersonal Counseling (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

CNST700
Assessment (3.0)
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.

CNST700E
Assessment (3.0)
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. This course covers the same material and has the same goals, learning outcomes, and assessment process as the on-campus version of the course. It is delivered in a hybrid format, partially online and partially in-residence.

CNST704
Transforming Addictions (2.0)
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.

CNST710
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

CNST710E
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

CNST711
Career Development (3.0)
This course addresses career counseling, career planning, 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.

CNST711E
Career Development (3.0)
This course addresses career counseling, career planning, 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.

CNST720
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621. Specific topics include applications of mindfulness-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: CNST621. Materials fee.

CNST720E
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621E. Specific topics include applications of mindfulness-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: CNST621E. Materials fee.

CNST730
Incest and Child Abuse (1.0)
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.

CNST740
Diagnostic Psychopathology (2.0)
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.
CNST740E  
Diagnostic Psychopathology (2.0)  
An advanced overview of clinical thinking, perspective, and comprehension related to assessment, diagnosis, and treatment planning. 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: CNST740. Materials fee.

CNST753  
Diagnostic Psychopathology II (1.0)  
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: CNST740.

CNST753E  
Diagnostic Psychopathology II (1.0)  
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: CNST740.

CNST763  
Gestalt Therapy and Breathwork (1.0)  
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.

CNST770  
Meditation Practicum II: Developing Compassion (1.0)  
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.

CNST770E  
Meditation Practicum II: Developing Compassion (1.0)  
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
supervision. The practicum is designed to provide a supportive and instructional forum for students' initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661 or CNSW661.

CNST790E
Counseling Practicum (3.0)
Required of all second-year students, the practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students' initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661E or CNSM661E.

CNST791
Advanced Child & Adolescent Therapy (1.0)
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: CNST780.

CNST877
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 CNSM871 or CNSA871, and is enrolled in (or has completed) CNSM891 or CNSA891, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

CNSW609
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program are examined. We explore how diverse disciplines can be combined in an effective counseling 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.

CNSW627
Contemplative Perspectives & Practice (1.0)
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 siting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT only.

CNSW629
Family Systems Interventions: Equine-Assisted Settings (2.0)
This course examines the clinical applications of family systems and 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. Must be taken concurrently with CNSW708. WT only.

CNSW631
Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only.

CNSW661
Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including
family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only. Prerequisite: CNSW631.

**CNSW707**
Special Populations Interventions: Wilderness Therapy Settings (2.0)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addiction/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 CNSW708.

**CNSW708**
Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Course (2.0)
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: CNSW661.

**CNSW711**
Career Development I: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Taught as a four-day intensive. WT only.

**CNSW719**
Ecopsychology: Transpersonal Perspectives (2.0)
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 CNSW708. WT only.

**CNSW728**
Outdoor Skills II: Horticulture, River, and Rites of Passage (2.0)
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 counseling populations. Prerequisite: CNSW708. WT field fee.

**CNSW731**
Career Development II: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Prerequisite: CNSW711. WT only.

**CNSW743**
Transitions Throughout the Life Span (3.0)
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 CNSW728. WT only.

**CNSW751**
Group Counseling: Transpersonal Wilderness Therapy (2.0)
Group Counseling I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling 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 CNSW708.

**CNSW761**
Group Counseling II: Transpersonal Wilderness Therapy (3.0)
Group Counseling II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling 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 CNSW728.

CNSW790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661.

CNSW801
Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (2.5)
Professional Counseling Orientation and Ethical Practice 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 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: CNST790.

CNSW802
Professional Counseling Orientation & Ethical Practice II: Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Counseling Orientation and Ethical Practice class is designed to provide an instructional and supportive forum for students practicing counseling 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.

CNSW871
Internship I: Transpersonal Wilderness Therapy (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSW881
Nature-Based Internship (0.0)
This is a summer internship course. Students complete a training and service learning placement in which they facilitate nature-based client experiences for individuals and groups.

CNSW891
Internship II: Transpersonal Wilderness Therapy (2.0)
A continuation of CNSW871. WT only.

Transpersonal Art Therapy Concentration

MA in Clinical Mental Health Counseling

As a transdisciplinary 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 Transpersonal Art Therapy concentration, approved by the American Art Therapy Association, consists of specific art therapy course work combined with counseling and contemplative studies training.

Throughout the program, students also participate in 190 direct art contact hours of studio-based work.

Degree Requirements

First year, fall
- CNSA600 Transpersonal Art Therapy Orientation Seminar (noncredit)
- CNSA604 Foundations of Art Therapy: Studio and Practicum (3)
- CNST621 Psychology of Meditation I: Mindfulness Training (3)
- CNSA631 Counseling & Helping Relationships I: Transpersonal Art Therapy (3)
- CNSA634 History and Theory of Art Therapy (3)

First year, spring
- CNSA661 Counseling & Helping Relationships II: Transpersonal Art Therapy (3)
- CNSA665 Civic Engagement Studio Practicum (noncredit)
- CNST670 Transpersonal Psychology (3) or
- CNST673 Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
- CNST720 Meditation Practicum I: Cultivating Awareness (1)
• CNSA751 Group Counseling: Transpersonal Art Therapy (3)

Second year, fall
• CNST610 Social & Multicultural Foundations (3)
• CNST620 Human Growth and Development (3)
• CNSA734 Counseling for Child & Adolescent Populations: Transpersonal Art Therapy (3)
• CNST740 Diagnostic Psychopathology (2)

Second year, spring
• CNSA624 Art Therapy Studio: Process and Materials (2)
• CNST700 Assessment (3)
• CNSA754 Counseling for Adult Populations: Transpersonal Art Therapy (3)
• CNST790 Counseling Practicum (3)

Second year, summer
• CNSG871 Extended Internship I [0]

Third year, fall
• CNST710 Research and Program Evaluation (3)
• CNSA871 Internship I: Transpersonal Art Therapy (2)
• CNSA801 Professional Counseling Orientation and Ethical Practice I: Transpersonal Art Therapy (3.5)
• CNSA824 Internship Studio Methods I (.5)

Third year, spring
• CNST711 Career Development (3)
• CNSA802 Professional Counseling Orientation and Ethical Practice II: Transpersonal Art Therapy (3.5)
• CNSA844 Internship Studio Methods II (.5)
• CNSA891 Internship II: Transpersonal Art Therapy (2)

Third year, summer
• CNSG891 Extended Internship II [0]

Total Credits: 62

Course Listings

CNSA569 Art Therapy Perspectives for non-Majors (2.0)
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. MA only; BA seniors with instructor permission. Materials fee. Cross-listed as CNSA369.

CNSA600 Transpersonal Art Therapy Orientation Seminar (0.0)
This orientation seminar is designed to give new students a thoughtful and appropriate introduction to their cohort and to the graduate Transpersonal Art Therapy program. This concentrated experience provides an opportunity for the incoming class to meet the art therapy faculty and academic advisor and to experience an introduction to the art therapy program. There is discussion on how meditation is seated in the program, the academic standards expected within the program, and resources for succeeding in the program, including navigating the library, ways of thinking about diversity, contemplative education, and the importance of a personal artist identity. Required for Art Therapy students. Course fee.

CNSA604 Foundations of Art Therapy (3.0)
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 fifty 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.

CNSA624 Art Therapy Studio: Process and Materials (2.0)
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. Prerequisites: CNSA604 and CNSA634. AT only. Materials Fee.

CNSA631 Counseling & Helping Relationships I: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.
CNSA634
History & Theory of Art Therapy (3.0)
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.

CNSA661
Counseling & Helping Relationships II: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNSA631.

CNSA665
Civic Engagement Studio Practicum (0.0)
A fifty-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: CNSA604 and CNSA634. AT only.

CNSA734
Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)
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 and 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: CNSA751.

CNSA751
Group Counseling: Transpersonal Art Therapy (3.0)
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: CNSA604, CNST631, and CNSA634. Course and materials fee. AT only.

CNSA754
Counseling for Adult Populations: Transpersonal Art Therapy (3.0)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The family systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite: CNSA734. Course fee.

CNSA790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST631, CNST661, and CNSA665.

CNSA801
Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.5)
Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. One half of each class meeting is devoted to case consultation and secondary supervision, in
addition to the primary supervisory responsibilities of the on-site supervisor. Students study the ethical codes, legal, and advocacy considerations of counseling and art therapy, including standards of practice and clients’ 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 preparing a written case study and regularly presenting case material during classes. Prerequisites: CNST790 and all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA802
Professional Counseling Orientation & Ethical Practice II: Transpersonal Art Therapy (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. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken together. Prerequisites: Successful completion of all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA824
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Counseling Orientation and Ethical Practice 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.

CNSA844
Internship Studio Methods II (0.5)
This course complements the work covered in Professional Counseling Orientation and Ethical Practice 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: CNSA824. Course fee.

CNSA871
Internship I: Transpersonal Art Therapy (2.0)
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.

CNSA891
Internship II: Transpersonal Art Therapy (2.0)
A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

CNSM601
Gestalt I: Awareness (3.0)
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.

CNSM601E
Gestalt I: Awareness (3.0)
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.

CNSM631E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNSM651
Gestalt II: Experiment (3.0)
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: CNSM601.

CNSM651E
Group Counseling: Experiential-Mindfulness-based Transpersonal Counseling (3.0)
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 CNSM751. 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: CNST661. Co-requisite: CNSM751.

CNSM751
Group Counseling: Lecture-Mindfulness-based Transpersonal Counseling (1.0)
In this course students practice 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: CNSM752.

CNSM751E
Group Counseling: Lecture-Mindfulness-based Transpersonal Counseling (1.0)
In this course students practice 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: CNSM752.

CNSM752
Group Counseling: Experiential-Mindfulness-based Transpersonal Counseling (2.0)
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 CNSM751. 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: CNST661. Co-requisite: CNSM751.

CNSM752E
Group Counseling: Experiential-Mindfulness-based Transpersonal Counseling (2.0)
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 CNSM751. 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: CNST661. Co-requisite: CNSM751.

CNSM801
Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)
Professional Counseling Orientation and Ethical Practice 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 is 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: CNST790. Must be taken concurrently with CNSM871.

CNSM801E
Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)
Professional Counseling Orientation and Ethical Practice 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: CNST790E. Must be taken concurrently with CNSM871E.

CNSM802
Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)
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.

CNSM802E
Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)
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.

CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSM871E
Internship I: Mindfulness-based Transpersonal Counseling (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790E.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNSM891E
Internship II: Mindfulness-based Transpersonal Counseling (2.0)
A continuation of CNSM871.

CNST504E
Meditation Practicum I (3.0)
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.

CNST506
Jungian Dream Work (2.0)
This course lays the foundation and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications complexes as seen in dreams.

CNST510
Yoga and the Chakras (2.0)
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.

CNST521
Touching the Moment: Indelible Presence (2.0)
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.

CNST528
Counseling Loss, Grief, and Life Transitions (2.0)
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.
CNST532
Storytelling & Mythology (2.0)
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 that so often weave in and out of a client's personal story.

CNST543
Human Sexuality (2.0)
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.

CNST575
Taming the Wild Horse: Riding the Energy of Emotions (2.0)
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.

CNST596W
Special Topics in Transpersonal Counseling Psychology (1.0)

CNST610
Social and Multicultural Foundations (3.0)
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.

CNST620
Human Growth and Development (3.0)
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST620E
Human Growth and Development (3.0)
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST621
Psychology of Meditation I: Mindfulness Training (3.0)
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.
CNST621E
Psychology of Meditation I: Mindfulness Training (3.0)
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.

CNST625E
Mindful Chakra Yoga (0.5)
Chakra awareness is intrinsic to the ancient discipline of yoga. Modern day studies reveal how these embodied energy centers are gateways to understanding physical, mental, emotional, and spiritual well-being. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

CNST631E
Counseling & Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNST631E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST646
Contemplative Voice Work: Sounding the Body-Mind (2.0)
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 that 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.

CNST653
Authentic Movement/Transpersonal (2.0)
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.

CNST661
Counseling & Helping Relationships II (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631E.
CNST663
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620.

CNST663E
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620E.

CNST667E
Traditional Qigong: Cultivating Body and Mind (1.0)
Traditional Qigong comprises lineage-based practices which cultivate the body and mind simultaneously. Outer qigong techniques strengthen the muscular-skeletal system - joints, muscles, tendons, bones, and the spinal column. Inner qigong nourishes the internal organs and cultivates qi, or internal energy. Together, they support mental clarity, relaxation, and resilience. In each class, we will practice traditional qigong forms of movement and stillness, and discuss their lineage origins and their effects on health and presence.

CNST670
Transpersonal Psychology (3.0)
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.

CNST670E
Transpersonal Psychology (3.0)
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.

CNST671
Psychology of Meditation II (2.0)
This course builds on the foundation provided by CNST621. 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.

CNST671E
Psychology of Meditation II (2.0)
This course builds on the foundation provided by CNST621E. 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.

CNST673
Jungian Psychology: Transpersonal Foundations and Central Concepts (3.0)
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 CNST670. Prerequisites for art therapy students: CNSA604 and CNSA634. Prerequisite for counseling track students: CNST670.

CNST674E
Body Awareness (0.5)
Students engage in contemplative practices that are intended to increase their awareness of and relationship with their bodies. These may include traditional practices such as yoga or Taijiquan, or other contemplative body-based practices. Each year a different guest instructor will be invited to engage the students in a body-based contemplative practice.

CNST699
Independent Study: Transpersonal Counseling (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits)
CNST700
Assessment (3.0)
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.

CNST700E
Assessment (3.0)
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. This course covers the same material and has the same goals, learning outcomes, and assessment process as the on-campus version of the course. It is delivered in a hybrid format, partially online and partially in-residence.

CNST704
Transforming Addictions (2.0)
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.

CNST710
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

CNST710E
Research and Program Evaluation (3.0)
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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

CNST711
Career Development (3.0)
This course addresses career counseling, career planning, 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.

CNST711E
Career Development (3.0)
This course addresses career counseling, career planning, 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.
CNST720
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621. 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: CNST621. Materials fee.

CNST720E
Meditation Practicum I: Cultivating Awareness (1.0)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621E. 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: CNST621E. Materials fee.

CNST730
Incest and Child Abuse (1.0)
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.

CNST740
Diagnostic Psychopathology (2.0)
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.

CNST740E
Diagnostic Psychopathology (2.0)
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.

CNST753
Diagnostic Psychopathology II (1.0)
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: CNST740. Materials fee.

CNST753E
Diagnostic Psychopathology II (1.0)
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: CNST740.

CNST763
Gestalt Therapy and Breathwork (1.0)
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.

CNST770
Meditation Practicum II: Developing Compassion (1.0)
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.

CNST770E
Meditation Practicum II: Developing Compassion (1.0)
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.

CNST771
Marriage and Couples Therapy (2.0)
This class focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couples therapy, as well as neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to support working couples.

CNST775E
Advanced Topics in Transpersonal Psychology (2.0)
This course serves as an intermediate and advanced examination of central concepts, theories, practices, and applications of transpersonal psychology. In particular, students are exposed to
intermediate and advanced models of assessment, clinical case conceptualization, and treatment methods to enhance their clinical effectiveness. Students will learn how to assess and formulate a case using methods of mind/body assessment. Students will also practice using new clinical skills such as self-hypnosis and biofeedback training. It is delivered in a hybrid format, partially online and partially in-residence.

CNST780
Therapy with Children & Adolescents (2.0)
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: CNST620.

CNST782W
Approaches to Couples Counseling (1.0)
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: CNST631.

CNST790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students' initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661 or CNSM661E.

CNST791
Advanced Child & Adolescent Therapy (1.0)
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: CNST780.

CNST877
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 CNSM871 or CNSA871, and is enrolled in (or has completed) CNSM891 or CNSA891, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

CNSW609
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program are examined. We explore how diverse disciplines can be combined in an effective counseling 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.

CNSW627
Contemplative Perspectives & Practice (1.0)
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.
CNSW629
Family Systems Interventions: Equine-Assisted Settings (2.0)
This course examines the clinical applications of family systems and 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. Must be taken concurrently with CNSW708. WT only.

CNSW631
Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only.

CNSW661
Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only.

CNSW708
Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Course (2.0)
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: CNSW661.

CNSW711
Career Development I: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Taught as a four-day intensive. WT only.

CNSW719
Ecopsychology: Transpersonal Perspectives (2.0)
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 CNSW708. WT only.

CNSW728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2.0)
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 counseling populations. Prerequisite: CNSW708. WT field fee.

CNSW731
Career Development II: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Prerequisite: CNSW711. WT only.

CNSW743
Transitions Throughout the Life Span (3.0)
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 CNSW728. WT only.

CNSW751
Group Counseling: Transpersonal Wilderness Therapy (2.0)
Group Counseling I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling 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 CNSW728. WT only.

CNSW761
Group Counseling II: Transpersonal Wilderness Therapy (3.0)
Group Counseling II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling 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 CNSW728.

CNSW790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661.

CNSW801
Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (2.5)
Professional Counseling Orientation and Ethical Practice class is designed to provide an instructional and supportive forum for students practicing counseling 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: CNS790.

CNSW802
Professional Counseling Orientation & Ethical Practice II: Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the internship placement. The Professional Counseling Orientation and Ethical Practice class is designed to provide an instructional and supportive forum for students practicing counseling 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.

CNSW871
Internship I: Transpersonal Wilderness Therapy (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSW881
Nature-Based Internship (0.0)
This is a summer internship course. Students complete a training and service learning placement in which they facilitate nature-based client experiences for individuals and groups.

CNSW891
Internship II: Transpersonal Wilderness Therapy (2.0)
A continuation of CNSW871. WT only.

Transpersonal Wilderness Therapy Concentration
MA in Clinical Mental Health Counseling
The Transpersonal Wilderness Therapy concentration (a 60-credit, three-year program) synthesizes clinical and theoretical course work in counseling, transpersonal psychology, contemplative practice, adventure therapy, and ecopsychology. The first year, students study the theoretical foundations of counseling and transpersonal psychology, wilderness therapy, counseling skills, and diversity awareness. 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. In the third year, students complete an internship and a capstone project. Support for the internship year comes via classes that are partially online and partially residential. Students can expect to return to campus twice a semester in their third year of study. Courses that combine online work and an on-campus intensive each semester support the internship experience and the completion of the capstone project.

Degree Requirements

First year, fall
- CNSW609 Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
- CNST620 Human Growth and Development (3)
- CNST621 Psychology of Meditation I: Mindfulness Training (3)
- CNSW631 Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3)
- CNST700 Assessment (3)

First year, spring
- CNST610 Social & Multicultural Foundations (3)
- CNSW661 Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3)
- CNST710 Research and Program Evaluation (3)
- CNST720 Meditation Practicum I: Cultivating Awareness (1)
- CNST740 Diagnostic Psychopathology (2)

Second year, fall
- CNSW629 Family Systems Interventions: Equine-Assisted Settings (2)
- CNSW707 Special Populations Interventions: Wilderness Therapy Settings (2)
- CNSW708 Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Courses (2)
- CNSW719 Ecopsychology: Transpersonal Perspectives (2)
- CNSW751 Group Counseling I: Transpersonal Wilderness Therapy (2)

Second year, spring
- CNST790 Counseling Practicum (3)
- CNSW627 Contemplative Perspectives and Practice (1)
- CNSW728 Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
- CNSW743 Transitions Throughout the Lifespan (3)
- CNSW761 Group Counseling II: Transpersonal Wilderness Therapy (3)

Second year, summer
- CNSG871 Extended Internship I [0]

Third year, fall
- CNSW711 Career Development I: Transpersonal Wilderness Therapy (1.5)
- CNSW801 Professional Counseling Orientation and Ethical Practice I: Transpersonal Wilderness Therapy (2.5)
- CNSW871 Internship I: Transpersonal Wilderness Therapy (2)

Third year, spring
- CNSW731 Career Development II: Transpersonal Wilderness Therapy (1.5)
- CNSW802 Professional Counseling Orientation and Ethical Practice II: Transpersonal Wilderness Therapy (2.5)
- CNSW891 Internship II: Transpersonal Wilderness Therapy (2)

Third year, summer
- CNSG891 Extended Internship II [0]

Total Credits: 60

Course Listings

CNSA569
Art Therapy Perspectives for non-Majors (2.0)
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. MA only; BA seniors with instructor permission. Materials fee. Cross-listed as CNSA369.

CNSA600
Transpersonal Art Therapy Orientation Seminar (0.0)
This orientation seminar is designed to give new students a thoughtful and appropriate introduction to their cohort and to the graduate Transpersonal Art Therapy program. This concentrated experience provides an opportunity for the incoming class to meet the art therapy faculty and academic advisor and to experience an introduction to the art therapy program. There is discussion on how meditation is seated in the program, the academic standards expected within the program, and resources for succeeding in the program, including navigating the library, ways of thinking about diversity, contemplative education, and the importance of a personal artist identity. Required for Art Therapy students. Course fee.

CNSA604
Foundations of Art Therapy (3.0)
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 fifty 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.

CNSA624
Art Therapy Studio: Process and Materials (2.0)
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. Prerequisites: CNSA604 and CNSA634. AT only. Materials Fee.

CNSA631
Counseling & Helping Relationships I: Transpersonal Art Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNSA631.

CNSA665
Civic Engagement Studio Practicum (0.0)
A fifty-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: CNSA604 and CNSA634. AT only.

CNSA734
Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)
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 and 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: CNSA751.

CNSA751
Group Counseling: Transpersonal Art Therapy (3.0)
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: CNSA604, CNS631, and CNSA634. Course and materials fee. AT only.
CNSA754  
**Counseling for Adult Populations : Transpersonal Art Therapy (3.0)**  
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The family systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite: CNSA734. Course fee.

CNSA802  
**Professional Counseling Orientation & Ethical Practice II: Transpersonal Art Therapy (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. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken together. Prerequisites: Successful completion of all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA790  
**Counseling Practicum (3.0)**  
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST631, CNST661, and CNSA665.

CNSA824  
**Internship Studio Methods I (0.5)**  
This course complements the work covered in Professional Counseling Orientation and Ethical Practice 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.

CNSA844  
**Internship Studio Methods II (0.5)**  
This course complements the work covered in Professional Counseling Orientation and Ethical Practice 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: CNSA824. Course fee.

CNSA801  
**Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.5)**  
Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. One half of each class meeting is devoted to case consultation and secondary supervision, in addition to the primary supervisory responsibilities of the on-site supervisor. Students study the ethical codes, legal, and advocacy considerations of counseling and art therapy, including standards of practice and clients’ 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 preparing a written case study and regularly presenting case material during classes. Prerequisites: CNSA790 and all required Art Therapy and Transpersonal Counseling courses. AT only.

CNSA871  
**Internship I: Transpersonal Art Therapy (2.0)**  
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. Prerequisites: CNSA790 and all required Art Therapy and Transpersonal Counseling courses.

CNSA871  
**Internship II: Transpersonal Art Therapy (2.0)**  
A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

CNST790  
**Counseling Practicum (3.0)**  
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The family systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite: CNSA734. Course fee.

CNSA891  
**Internship II: Transpersonal Art Therapy (2.0)**  
A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. AT Only.

CNST790  
**Gestalt I: Awareness (3.0)**  
The foundations of Gestalt awareness are explored experientially with individual, dyadic, and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body

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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.

CNSM601E
Gestalt I: Awareness (3.0)
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.

CNSM631E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession, theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNSM651
Gestalt II: Experiment (3.0)
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: CNSM601E.

CNSM661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)

CNSM751
Group Counseling: Lecture- Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752, 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: CNST661. Co-require: CNSM752.

CNSM751E
Group Counseling: Lecture- Mindfulness-based Transpersonal Counseling (1.0)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with CNSM752E, 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: CNST661E. Co-require: CNSM752E.

CNSM752
Group Counseling: Experiential- Mindfulness-based Transpersonal Counseling (2.0)
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 CNSM751. 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: CNST661E. Co-require: CNSM751.
CNSM752E  
**Group Counseling: Experiential-Mindfulness-based Transpersonal Counseling (2.0)**  
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 CNSM751E. 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: CNST661E. Co-requisite: CNSM751E.

CNSM801  
**Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)**  
Professional Counseling Orientation and Ethical Practice 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: CNST790. Must be taken concurrently with CNSM871.

CNSM801E  
**Professional Counseling Orientation & Ethical Practice I: Mindfulness-based (2.0)**  
Professional Counseling Orientation and Ethical Practice 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: CNST790E. Must be taken concurrently with CNSM871E.

CNSM802  
**Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)**  
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.

CNSM802E  
**Professional Counseling Orientation & Ethical Practice II: Mindfulness-based (2.0)**  
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.

CNSM871  
**Internship I: Mindfulness-based Transpersonal Counseling (2.0)**  
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSM871E  
**Internship I: Mindfulness-based Transpersonal Counseling (2.0)**  
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790E.

CNSM891  
**Internship II: Mindfulness-based Transpersonal Counseling (2.0)**  
A continuation of CNSM871.

CNSM891E  
**Internship II: Mindfulness-based Transpersonal Counseling (2.0)**  
A continuation of CNSM871.

CNST504E  
**Meditation Practicum I (3.0)**  
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.
CNST506
Jungian Dream Work (2.0)
This course lays the foundation and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications complexes as seen in dreams.

CNST510
Yoga and the Chakras (2.0)
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.

CNST521
Touching the Moment: Indelible Presence (2.0)
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.

CNST528
Counseling Loss, Grief, and Life Transitions (2.0)
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.

CNST532
Storytelling & Mythology (2.0)
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 mythical themes that so often weave in and out of a client’s personal story.

CNST543
Human Sexuality (2.0)
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.

CNST575
Taming the Wild Horse: Riding the Energy of Emotions (2.0)
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.

CNST596W
Special Topics in Transpersonal Counseling Psychology (1.0)

CNST610
Social and Multicultural Foundations (3.0)
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.

CNST610E
Social and Multicultural Foundations (3.0)
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.

CNST620
Human Growth and Development (3.0)
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST620E
Human Growth and Development (3.0)
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, including current research of neurobiological behavior. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional abilities, and psychopathology, as well as optimal wellness. Situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored, including effects of crisis, disasters, and other trauma-causing events. Theories and models of individual, cultural, couples, family, and community resilience are covered. Theories and etiology of addictions, including strategies for prevention, intervention, and treatment are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

CNST621
Psychology of Meditation I: Mindfulness Training (3.0)
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.

CNST621E
Psychology of Meditation I: Mindfulness Training (3.0)
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.

CNST625E
Mindful Chakra Yoga (0.5)
Chakra awareness is intrinsic to the ancient discipline of yoga. Modern day studies reveal how these embodied energy centers are gateways to understanding physical, mental, emotional, and spiritual well-being. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

CNST631
Counseling & Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNST631E
Counseling and Helping Relationships I (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession; theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students' professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other.

CNST646
Contemplative Voice Work: Sounding the Body-Mind (2.0)
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 that 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.
CNST653
Authentic Movement/Transpersonal (2.0)
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.

CNST661
Counseling & Helping Relationships II (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession, theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631.

CNST661E
Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession, theoretical orientations including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. Prerequisite: CNST631E.

CNST663
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620.

CNST663E
Family Systems (2.0)
An entry-level examination of family process and family counseling. Drawing from a systems approach, students learn how to shift their 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: CNST620E.

CNST667E
Traditional Qigong: Cultivating Body and Mind (1.0)
Traditional Qigong comprises lineage-based practices which cultivate the body and mind simultaneously. Outer qigong techniques strengthen the muscular-skeletal system - joints, muscles, tendons, bones, and the spinal column. Inner qigong nourishes the internal organs and cultivates qi, or internal energy. Together, they support mental clarity, relaxation, and resilience. In each class, we will practice traditional qigong forms of movement and stillness, and discuss their lineage origins and their effects on health and presence.

CNST670
Transpersonal Psychology (3.0)
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.

CNST670E
Transpersonal Psychology (3.0)
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.

**CNST671**
**Psychology of Meditation II (2.0)**
This course builds on the foundation provided by CNST621. 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.

**CNST671E**
**Psychology of Meditation II (2.0)**
This course builds on the foundation provided by CNST621E. 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.

**CNST673**
**Jungian Psychology: Transpersonal Foundations and Central Concepts (3.0)**
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 CNST670. Prerequisites for art therapy students: CNSA604 and CNSA634. Prerequisite for counseling track students: CNST670.

**CNST674E**
**Body Awareness (0.5)**
Students engage in contemplative practices that are intended to increase their awareness of and relationship with their bodies. These may include traditional practices such as yoga or Taijiquan, or other contemplative body-based practices. Each year a different guest instructor will be invited to engage the students in a body-based contemplative practice.

**CNST699**
**Independent Study: Transpersonal Counseling (0.5-4.0)**
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**CNST700**
**Assessment (3.0)**
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.

**CNST700E**
**Assessment (3.0)**
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. This course covers the same material and has the same goals, learning outcomes, and assessment process as the on-campus version of the course. It is delivered in a hybrid format, partially online and partially in-residence.

**CNST704**
**Transforming Addictions (2.0)**
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.

**CNST710**
**Research and Program Evaluation (3.0)**
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
affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

**CNST710E**

Research and Program Evaluation (3.0)

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 affect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

**CNST711**

Career Development (3.0)

This course addresses career counseling, career planning, 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.

**CNST711E**

Career Development (3.0)

This course addresses career counseling, career planning, 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.

**CNST720**

Meditation Practicum I: Cultivating Awareness (1.0)

This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621E. 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: CNST621E. Materials fee.

**CNST720E**

Meditation Practicum I: Cultivating Awareness (1.0)

This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in CNST621E. 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: CNST621E. Materials fee.

**CNST730**

Incest and Child Abuse (1.0)

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.

**CNST740**

Diagnostic Psychopathology (2.0)

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.

**CNST740E**

Diagnostic Psychopathology (2.0)

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.

**CNST753**

Diagnostic Psychopathology II (1.0)

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: CNST740. Materials fee.

**CNST753E**

Diagnostic Psychopathology II (1.0)

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: CNST740.

**CNST763**  
**Gestalt Therapy and Breathwork (1.0)**  
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.

**CNST770**  
**Meditation Practicum II: Developing Compassion (1.0)**  
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.

**CNST770E**  
**Meditation Practicum II: Developing Compassion (1.0)**  
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.

**CNST771**  
**Marriage and Couples Therapy (2.0)**  
This class focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couples therapy, as well as neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to support working couples.

**CNST775E**  
**Advanced Topics in Transpersonal Psychology (2.0)**  
This course serves as an intermediate and advanced examination of central concepts, theories, practices, and applications of transpersonal psychology. In particular, students are exposed to intermediate and advanced models of assessment, clinical case conceptualization, and treatment methods to enhance their clinical effectiveness. Students will learn how to assess and formulate a case using methods of mind/body assessment. Students will also practice using new clinical skills such as self-hypnosis and biofeedback training. It is delivered in a hybrid format, partially online and partially in-residence.

**CNST780**  
**Therapy with Children & Adolescents (2.0)**  
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: CNST620.

**CNST782W**  
**Approaches to Couples Counseling (1.0)**  
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: CNST631.

**CNST790**  
**Counseling Practicum (3.0)**  
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss 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: CNST661 or CNSW661.

**CNST790E**  
**Counseling Practicum (3.0)**  
Required of all second-year students, the practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served,
CNS791
Advanced Child & Adolescent Therapy (1.0)
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: CNS780.

CNS877
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 CNSM871 or CNSA871, and is enrolled in (or has completed) CNSM891 or CNSA891, but has more than 50 hours left of clinical internship to complete by the last day of classes in the spring semester.

CNSW609
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program are examined. We explore how diverse disciplines can be combined in an effective counseling 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.

CNSW627
Contemplative Perspectives & Practice (1.0)
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.

CNSW629
Family Systems Interventions: Equine-Assisted Settings (2.0)
This course examines the clinical applications of family systems and 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. Must be taken concurrently with CNSW708. WT only.

CNSW631
Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession, theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only. Prerequisite: CNSW631.

CNSW661
Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)
This course provides a general framework for understanding and practicing counseling and consultation, including an understanding of counseling in a multicultural society. Crisis intervention and suicide prevention models are introduced, including the use of psychological first aid strategies. Counseling practice is founded on mindfulness and transpersonal perspectives that emphasize wellness and prevention as primary counseling goals. Other topics covered include a history of the profession, theoretical orientations, including family systems, ethics, and counseling skills; and the development and stages of a therapeutic relationship. Videotaped practice sessions demonstrate the development of students’ professional skills, knowledge, and personal growth, as well as their developing awareness of the relationship between self and other. WT only. Prerequisite: CNSW631.

Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Course (2.0)
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: CNSW661.

CNSW711
Career Development I: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Taught as a four-day intensive. WT only.

CNSW719
Ecopsychology: Transpersonal Perspectives (2.0)
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 CNSW708. WT only.

CNSW728
Outdoor Skills II: Horticulture, River, and Rites of Passage (2.0)
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 counseling populations. Prerequisite: CNSW708. WT field fee.

CNSW731
Career Development II: Transpersonal Wilderness Therapy (1.5)
This course addresses career counseling, career planning and development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments and techniques 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 for career information systems are studied. Prerequisite: CNSW711. WT only.

CNSW743
Transitions Throughout the Life Span (3.0)
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 CNSW728. WT only.

CNSW751
Group Counseling: Transpersonal Wilderness Therapy (2.0)
Group Counseling I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling 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 CNSW708.

CNSW761
Group Counseling II: Transpersonal Wilderness Therapy (3.0)
Group Counseling II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling 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 CNSW728.

CNSW790
Counseling Practicum (3.0)
Required of all second-year students, the counseling practicum provides for the continued development of counseling skills through fieldwork at a community agency with on-site consultation and supervision. The practicum is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also study ethical guidelines relating to the counseling profession. The course includes secondary group supervision to support the practicum fieldwork experience. In secondary group supervision, students discuss professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transferece and therapist countertransference, case presentations, agency structure and organization, and community resources. Prerequisite: CNST661.

CNSW801
Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (2.5)
Professional Counseling Orientation and Ethical Practice 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 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: CNST790.

CNSW871
Internship I: Transpersonal Wilderness Therapy (2.0)
The student works a total of 700 hours in community agency settings. Prerequisite: CNST790.

CNSW881
Nature-Based Internship (0.0)
This is a summer internship course. Students complete a training and service learning placement in which they facilitate nature-based client experiences for individuals and groups.

CNSW891
Internship II: Transpersonal Wilderness Therapy (2.0)
A continuation of CNSW871. WT only.

Creative Writing MFA (low-residency)
Naropa’s Master of Fine Arts degree in Creative Writing is a hybrid online/distance mentorship program that offers students rigorous instruction in innovative prose, poetry, and cross-genre forms, as well as professional development. To usher students into contemporary arts and letters movements, the program draws on the juxtaposition of Eastern wisdom and Western scholarship, with a focus on contemplative writing practices.

Since 2003, we have served students who desire to study writing in the communities where they currently live, enjoying what Boulder has to offer during 14 annual days of residency. Our students live full lives, with demanding professions and families, and still wish to broaden their literary networks through correspondence and face-to-face interactions with some of today’s most provocative writers.

Highlights of the curriculum include:

- Two-year MFA degree with fourteen days of residency in Boulder, CO
- Open-genre curriculum
- One-on-one mentorship with accomplished faculty
- Emphasis on contemplative writing practices
- Participation in the Summer Writing Program
- Guidance in preparing the creative thesis for publication
- Cohort model developing a strong sense of community among MFA students

Degree Requirements

Fall and Spring Residencies: 4 credits
Over the course of two years, a total of four three-day residencies, one each fall and spring, are completed at Naropa’s Boulder campus and occur concurrently with mentorships.

- WRI789WE Fall Writers Practicum (1)
- WRI791WE Spring Writers Practicum (1)

Summer Writing Program: 4 credits
Two eight-day summer residencies are completed at Naropa’s Boulder campus. Choose two of the following:

- WRI751 Week One: Summer Writing Program MFA Credit (2)
- WRI752 Week Two: Summer Writing Program MFA Credit (2)
- WRI753 Week Three: Summer Writing Program MFA Credit (2)

Craft of Writing Mentorship: 26 credits
Students work one-on-one with a mentor, exchanging packets—consisting of letters, bibliographies, contemplative reflections, creative manuscripts, and critical essays—throughout the semester.

- WRI631E Craft of Writing: Rooting in the Archive (6)
- WRI648E Craft of Writing: Contemplative Experiments (6)
- WRI678E Craft of Writing: Cultures and Communities (4)*
- WRI735E Craft of Writing: Contemporary Trends (6)
- WRI755E Craft of Writing: Professional Development (4)*

*Students may take up to 6 weeks of the Summer Writing Program in exchange for WRI678E Craft of Writing: Cultures and Communities and WRI755E Craft of Writing: Professional Development.

MFA Thesis: 6 credits
In their final full semester, MFA students submit an MFA thesis—a book-length creative manuscript. Additional information about the MFA thesis is available from the JKS office.
Method to dissolve the assumptions about the making of a self on to write an I that is both a conversation with assigned texts and a with a history, or family (you are). In our own writing, we will try as their subject the complications of the body (an I) negotiating autobiography that veers from confessionalism, documents that take as method of traveling between representations of the self, Prose Workshop: Memoir/Anti-Memoir (3.0) In this course we will read contemporary memoir: memoir WRI614 Professional Development: Letterpress Printing: Well-Dressed Word (3.0) 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 Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI382. Materials fee. WRI603 Professional Development: Letterpress Printing: First Impressions (3.0) 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 Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI383. Materials fee. WRI607W Professional Development: Teaching Practicum: Designing a Writing Workshop (2.0) 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 are stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI307W. WRI614 Prose Workshop: Memoir/Anti-Memoir (3.0) 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 Creative Writing and Poetics students only; others by permission of the program. WRI617 Poetics Seminar: Writers in Community (3.0) Writers in Community is designed as a cohort class for entering MFA 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. Students are required to attend the What Where series readings on Tuesday night four times during the semester. WRI625 Multigenre Workshop: Adaptation (3.0) 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 dialog 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. WRI629 Multigenre Workshop: Translation (3.0) 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, or 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. WRI631E Craft of Writing: Rooting in the Archive (6.0) This course delves into the Naropa University Archive and its rich offerings to explore traditions, movements, and/or schools of writing that inform or extend the aesthetic vision of the Jack Kerouac School toward mindful writing. Possible recent historical examples include New American Poetry, the Beats, San Francisco Renaissance, the New York School, Black Mountain Poetics, the Black Arts Movement, and Language poetry, among others. Students develop an intensive listening and writing practice around the archive, examining critical and creative texts that penetrate and revitalize past recordings, and consider the historical and social circumstances for a specific movement, in addition to its primary theoretical or aesthetic concerns. Open to MFA Creative Writing students only.
WR1640  
Poetics Seminar: Women Writers (3.0)  
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.

WR1648E  
Craft of Writing: Contemplative Experiments (6.0)  
In its view toward fresh, lively writing, this course emphasizes contemplative attention within the act of writing itself, in order to go where the energy is rather than follow premeditated decisions. We look at works that exhibit wakeful energy in various literary modes, tuning into their particular qualities of mind, as well as to the elements and structures of language by which these qualities are realized. “Contemplative” here refers to the joining of present attention with critical understanding so that new possibilities for form and content may open for writing in any mode or genre. Open to MFA Creative Writing students only.

WR1656  
Poetics Seminar: The Archive (3.0)  
The course delves into the infamous Naropa University Archive and all its rich offerings as a starting point for conversation about twentieth- and twenty-first-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 Creative Writing and Poetics students only.</p>

WR1671  
Prose Workshop: Narrative Practices (3.0)  
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 (3.0)  
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 five 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.

WR1677  
Poetics Seminar: Critical Theory (3.0)  
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 Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI455.

WR1678E  
Craft of Writing: Cultures and Communities (4.0)  
This course focuses on issues of community and identity by engaging with a variety of literary texts from diverse cultures and/or groups within cultures. By exploring literature critically and creatively, students examine how authors create and readers read through their cultural contexts; the relations of power and knowledge, politics and aesthetics; and the ability or failure of literature to address cultural experience. Open to MFA Creative Writing students only.

WR1699  
Independent Study: Writing (0.5-4.0)  
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

WR1700  
Professional Development: Writing Pedagogy Seminar (3.0)  
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.

WR1705  
Professional Development: Small Press Publishing (3.0)  
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 fostering 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.
WR1707  
Poetics Seminar: Major Authors (3.0)
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. Cross-listed with WR1707.

WR1715  
Poetry Workshop: Experimental Poetry (3.0)
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 experiment as exploration as the new word. Open to CW&P MFA students only.

WR1720  
Prose Workshop: Experimental Prose (3.0)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on non-normative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

WR1722  
Poetry Workshop: Eco-Poetics (3.0)
“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 Creative Writing and Poetics students only.

WR1727  
Poetics Seminar: Cross-Cultural Literature (3.0)
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. 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.

WR1729  
Multigenre Workshop: Collaborative Texts (3.0)
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.

WR1730  
Multigenre Workshop: Performance Art and Writing (3.0)
This course uses performance art to generate creative texts. Our performance praxis stems from a wide variety of approaches —from 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.

WR1731  
Prose Workshop: The Novel (3.0)
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.

WR1733  
Poetics Seminar: Queer Lit (3.0)
This course investigates texts that queer. We read literature and theory that questions, complicates, deterritorializes, 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.

WR1735E  
Craft of Writing: Contemporary Trends (6.0)
In this course, students focus on current trends, patterns, and concerns of creative writing practices. We investigate and consider a variety of literary modes that both inform and are informed by contemporary texts, including the cross-pollination of writing with other cultural and social forms and practices. In addition to reading recent works, students trace the history of these trends to observe their dynamic evolution. Open to MFA Creative Writing students only.

WR1739  
Poetry Workshop: Contemplative Poetics (3.0)
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...
Week One: Summer Writing Program MFA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 1 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known both for their commitments to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

Week Two: Summer Writing Program MFA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 2 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known both for their commitments to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

Week Three: Summer Writing Program MFA Credit (2.0)
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 3 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known both for their commitments to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

Craft of Writing: Professional Development (4.0)
In this course, students further their professional development by preparing their creative manuscript for publication; by generating an online professional dossier to represent themselves and their work; and/or by working with a mentor to identify short- and long-term professional and creative goals, such as submitting to literary journals, writing book reviews, publishing their critical essay, composing a professional cover letter, applying to internships or residencies, and other related work as needed. Open to MFA Creative Writing students only.

Poetics Seminar: Lineages (3.0)
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.
WRI758
Poetry Workshop: Documentary Poetics (3.0)
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 is 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 (3.0)
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.

WRI763
Multigenre Workshop: Notes on Architecture (3.0)
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.

WRI770
Multigenre Workshop: Cross-Genre Forms (3.0)
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.

WRI775
Multigenre Workshop: Cross-Disciplinary Writing (3.0)
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 (3.0)
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 time 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.

WRI789W
Fall Writers Practicum (1.0)
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.

WRI789WE
Fall Writers Practicum (1.0)
Study of selected literary and compositional issues and writing workshop with Naropa and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

WRI791W
Spring Writers Practicum (1.0)
Study of selected literary and compositional issues and writing workshop with Naropa 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. Cross-listed as WRI391W.

WRI791WE
Spring Writers Practicum (1.0)
Study of selected literary and compositional issues and writing workshop with Naropa 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. Open to MFA Creative Writing students only.
WRI793  
Special Topics: Writing Workshop (3.0)  
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 WRI490/WRI793E.

WRI793E  
Special Topics in the Craft of Writing (4.0)  
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.

WRI794W  
Writers Practicum with Anne Waldman (1.0)  
Study and analysis of selected literary and compositional issues and elements. 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.

WRI795W  
Writers Practicum with Allen Ginsberg Visiting Fellow (1.0)  
Study and analysis of selected literary and compositional issues and elements. 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.

WRI796  
Special Topics: Poetics Seminar (3.0)  
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 the critical analysis of literature. Cross-listed as WRI491.

WRI797  
Special Topics: Professional Development (3.0)  
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, twenty-first 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 as WRI492.

WRI875  
MFA Critical Thesis Seminar (3.0)  
In this course, MFA Creative Writing and Poetics students 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 introduces students to the role of the writer-as-critic through exploration of critical texts, poetic journals, writers conferences, and submission processes. Open to Creative Writing and Poetics MFA students only.

WRI880  
MFA Creative Thesis (3.0)  
As the culminating 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 (6.0)  
The culminating requirement of the MFA degree is the MFA thesis, a creative manuscript with author’s preface. Students generate a full-length manuscript that demonstrates creative originality by taking stylistic risks in form and genre, and that exhibits cohesion and coherence. Complete information on the thesis will be provided in the course.

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.

Creative Writing & Poetics MFA
The MFA in Creative Writing and Poetics is a two-year, 48-credit graduate degree. Students typically enroll in 9 credit hours per semester and 12 credit hours in the Summer Writing Program (over two summers).

The program offers an open-genre curriculum within a contemplative academic environment, providing MFA students maximum flexibility within the degree. Graduate students are encouraged to take classes across genres, enabling them to
investigate a personal, intensely original writing process and style. We challenge the notion of safe or generic works and create a space for radical exploration and experimentation.

Requirements
• 9 credits of writing workshops
• 9 credits of poetics seminars
• 12 credits of the Summer Writing Program (workshops, lectures, readings)
• 3 credits of contemplative practice
• 3 credits of professional development (teaching or publishing)
• 6 credits of electives (workshops, interdisciplinary courses, etc.)
• 6 credits of thesis (faculty mentorship on book-length creative manuscript and critical research poetics essay)

Degree Requirements
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
• WRI651–653 Summer Writing Program I (6)
• WRI751–753 Summer Writing Program II (6)

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.
• WRI614 Prose Workshop: Memoir/Anti-Memoir (3)
• WRI625 Multigenre Workshop: Adaptation (3)
• WRI629 Multigenre Workshop: Translation (3)
• WRI671 Prose Workshop: Narrative Practices (3)
• WRI715 Poetry Workshop: Experimental Poetry (3)
• WRI720 Prose Workshop: Experimental Prose (3)
• WRI722 Poetry Workshop: Eco-Poetics (3)
• WRI729 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)
• WRI749 Multigenre Workshop: Text and Image (3)
• WRI758 Poetry Workshop: Documentary Poetics (3)
• WRI763 Multigenre Workshop: Notes on Architecture (3)
• WRI770 Multigenre Workshop: Cross-Genre Forms (3)
• WRI775 Multigenre Workshop: Cross-Disciplinary Writing (3)
• WRI793 Special Topics: Writing Workshop (3)

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)
• WRI640 Poetics Seminar: Women Writers (3)
• WRI656 Poetics Seminar: The Archive (3)
• WRI677 Poetics Seminar: Critical Theory (3)
• WRI707 Poetics Seminar: Major Authors (3)
• WRI727 Poetics Seminar: Cross-Cultural Literature (3)
• WRI733 Poetics Seminar: Queer Lit (3)
• WRI740 Poetics Seminar: Film Poetics (3)
• WRI757 Poetics Seminar: Lineages (3)
• WRI761 Poetics Seminar: Contemporary Trends (3)
• WRI796 Special Topics: Poetics Seminar (3)

Electives: 6 credits
Students have ample choices to fulfill the 6-credit elective requirement and may choose courses from a wide range of offerings (including taking extra literature and workshop courses). The Creative Writing and Poetics program also offers the following electives:
• WRI789W Fall Writers Practicum (1)
• WRI791W Spring Writers Practicum (1)
• WRI794W Writers Practicum with Anne Waldman (1)
• WRI795W Writers Practicum with Allen Ginsberg Visiting Fellow (1)

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)
• WRI705 Professional Development: Small Press Publishing (3)
• WRI781 Professional Development: Project Outreach (3)
• WRI797 Special Topics: Professional Development (3)

Contemplative Requirement: 3 credits
There are a variety of courses available that satisfy this requirement, including, but not limited to, Taijiquan, sitting meditation, aikido, kembana, sumi brushstroke, thangka painting, and yoga. Each of these disciplines provides training in an art form that cultivates mindful awareness.

The Creative Writing and Poetics program offers the following 3-credit contemplative courses:
• WRI739 Poetry Workshop: Contemplative Poetics (3)
• WRI744 Multigenre Workshop: Somatic Writing (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 Critical Thesis Seminar (3)
- WRI880 MFA Creative Thesis (3)
- WRI881 Extended MFA Thesis (0.5)

Total Credits: 48

Course Listings

WRI602 Professional Development: Letterpress Printing: Well-Dressed Word (3.0)
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 Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI382. Materials fee.

WRI603 Professional Development: Letterpress Printing: First Impressions (3.0)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI383. Materials fee.

WRI607W Professional Development: Teaching Practicum: Designing a Writing Workshop (2.0)
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 are stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI307W.

WRI614 Prose Workshop: Memoir/Anti-Memoir (3.0)
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 Creative Writing and Poetics students only; others by permission of the program.

WRI617 Poetics Seminar: Writers in Community (3.0)
Writers in Community is designed as a cohort class for entering MFA 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. Students are required to attend the What Where series readings on Tuesday night four times during the semester.

WRI625 Multigenre Workshop: Adaptation (3.0)
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 dialog 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.

WRI629 Multigenre Workshop: Translation (3.0)
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, or 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.

WRI631E Craft of Writing: Rooting in the Archive (6.0)
This course delves into the Naropa University Archive and its rich offerings to explore traditions, movements, and/or schools of writing that inform or extend the aesthetic vision of the Jack Kerouac School toward mindful writing. Possible recent historical
WR1640
Poetics Seminar: Women Writers (3.0)
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.

WR1648E
Craft of Writing: Contemplative Experiments (6.0)
In its view toward fresh, lively writing, this course emphasizes contemplative attention within the act of writing itself, in order to go where the energy is rather than follow premeditated decisions. We look at works that exhibit wakeful energy in various literary modes, tuning into their particular qualities of mind, as well as to the elements and structures of language by which these qualities are realized. "Contemplative" here refers to the joining of present attention with critical understanding so that new possibilities for form and content may open for writing in any mode or genre. Open to MFA Creative Writing students only.

WR1656
Poetics Seminar: The Archive (3.0)
The course delves into the infamous Naropa University Archive and all its rich offerings as a starting point for conversation about twentieth- and twenty-first-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 Creative Writing and Poetics students only.

WR1671
Prose Workshop: Narrative Practices (3.0)
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 (3.0)
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 five 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.

WR1677
Poetics Seminar: Critical Theory (3.0)
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 Creative Writing and Poetics students only; others by permission of the program. Cross-listed as WRI455.

WR1678E
Craft of Writing: Cultures and Communities (4.0)
This course focuses on issues of community and identity by engaging with a variety of literary texts from diverse cultures and/or groups within cultures. By exploring literature critically and creatively, students examine how authors create and readers read through their cultural contexts; the relations of power and knowledge, politics and aesthetics; and the ability or failure of literature to address cultural experience. Open to MFA Creative Writing students only.

WR1699
Independent Study: Writing (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

WR1700
Professional Development: Writing Pedagogy Seminar (3.0)
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.
WRI705
Professional Development: Small Press Publishing (3.0)
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 (3.0)
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. Cross-listed with WRI707.

WRI715
Poetry Workshop: Experimental Poetry (3.0)
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 experiment as exploration as the new word. Open to CW&P MFA students only.

WRI720
Prose Workshop: Experimental Prose (3.0)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on non-normative 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.

WRI722
Poetry Workshop: Eco-Poetics (3.0)
“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 Creative Writing and Poetics students only.

WRI727
Poetics Seminar: Cross-Cultural Literature (3.0)
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. 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 (3.0)
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, genre, and structure. We interrogate the third space between collaborators and question notions of authority in authorship. The confluence between two or more writers spurs new developments in the creative process.

WRI730
Multigenre Workshop: Performance Art and Writing (3.0)
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 (3.0)
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 (3.0)
This course investigates texts that queer. We read literature and theory that questions, complicates, deterritorializes, 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.

WRI735E
Craft of Writing: Contemporary Trends (6.0)
In this course, students focus on current trends, patterns, and concerns of creative writing practices. We investigate and consider
a variety of literary modes that both inform and are informed by contemporary texts, including the cross-pollination of writing with other cultural and social forms and practices. In addition to reading recent works, students trace the history of these trends to observe their dynamic evolution. Open to MFA Creative Writing students only.

**WRI739**  
**Poetry Workshop: Contemplative Poetics (3.0)**  
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 bring 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.

**WRI740**  
**Poetics Seminar: Film Poetics (3.0)**  
This course explores the relationship between poetry and film. By the mid-twentieth 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.

**WRI744**  
**Multigenre Workshop: Somatic Writing (3.0)**  
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.

**WRI748**  
**Multigenre Workshop: Activist Writing (3.0)**  
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.

**WRI749**  
**Multigenre Workshop: Text & Image (3.0)**  
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.

**WRI751**  
**Week One: Summer Writing Program MFA Credit (2.0)**  
This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week 1 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WRI752**  
**Week Two: Summer Writing Program MFA Credit (2.0)**  
This course provides students with the opportunity for intensive week-long study with visiting faculty during Week 2 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known both for their commitments to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WRI753**  
**Week Three: Summer Writing Program MFA Credit (2.0)**  
This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week 3 of the Summer Writing Program. Summer Writing Program visiting faculty represent an extraordinarily diverse set of writers and thinkers, and are known for their commitment to artistic innovation and cultural activism. Workshops are characterized by generative writing prompts, experimental investigations into the writing process itself, and thinking about the relationship of writing and contemporary political ideas and events. Also as part of the Summer Writing Program, students attend readings, performances, lectures, panel discussions, and sessions focused on dharma arts thinking and practice.

**WRI755E**  
**Craft of Writing: Professional Development (4.0)**  
In this course, students further their professional development by preparing their creative manuscript for publication; by generating an online professional dossier to represent themselves and their work; and/or by working with a mentor to identify short- and long-term professional and creative goals, such as submitting to literary journals, writing book reviews, publishing their critical essay,
composing a professional cover letter, applying to internships or residencies, and other related work as needed. Open to MFA Creative Writing students only.

**WRI757**
Poetics Seminar: Lineages (3.0)
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.

**WRI758**
Poetry Workshop: Documentary Poetics (3.0)
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 is 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 (3.0)
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.

**WRI763**
Multigenre Workshop: Notes on Architecture (3.0)
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.

**WRI770**
Multigenre Workshop: Cross-Genre Forms (3.0)
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.

**WRI775**
Multigenre Workshop: Cross-Disciplinary Writing (3.0)
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 (3.0)
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 time 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.

**WRI789W**
Fall Writers Practicum (1.0)
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.

**WRI789WE**
Fall Writers Practicum (1.0)
Study of selected literary and compositional issues and writing workshop with Naropa and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

**WRI791W**
Spring Writers Practicum (1.0)
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. Cross-listed as WRI391W.
WR1791WE
Spring Writers Practicum (1.0)
Study of selected literary and compositional issues and writing workshop with Naropa and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Open to MFA Creative Writing students only.

WR1793
Special Topics: Writing Workshop (3.0)
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 WRI490/WRI793E.

WR1793E
Special Topics in the Craft of Writing (4.0)
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 WRI394W.

WR1794W
Writers Practicum with Anne Waldman (1.0)
Study and analysis of selected literary and compositional issues and elements. 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
Writers Practicum with Allen Ginsberg Visiting Fellow (1.0)
Study and analysis of selected literary and compositional issues and elements. 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 (3.0)
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.

WR1797
Special Topics: Professional Development (3.0)
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, twenty-first 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 as WRI492.

WR1875
MFA Critical Thesis Seminar (3.0)
In this course, MFA Creative Writing and Poetics students 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 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.

WR1880
MFA Creative Thesis (3.0)
As the culminating 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.

WR1880E
MFA Thesis (6.0)
The culminating requirement of the MFA degree is the MFA thesis, a creative manuscript with author’s preface. Students generate a full-length manuscript that demonstrates creative originality by taking stylistic risks in form and genre, and that exhibits cohesion and coherence. Complete information on the thesis will be provided in the course.

WR1881
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.

WR1881E
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.
Ecopsychology MA (low-residency)

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 Ecopsychology program is a two-year, 38-credit program that begins with a residential intensive. It then continues with students learning from their own homes online during the fall and spring semesters. Students also attend a short intensive course in Boulder each spring, 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

First year, fall
- PSYE600 Initiatory Contemplative Ecopsychology Intensive (4)
- PSYE630E Transpersonal Psychology (3)
- PSYE640E Ecopsychology (3)

First year, spring
- PSYE650 Winter Ecopsychology Intensive I (2)
- PSYE680E Ecology: Concepts and Applications for Ecopsychology (3)
- PSYE690E Ecopsychology Applied in Context (3)

First year, summer
- PSYE700 Ecopsychology Training Intensive (2)
- PSYE750 Psychology of Wilderness Experience Intensive (4)

Second year, fall
- PSYE800E Transpersonal Service Learning (3)
- PSYE850E Master’s Project I (3)

Second year, spring
- PSYE780 Winter Ecopsychology Intensive II (2)
- PSYE790E Topics in Ecopsychology (3)
- PSYE890e Master’s Project II (3)

Total Credits 38

Course Listings

PSYE600
Initiatory Contemplative Ecopsychology Intensive (4.0)
This first intensive course introduces MA Ecopsychology students to the program and the field. It provides the opportunity for learning community building, and face-to-face instruction in ecopsychological, transpersonal, and contemplative practice processes such as nature connection exercises, ritual, meditation, and the application of topics that will appear in the coming online courses. Students are expected to prepare for the course prior to attending, and to complete a written assignment afterward. This course does not lead to counseling licensure. Residential fee.

PSYE630E
Transpersonal Psychology (3.0)
An introduction and examination of central concepts, theories, practices, and applications of transpersonal psychology. 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 explore foundations of transpersonal psychology and its applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity, and other areas. This online course blends intellectual exploration, practice, and self-reflection. Required for MAE.

PSYE640E
Ecopsychology (3.0)
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both are 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.

PSYE650
Winter Contemplative Ecopsychology Intensive I (2.0)
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. Students’ meditation practice and an understanding of its importance in ecopsychology are deepened. Open to first-year MA Ecopsychology students only. Course fee.

PSYE680E
Ecology: Concepts and Applications for Ecopsychology (3.0)
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.

PSYE690E
Ecopsychology Applied in Context (3.0)
This online course deepens understanding about the field of ecopsychology by seating its concepts in cultural and applied contexts. Application of the ecopsychological principles for addressing contemporary ecological problems and ethics are
examined, along with options for effective and compassionate action. Topics may include eco-spirituality, power dynamics and diversity in ecopsychology, ecofeminism, applied myth, climate change, bioregionalism, voluntary simplicity and resilience.

PSYE699
Independent Study: Transpersonal Ecopsychology (0.5-4.0)
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. Independent Studies will count for variable credit. If a variable credit (0.5-4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

PSYE700
Ecopsychology Training Intensive (2.0)
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.

PSYE750
Psychology of Wilderness Experience Intensive (4.0)
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. There is a $500 activity fee for this course.

PSYE780
Winter Contemplative Ecopsychology Intensive II (2.0)
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 Ecopsychology program. An in-depth self-assessment paper is required. Course fee. Prerequisite: PSYE650.

PSYE790E
Topics in Ecopsychology (3.0)
The Topics in Ecopsychology courses investigate specific applications of theories and methods of ecopsychology not offered in other courses. Specific topics are announced the semester this course is offered. Elective, open to all eligible graduate students. Spring 2019: Transitions and Rites of Passage: This online 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.

PSYE800E
Transpersonal Service Learning (3.0)
Students apply and deepen their learning about transpersonal ecopsychology through service in their communities. With guidance from program faculty, students arrange a service-learning project related to an ecopsychological area of their choice. Online course lectures, reading, and discussion support learning by examining the nature of transpersonal approaches to service, and by providing a forum for interaction and support among students and faculty. A final written paper or media project integrates students’ project experiences with theoretical knowledge about the area of service and understanding of transpersonal service. While the service-learning placement may be independent of the master’s project topic, the department recommends that students try to connect them. Online elective, open to all graduate students with instructor permission.

PSYE850E
Master’s Project I (3.0)
This is the first of a two-course sequence in which students apply and deepen their learning through completion of a major written paper or media project on a particular ecopsychological topic of their choice. The online course environment supports this by staged assignments and providing a forum for interaction and support among students and faculty.

PSYE890E
Masters Project II (3.0)
The second of a two-course sequence in which students complete a major written or media project on an ecopsychology topical of their choice. In this second-semester course, students complete the project. Prerequisite: Successful completion of PSYE850e.

PSYE892E
Extended Masters Project (0.5)
An extension of the sequence of two courses leading students to complete the master’s project. It is offered in the event that a student does not complete the paper within the given time. Prerequisite: PSYE890E.

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 field education 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: 1) theological study—an in-depth understanding of the basic Buddhist texts and doctrines in historical and present-day contexts; 2) community—devoted to the insights and tools for fostering “engaged” communities; 3) 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 4) practice and meditation—the spiritual practice of sitting meditation from the Buddhist tradition.

Field education opportunities (either Clinical Pastoral Education [CPE] or internship placements) based on individual student interests provide a context for integrating all four streams of learning and applying them to real-world needs, while initiating the process of lifetime learning through the student’s work.

Optional Specialties:

Meditation Requirements and the Nitartha Institute Shedra Option: In addition to three meditation courses taken simultaneously with their related Buddhist Studies course, there is a non-credit requirement for a Buddhist Meditation Intensive (REL650), for which students have two options: 1) choose to do a month of intensive Buddhist meditation practice done as a month or divided into two-week, 10-day, or 7-day programs, in a Buddhist tradition of the student’s choice, e.g., Tibetan, Zen, Theravada, and so forth, or 2) choose the Nitartha Institute “Shedra” option, in which the students attend a month of the Nitartha Institute Summer program plus, separately, two weeks of intensive Buddhist meditation in the tradition of their choice. With their other degree requirements, the Nitartha option qualifies students to receive the Nitartha Institute Certificates of Completion for its Foundation and Intermediate Curriculums, and to enter its Advanced Curriculum. They also qualify to enter the Nitartha Teacher-in-Training Program if they attend a second month-long summer program. (For information, see www.nitarthainstitute.org.)

Note on fees: The noncredit requirement of the month-long Buddhist meditation retreat costs approximately $1,300 (or $700 for two-weeks for students choosing the Nitartha Institute Shedra Option). The Nitartha Institute option students also register for a 3-credit Nitartha summer program through Naropa, which will cover the tuition cost, but not the room and board, text, and other items of the Nitartha program, which add up to approximately $3,500, though Nitartha and Naropa may award scholarships for some of those costs. 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.

Mindfulness Instructor Training: 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. Shambhala Training: 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 training, in partnership with Shambhala International, shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice.

Degree Requirements

Please note that many students complete the program in four rather than three years. For a complete four-year plan, please see your academic advisor. Some courses are only offered alternate years; please consult your academic advisor.

First year, fall

- REL600 Meditation Practicum I: Seeds of Peace [3]
- REL602 Contemplative Communication in Spiritual Caregiving [3]
- REL611 First Turning of the Wheel: Nature of Mind and Emotions [3]
- REL614 Mind and Its World [3]
- REL616 Integration Lab I [1]

SUBTOTAL 13

First year, spring

- REL620 Meditation Practicum II: Self and No-Self [3]
- REL650 Buddhist Meditation Intensive (noncredit)*
- REL654 Integration Lab II [1]
- REL661 The Second Turning of the Wheel: The Bodhisattva Path [3]
- Religious Studies or Graduate Collective elective (3)* * *

SUBTOTAL 13

First year, summer

Nitartha Institute Shedra Option Only * * *

- REL705 Mind Only School [1.5]
- REL720 The Mahayana Path to Enlightenment [1.5]

SUBTOTAL 3 (Nitartha Institute Shedra Option Only)

Second year, fall

- REL635 Meditation Practicum III: Mind-Training [3]
- REL658 Ritual Arts [3] or REL714 Introduction to Pastoral Care [3]
- REL728 Integration Lab III [1]
- REL744 Master of Divinity Field Education I [1.5] [For students choosing field education]* * *
- REL779 Interreligious Dialog [3]

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- REL710 Third Turning of the Wheel: Yogacara and Buddha Nature (3)
- Religious Studies or Graduate Collective elective (3)** *

**SUBTOTAL 13 (14.5 - Field education)**

Second year, spring
- REL615 Power, Privilege, and Diversity (3) or REL763 Dharma Talks and Religious Education (3)
- REL745 Master of Divinity Field Education II (1.5) |For students choosing field education|** *
- REL749 Contemporary American Religion (3) or REL804 Applied Ethics and Service learning (2)
- REL768 Integration Lab IV (1)
- Religious Studies or Graduate Collective elective (3)** *

**SUBTOTAL 12 - 13 (13.5 - 14.5 - Field Education)**

Second year, summer
- REL747 Master of Divinity Clinical Pastoral Education (3) |For students choosing CPE|** *

**SUBTOTAL 3**

Third year, fall
- REL658 Ritual Arts (3) or REL714 Introduction to Pastoral Care (3)
- Religious Studies or Graduate Collective elective (3)** *

**SUBTOTAL 6**

Third year, spring
- REL804 Applied Ethics and Service Learning (2) or REL749 Contemporary American Religion (3)
- REL853 MDiv Capstone Seminar (3)
- REL880 Comprehensive Exam (0)
- Religious Studies or Graduate Collective Elective***

**6 Except for Nitartha Institute Shedra Option students (3)**

**SUBTOTAL 11 - 12 (8-9 Nitartha Institute Shedra Option)**

**Total Credits: 72**

* It is highly recommended that students complete the noncredit month long dathün requirement [REL650] by the winter break between the fall and spring semesters of their first year or, at the latest, during the summer following their first year.

** Students choosing the Nitartha Institute Shedra Option should 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. This replaces three credits of electives in the final semester.

***Internship is an opportunity for students to apply, integrate, and reconsider specific practices of ministry or spiritual leadership in a “real-life” setting. This contextual learning requirement may be met in one of two ways: 1) REL744 Master of Divinity Field Education I (1.5 credits) & REL 745 Master of Divinity Field Education II (1.5 credits); OR 2) REL747 Master of Divinity Clinical Pastoral Education (3.0 credits). Although internship is commonly taken during the second year, students may also take it in the third or subsequent years.

**** Students can take up to six of their elective credits in courses from other programs in The Graduate Collective that are designated as open to students outside their programs, with permission of the faculty member.

**Religious Studies Electives**

**General Electives**
- REL525 Contemplative Christianity (3)
- REL529 Contemplative Judaism (3)
- REL530 Yoga and Globalization: The Inception of Postural Yoga (3)
- REL535 Kabbalah and Consciousness (3)
- REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL585 Spiritual Models of Social Action (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Christian Scripture and Spirituality (3)
- REL634 Hindu Tantra (3)
- REL655 Trends in Religious Studies (3)
- REL672 Non-Dualism in Theory and Practice (3)
- REL676 Inner Oral Tradition of the Torah (3)

**Buddhism Electives**
- REL540 Zen Buddhism (3)
- REL546 Flight of the Swans: Dharma Comes West (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

**Contemplative Practice Electives**
- REL504W Breeze of Simplicity: Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1)
- REL571 Christian Prayer and Mystical Practices (3)
- REL609W Mindfulness Instructor Training I (1)** *
- REL634 Hindu Tantra (3)
- REL690W–694W Shambhala Training Levels I–V (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)
- REL709W Mindfulness Instructor Training II (1)** *
- REL780 Meditation Practice IV: Maithri and Mandala (3)
- REL809W Mindfulness Instructor Training III (1)** *
- TRA505 Taijiquan I (3)
- TRA515 Yoga I (3)
- TRA520 Ikebana/Kado I (3)
These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist monothlong meditation intensive, two weeks of which must be completed before the class begins.

Course Listings

REL501W
Theravada Vipassana: Weekend (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4.0)
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 per week outside of class. Course Fee. Cross-listed as REL274.

REL504W
Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W.

REL507
Sanskrit I (4.0)
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 per week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3.0)
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 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 also studies the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

REL529
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL 229.

REL530
Yoga and Globalization: The Inception of Postural Yoga (3.0)
Looking at the textual sources, historical circumstances, and geopolitical processes that helped create the conditions for the emergence of modern postural yoga, this course utilizes a recent swath of critical historical studies on the pioneers of modern yoga and their cultural milieu. Students will also closely study the primary source texts of these architects of modern yoga, such as the writings of Swami Vivekananda, Tirumalai Krishnamacharya, and Swami Kuvalayananda, which will be contextualized through a consideration of the dynamic cross-cultural encounters that these authors skillfully navigated. This will equip students with the tools to recognize the myriad ways in which modern yogic traditions traced their roots and adapted to new contexts in the great diasporic profusion of yoga into what is now a globalized and heterogeneous “world” tradition.

REL533
Tibetan II (4.0)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

REL535
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

REL537
Sanskrit II (4.0)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.
REL540
Zen Buddhism (3.0)
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL345.

REL543E
Classical Jewish Mysticism (3.0)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth 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.

REL544
Sufism: An Introduction to its History, Thought, and Practice (3.0)
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically-oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL338.

REL545
Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)
A historical-experiential introduction to Islamic history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of Islam, a tradition which understands itself to be a sixth-century reform movement restoring the proper understanding of God’s oneness (tawhid), as well as its five core beliefs and five pillars of practice from a contemplative perspective. The second part of the course will focus on contemplative and mystical practices in Islam, including those drawn from Sufism. In this course, students will engage both historical and traditional texts, learn about traditional Islamic teaching and practice, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL314.

REL546
Flight of the Swans: Dharma Comes West (3.0)
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma burns, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5-6.0)
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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1.0)
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 (4.0)
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 (1.0)
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 REL255W.

REL557
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3.0)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth 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. Co-requisite: REL529 or equivalent.

REL571
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

REL583
Tibetan IV (4.0)
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 (3.0)
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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
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 Devavanaprayesika, 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 (3.0)
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. 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 patrarchy, feminism, and gay liberation on religious experience, as well as religion’s impact on the formation of gender roles.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
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
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and making meaning are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
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. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. 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, 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 (3.0)
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.

REL614
Mind and Its World (3.0)
An in-depth exploration of the fundamental Buddhist teachings on how beings produce karma, afflicted mental states, and suffering for themselves and others, and how to reverse that process on the path to liberation, based on the Indo-Tibetan Buddhist monastic university (shedra) tradition. The course examines the relationship of sense perception, concepts/views and emotions, causality and dependent origination, valid and non-valid cognition, conceptual and non-conceptual consciousness, how humans can fabricate and believe in non-existent objects of perception projected onto themselves and others that are typically entwined with their mental afflictions, and the antidotes of the three trainings and the stages of the path.

REL615
Power, Privilege, and Diversity (3.0)
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.

REL616
Integration Lab I (1.0)
The first in a series of small groups in which students participate throughout their degree program. Emphasis is on providing a reflective container to integrate lived experience, classroom learning, contemplative practice, and exploration of one’s professional journey. Through group process, individual reflection, mentoring, and community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning in order to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

REL620
Meditation Practicum I: Self and No-Self (3.0)
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.
REL623
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Cross-listed as REL323.

REL625
Christian Scripture and Spirituality (3.0)
Combining a survey of Christian canonical biblical texts with their contemporaneous ancient near-Eastern literatures, including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of "God," and contemporary spirituality. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3.0)
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 are also considered. Topics covered include the role of lineages, teachers, and meditation; and the use of intellect, community, personal experience, and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3.0)
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 Pepudah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of sixteenth-century Safed; 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, Hutter, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Co-requisite: REL529 or equivalent.

REL633
Tibetan VI (3.0)
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. Prerequisite: REL603.

REL634
Hindu Tantra (3.0)
What is referred to as "Tantra" encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify "Tantra" and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra’s first beginnings in fifth- to sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first century traditions dubbed “Neo-Tantra”. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3.0)
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 (3.0)
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. Prerequisites: REL529, REL543E, and REL561E.

REL645
Methods and Issues in the Study of Religion (3.0)
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, and Eliade.
REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashayana 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 (0.0)
This twenty-eight-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 noncredit 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
Integration Lab II (1.0)
A continuation of REL616. Prerequisite: REL656.

REL655
Trends in Religious Studies (3.0)
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, intertextual, 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
Ritual Arts (3.0)
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Prerequisite: REL661.

REL661E
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Online course. Prerequisite: REL661E.

REL663E
Jewish Law: Traditional, Progressive, Radical (3.0)
This course investigates the philosophical and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophical 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. Co-requisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3.0)
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 (3.0)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of
critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students' emotions and intuitive powers. Exposure to practices like shofar and sukkah give the students a firsthand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

**REL690W**
**Shambhala Training Level I: The Art of Being Human (1.0)**
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 (0.5-4.0)**
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

**REL691W**
**Shambhala Training Level II: Birth of the Warrior (1.0)**
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 (1.0)**
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 (1.0)**
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 (1.0)**
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.

**REL690W**
**Shambhala Training Level V: Open Sky (1.0)**
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.
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 program.

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. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
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, peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature (3.0)
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 and the Uttaratantra Shastra, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It correlates 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
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to awakening, the ten bodhisattva’s bhumis, or levels of realization, and the result: the enlightenment, Buddha’s kayas and wisdoms as well as enlightened activity. We will study what is required to embark and progress on the path and what the goal of such spiritual journey is. Students register for this course through Naropa but take it in the Nitartha Institute summer program.

REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
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 MA 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
Integration Lab III (1.0)
A continuation of REL654. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through fieldwork supported with supervision and feedback. Through field education, students learn and serve as healthcare and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.

REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
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 (3.0)
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 (3.0)
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 Nipkaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3.0)
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 REL614 (Mind and Its World - starting Fall 2018) or REL624 (Mind and Its World II - Prior to Fall 2018) or REL661.

REL763
Dharma Talks and Religious Education (3.0)
This course examines how individuals and communities understand religious and spiritual principles and practices, including 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, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialog, and small group teaching utilizing effective methods of discourse and facilitation.

REL768
Integration Lab IV (1.0)
This course is a continuation of REL728. Prerequisite: REL728.

REL779
Interreligious Dialog (3.0)
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3.0)
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. Prerequisite: REL635 or permission of the instructor.

REL804
Applied Ethics and Service Learning (2.0)
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 (1.0)
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 meditation, 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 caregivers 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 (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic 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 Giklatlia; the Zohar; Meir Ibn Gabbai; 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 Yizhac of Berditchev; Menahem Nahum of Chernobyl; Elimelekh of Lzhensk;
Shneur; Zalman of Liadi; Nahman of Brazlav; and Mordekhai Yosef Leiner; inter alia. Prerequisites: REL543E and REL561E.

REL853
MDiv Capstone Seminar (3.0)
This course is designed to prepare the Master of Divinity students to undertake the writing of a capstone project required by the program. This final, integrative project offers students an opportunity to integrate assessments and coursework experiences during their matriculation in the MDiv program, and to construct a theological worldview within the professional field of chaplaincy and/or spiritual leadership. This capstone project is intended to not only draw from the full range of MDiv course materials and experiences, but is also designed to encourage students to place their constructive work in conversation with literature and research in their respective field(s). Transpersonal, contemplative, feminist, action/participant, social change, and intuitive inquiry are also explored.

REL880
Comprehensive Exam (0.0)
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
Master’s Project (0.0)
MA and MDiv 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.

Religious Studies MA
The MA Religious Studies degree offers two concentrations: Contemplative Religions and Indo-Tibetan Buddhism.

Religious Studies: Contemplative Religions MA
This 45-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialog, 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 texts, teachings, and other aspects of the traditions. Students also learn interreligious dialog 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 project paper.

Degree Requirements
First year, fall (12)
- REL645 Methods and Issues in the Study of Religion (3)
- REL779 Interreligious Dialogue (3)
- Religious Studies or Graduate Collective elective (3)*
- Contemplative Practice elective (3)
First year, spring (12)
- REL651 Contemplative Practice Intensive: Religious Studies Students [noncredit]*
- REL655 Trends in Religious Studies (3)
- Contemplative Practice elective (3)
- Religious Studies or Graduate Collective elective (6)**
Second year, fall (12)
- REL585 Spiritual Models of Social Action (3)
- Religious Studies or Graduate Collective elective (6)**
- Contemplative Practice electives (3)
Second year, spring (9)
- REL672 Non-Dualism in Theory and Practice (3)
- Contemplative Practice elective (3)
- Religious Studies or Graduate Collective elective (3)**
- REL880 Comprehensive Exam [noncredit]
- REL885 MA/MDiv Final Project [noncredit]

Total Credits: 45
* It is recommended that students complete the noncredit monthlong 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.
** Students can take up to six of their elective credits in courses from other programs in The Graduate Collective that are designated as open to students outside their programs, with permission of the faculty member.

Religious Studies Electives
General Electives
- REL525 Contemplative Christianity (3)
- REL529 Contemplative Judaism (3)
- REL530 Yoga and Globalization: The Inception of Postural Yoga (3)
- REL535 Kabbalah and Consciousness (3)
- REL545 Contemplative Islam: An Introduction to Its History, Thought and Practice (3)
Course Listings

**REL501W**
Theravada Vipassana: Weekend (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of "noble silence." Cross-listed as REL157W.

**REL503**
Tibetan I (4.0)
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 per week outside of class. Course Fee. Cross-listed as REL274.

**REL504W**
Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W.

**REL507**
Sanskrit I (4.0)
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 per week outside of class. Cross-listed as REL277.

**REL525**
Contemplative Christianity (3.0)
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 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 also studies the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.

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**Contemplative Practice Electives**
- REL504W Breeze of Simplicity: Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1)
- REL571 Christian Prayer and Mystical Practices (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-694W Shambhala Training Levels I–V (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
  - 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.
** The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist month-long meditation intensive, two weeks of which must be completed before the class begins.
*** Students choosing the Nitartha Institute Shedra Option should complete the requirement of attending a month long Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum. This replaces three credits of electives in the final semester.
REL529
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL 229.

REL530
Yoga and Globalization: The Inception of Postural Yoga (3.0)
Looking at the textual sources, historical circumstances, and geopolitical processes that helped create the conditions for the emergence of modern postural yoga, this course utilizes a recent swath of critical historical studies on the pioneers of modern yoga and their cultural milieu. Students will also closely study the primary source texts of these architects of modern yoga, such as the writings of Swami Vivekananda, Tirumalai Krishnamacharya, and Swami Kuvalayananda, which will be contextualized through a consideration of the dynamic cross-cultural encounters that these authors skillfully navigated. This will equip students with the tools to recognize the myriad ways in which modern yogic traditions traced their roots and adapted to new contexts in the great diasporic profusion of yoga into what is now a globalized and heterogeneous "world" tradition.

REL533
Tibetan II (4.0)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL 284.

REL535
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

REL537
Sanskrit II (4.0)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL 287.

REL540
Zen Buddhism (3.0)
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL 345.

REL543E
Classical Jewish Mysticism (3.0)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth 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.

REL544
Sufism: An Introduction to its History, Thought, and Practice (3.0)
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL338.

REL545
Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)
A historical-experiential introduction to Islamic history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of Islam, a tradition which understands itself to be a sixth-century reform movement restoring the proper understanding of God’s oneness (tawhid), as well as its five core beliefs and five pillars of practice from a contemplative perspective. The second part of the course will focus on contemplative and mystical practices in Islam, including those drawn from Sufism. In this course, students will engage both historical and traditional texts, learn about traditional Islamic teaching and practice, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL314.
REL546
Flight of the Swans: Dharma Comes West (3.0)
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma burns, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5-6.0)
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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1.0)
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 (4.0)
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 (1.0)
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 REL255W.

REL557
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3.0)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth 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
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

REL583
Tibetan IV (4.0)
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 (3.0)
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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
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 (3.0)
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. 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.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
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
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and making meaning are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
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. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. 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, 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 (3.0)
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.

REL611E
First Turning of the Wheel: Nature of Mind and Emotions (3.0)
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.
**REL614**

Mind and Its World (3.0)

An in-depth exploration of the fundamental Buddhist teachings on how beings produce karma, afflicted mental states, and suffering for themselves and others, and how to reverse that process on the path to liberation, based on the Indol-Tibetan Buddhist monastic university (shedra) tradition. The course examines the relationship of sense perception, concepts/views and emotions, causality and dependent origination, valid and non-valid cognition, conceptual and non-conceptual consciousness, how humans can fabricate and believe in non-existent objects of perception projected onto themselves and others that are typically entwined with their mental afflictions, and the antidotes of the three trainings and the stages of the path.

**REL615**

Power, Privilege, and Diversity (3.0)

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.

**REL616**

Integration Lab I (1.0)

The first in a series of small groups in which students participate throughout their degree program. Emphasis is on providing a reflective container to integrate lived experience, classroom learning, contemplative practice, and exploration of one's professional journey. Through group process, individual reflection, mentoring, and community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning in order to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

**REL620**

Meditation Practicum II: Self and No-Self (3.0)

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.

**REL623**

Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)

The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Cross-listed as REL323.

**REL625**

Christian Scripture and Spirituality (3.0)

Combining a survey of Christian canonical biblical texts with their contemporaneous ancient near-Eastern literatures, including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of "God," and contemporary spirituality. Offered alternate years.

**REL628**

Studying Buddhism: Methods and Issues (3.0)

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 are also considered. Topics covered include the role of lineages, teachers, and meditation; and the use of intellect, community, personal experience, and so forth.

**REL631E**

Musar and Pietism: The Jewish Ethical Tradition (3.0)

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 sixteenth-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 (3.0)

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. Prerequisite: REL603.
REL634
Hindu Tantra (3.0)
What is referred to as "Tantra" encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify "Tantra" and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra’s first beginnings in fifth- to sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first century traditions dubbed “Neo-Tantra”. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3.0)
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 (3.0)
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. Prerequisites: REL529, REL543E, and REL561E.

REL645
Methods and Issues in the Study of Religion (3.0)
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, and Eliade.

REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashayana 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 (0.0)
This twenty-eight-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 noncredit 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
Integration Lab II (1.0)
A continuation of REL616. Prerequisite: REL616.

REL655
Trends in Religious Studies (3.0)
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, intertextual, 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
Ritual Arts (3.0)
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Prerequisite: REL661.

Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Online course. Prerequisite: REL661E.

Jewish Law: Traditional, Progressive, Radical (3.0)
This course investigates the philosophical and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophical 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. Co-requisite: REL529 or equivalent.

Non-Dualism in Theory and Practice (3.0)
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.

Inner Oral Tradition of the Torah (3.0)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shollar and succah give the students a firsthand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

Shambhala Training Level I: The Art of Being Human (1.0)
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 (1.0)
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 (1.0)
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 (1.0)
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 (1.0)
Shambhala Training is the path of study and practice of Shambhala warriorthip—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 (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

REL701
The Middle Way School (3.0)
This uncompromising rejection of stable, findable existence in any phenomena as the profound basis for non-dual compassionate action is a radical challenge to our conventional sense of having an existent self that experiences solid objects, with its resulting dualistic approach to ethics. Its famous teachings on emptiness and its union with compassion has generated a range of interpretations, which are explored, particularly in the Indian as well as the Tibetan Kagyu, Nyingma, and Geluk traditions. Prerequisite: REL661.

REL702
Tibetan Translation Project (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 program.

REL703
Sanskrit Translation Project (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 program.

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. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
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, peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature (3.0)
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 and the Uttaratantra Shastra, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It correlates 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
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to awakening, the ten bodhisattvas’ bhumsis, or levels of realization, and the result: the enlightenment, Buddha’s kayas and wisdoms as well as enlightened activity. We will study what is required to embark and progress on the path and what the goal of such spiritual journey is. Students register for this course through Naropa but take it in the Nitartha Institute summer program.
REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
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 MA 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
Integration Lab III (1.0)
A continuation of REL654. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through fieldwork supported with supervision and feedback. Through field education, students learn and serve as healthcare and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.

REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
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 (3.0)
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 (3.0)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3.0)
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 REL614 (Mind and Its World - starting Fall 2018) or REL624 (Mind and Its World II - Prior to Fall 2018) or REL661.

REL763
Dharma Talks and Religious Education (3.0)
This course examines how individuals and communities understand religious and spiritual principles and practices, including 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, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialog, and small group teaching utilizing effective methods of discourse and facilitation.

REL768
Integration Lab IV (1.0)
This course is a continuation of REL728. Prerequisite: REL728.

REL779
Interreligious Dialog (3.0)
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include practical workshops.
REL780
Meditation Practicum IV: Maitri and Mandala (3.0)
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. Prerequisite: REL635 or permission of the instructor.

REL804
Applied Ethics and Service Learning (2.0)
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 (1.0)
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 meditation, 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 caregivers 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 (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic 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 Gikaltiia; the Zohar; Meir Ibn Gabbai; Moses Cordovero; Isaiah Horowitz; Isaac Luria; Hayyim Vital; the Baal Shem Tov; the Maggid of Mezheritch; Ya’akov Yosef of Polonyyve; Menahem Mendel of Vitebsk; Levi Yizhak of Berditchev; Menahem Nahum of Chernobyl; Elimelekh of Lizhensk; Shneur; Zalman of Liadi; Nahman of Brazil; and Mordekhai Yosef Leiner; inter alia. Prerequisites: REL543E and REL561E.

REL853
MDiv Capstone Seminar (3.0)
This course is designed to prepare the Master of Divinity students to undertake the writing of a capstone project required by the program. This final, integrative project offers students an opportunity to integrate assessments and coursework experiences during their matriculation in the MDiv program, and to construct a theological worldview within the professional field of chaplaincy and/or spiritual leadership. This capstone project is intended to not only draw from the full range of MDiv course materials and experiences, but is also designed to encourage students to place their constructive work in conversation with literature and research in their respective field(s). Transpersonal, contemplative, feminist, action/participant, social change, and intuitive inquiry are also explored.

REL880
Comprehensive Exam (0.0)
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
Master’s Project (0.0)
MA and MDiv 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.

Religious Studies: Indo-Tibetan Buddhism MA

The 45-credit MA Religious Studies with Indo-Tibetan Buddhism concentration is designed for students who want an in-depth study of Buddhism, from the Indian roots of all forms of Buddhism, to its wide-ranging manifestations in Tibetan Buddhism that has not only preserved the textual, meditative, oral, and scholastic traditions of India for both sutra and tantra, but has also played a central role in the development of Buddhism throughout the Himalayas, Central Asia, and Mongolia.

This MA degree investigates the Buddhist tradition as it developed in India, from the perspective of the Three Turnings, and how it adapted to the Tibetan landscape, with an approach that values religion and human experience as expressed in culture, the arts, social institutions, the lives of saints/yogis, ethics and philosophy, ritual, myth, symbol, and contemplative practice. The program explores critical methods of contemporary scholarship, such as textual analysis and phenomenology, as well as the richness of religious imagination and meditative practices, through integrating study and practice each semester. This program also includes elements of a traditional Tibetan monastic college education (shedra) that provides a systematic foundation in Buddhist view,
meditation, and conduct, based on the materials, teaching methods, and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by Dzogchen Ponlop Rinpoche. The faculty includes Western-trained academics and acharyas (master teachers) steeped in Indo-Tibetan Buddhist practice, as well as English-speaking Tibetan lamas (masters) extensively trained in their own traditions.

Meditation Requirements and the Nitartha Institute Shedra Option

In addition to four meditation courses taken simultaneously with their related Buddhist Studies course, there is a non-credit requirement for a Buddhist Meditation Intensive (REL650) for which students have two options: 1) twenty-eight days of intensive Buddhist meditation practice done as a monthlong program or divided into two-week, ten-day, or seven-day programs, in a Buddhist tradition of the student’s choice, e.g., Tibetan, Zen, Theravada, and so forth; or 2) the Nitartha Institute “Shedra” option, in which the students attend a month of the Nitartha Institute Summer program plus, separately, two weeks of intensive Buddhist meditation in the tradition of their choice. With their other degree requirements, the Nitartha option qualifies students to receive the Nitartha Institute Certificates of Completion for its Foundation and Intermediate Curriculums, and to enter its Advanced Curriculum. They also qualify to enter the Nitartha Teacher-in-Training Program if they attend a second month-long summer program. (For information, see www.nitarthainstitute.org.)

Note on fees: The noncredit requirement of the month long Buddhist meditation retreat costs approximately $1,300 (or $700 for two weeks for students choosing the Nitartha Institute Shedra Option). The Nitartha Institute option students also register for a 3-credit Nitartha summer program through Naropa, which will cover the tuition cost, but not the room and board, text, and other items of the Nitartha program, which add up to approximately $3,500, though Nitartha and Naropa may award scholarships for some of those costs. 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.

Culminating Requirements

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project.

Degree Requirements

First year, fall
- REL600 Meditation Practicum I: Seeds of Peace (3)
- REL611 First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World (3)
- REL645 Methods and Issues in the Study of Religion (3)
- REL620 Meditation Practicum II: Self and No-Self (3)
- REL650 Buddhist Meditation Intensive (noncredit)*
- REL661 Second Turning of the Wheel: The Bodhisattva Path (3)
- REL655 Trends in Religious Studies (3)
- Religious Studies or Graduate Collective elective (3)**

First year, spring
- REL705 Mind Only School (1.5) Nitartha Institute Shedra Option only
- REL720 The Mahayana Path to Enlightenment (1.5) Nitartha Institute Shedra Option only

First year, summer
- REL635 Meditation Practicum III: Mind-Training (3)
- Religious Studies or Graduate Collective elective (3)**
- REL710 Third Turning of the Wheel: Yogacara and Buddha Nature (3)

Second year, fall
- REL751 Buddhism in Tibet (3) or REL760 Vajrayana: Symbol, Iconography and Ritual (3)
- REL780 Meditation Practicum IV: Maitri and Mandala (3)
- REL880 Comprehensive Exam (noncredit)
- REL885 Master’s Project (noncredit)
- Religious Studies or Graduate Collective electives (6)**

Second year, spring
- REL751 Buddhism in Tibet (3) or REL760 Vajrayana: Symbol, Iconography and Ritual (3)
- REL780 Meditation Practicum IV: Maitri and Mandala (3)
- REL880 Comprehensive Exam (noncredit)
- REL885 Master’s Project (noncredit)
- Religious Studies or Graduate Collective electives (6)**

Total Credits: 45

* It is highly recommended that students complete the noncredit month long 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 can take up six of their elective credits in courses from other programs in The Graduate Collective that are designated as open to students outside their programs, with permission of the faculty member.

*** Students choosing the Nitartha Institute Shedra Option should complete this month long program in the summer following their first year. This is integral to the sequence of the curriculum. This replaces three credits of electives in the final semester.
Religious Studies Electives

Buddhism Electives
- REL540 Zen Buddhism (3)
- REL546 Flight of the Swans: Dharma Comes West (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

General Electives
- REL525 Contemplative Christianity (3)
- REL529 Contemplative Judaism (3)
- REL530 Yoga and Globalization: The Inception of Postural Yoga (3)
- REL533 Kabbalah and Consciousness (3)
- REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL585 Spiritual Models of Social Action (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Christian Scripture and Spirituality (3)
- REL634 Hindu 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 Interradical Dialog (3)

Contemplative Practice Electives
- REL504W Breeze of Simplicity: Meditation Weekend (1.0)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1.0)
- REL571 Christian Prayer and Mystical Practices (3)
- REL609W Mindfulness Instructor Training I (1)*
- REL690W–694W Shambhala Training Levels I–V (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)
  - 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 (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL157W.

REL503 Tibetan I (4.0)
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 per week outside of class. Course Fee. Cross-listed as REL274.

REL504W Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W.

REL507 Sanskrit I (4.0)
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 per week outside of class. Cross-listed as REL277.

REL525 Contemplative Christianity (3.0)
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 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 also studies the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Cross-listed as REL325.
REL529  
Contemplative Judaism (3.0)  
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL 229.

REL530  
Yoga and Globalization: The Inception of Postural Yoga (3.0)  
Looking at the textual sources, historical circumstances, and geopolitical processes that helped create the conditions for the emergence of modern postural yoga, this course utilizes a recent swath of critical historical studies on the pioneers of modern yoga and their cultural milieu. Students will also closely study the primary source texts of these architects of modern yoga, such as the writings of Swami Vivekananda, Tirumalai Krishnamacharya, and Swami Kuvalayananda, which will be contextualized through a consideration of the dynamic cross-cultural encounters that these authors skillfully navigated. This will equip students with the tools to recognize the myriad ways in which modern yogic traditions traced their roots and adapted to new contexts in the great diasporic profusion of yoga into what is now a globalized and heterogeneous “world” tradition.

REL533  
Tibetan II (4.0)  
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

REL535  
Kabbalah and Consciousness (3.0)  
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

REL537  
Sanskrit II (4.0)  
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL540  
Zen Buddhism (3.0)  
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL 345.

REL543E  
Classical Jewish Mysticism (3.0)  
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth 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.

REL544  
Sufism: An Introduction to Its History, Thought, and Practice (3.0)  
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL338.

REL545  
Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)  
A historical-experiential introduction to Islamic history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of Islam, a tradition which understands itself to be a sixth-century reform movement restoring the proper understanding of God’s oneness (tawhid), as well as its five core beliefs and five pillars of practice from a contemplative perspective. The second part of the course will focus on contemplative and mystical practices in Islam, including those drawn from Sufism. In this course, students will engage both historical and traditional texts, learn about traditional Islamic teaching and practice, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL314.
**REL546**

**Flight of the Swans: Dharma Comes West (3.0)**
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma burns, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Cross-listed as REL348.

**REL547**

**Contemplative Practice Intensive (1.5-6.0)**
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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL258.

**REL552W**

**Zen Intensive Weekend (1.0)**
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 (4.0)**
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 (1.0)**
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 REL255W.

**REL557**

**Sanskrit III (4.0)**
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

**REL561E**

**Hasidism: Movement, Masters, Teaching (3.0)**
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth 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. Co-requisite: REL529 or equivalent.

**REL571**

**Christian Prayer and Mystical Practices (3.0)**
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

**REL583**

**Tibetan IV (4.0)**
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 (3.0)
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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
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 (3.0)
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. 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.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
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
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and making meaning are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
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. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. 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, 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 (3.0)
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.

REL611E
First Turning of the Wheel: Nature of Mind and Emotions (3.0)
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.
REL614
Mind and Its World (3.0)
An in-depth exploration of the fundamental Buddhist teachings on how beings produce karma, afflicted mental states, and suffering for themselves and others, and how to reverse that process on the path to liberation, based on the Indo-Tibetan Buddhist monastic university (shedra) tradition. The course examines the relationship of sense perception, concepts/views and emotions, causality and dependent origination, valid and non-valid cognition, conceptual and non-conceptual consciousness, how humans can fabricate and believe in non-existent objects of perception projected onto themselves and others that are typically entwined with their mental afflictions, and the antidotes of the three trainings and the stages of the path.

REL615
Power, Privilege, and Diversity (3.0)
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.

REL616
Integration Lab I (1.0)
The first in a series of small groups in which students participate throughout their degree program. Emphasis is on providing a reflective container to integrate lived experience, classroom learning, contemplative practice, and exploration of one’s professional journey. Through group process, individual reflection, mentoring, and community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning in order to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

REL620
Meditation Practicum II: Self and No-Self (3.0)
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.

REL623
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices, ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Cross-listed as REL323.

REL625
Christian Scripture and Spirituality (3.0)
Combining a survey of Christian canonical biblical texts with their contemporaneous ancient near-Eastern literatures, including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of "God," and contemporary spirituality. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3.0)
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 are also considered. Topics covered include the role of lineages, teachers, and meditation; and the use of intellect, community, personal experience, and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3.0)
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 sixteenth-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 (3.0)
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. Prerequisite: REL603.
REL634
Hindu Tantra (3.0)
What is referred to as "Tantra" encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify "Tantra" and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra's first beginnings in fifth- to sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first century traditions dubbed "Neo-Tantra". Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3.0)
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 (3.0)
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. Prerequisites: REL529, REL543E, and REL561E.

REL645
Methods and Issues in the Study of Religion (3.0)
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, and Eliade.

REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashayana 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 (0.0)
This twenty-eight-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 noncredit 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
Integration Lab II (1.0)
A continuation of REL616. Prerequisite: REL616.

REL655
Trends in Religious Studies (3.0)
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, intertextual, 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
Ritual Arts (3.0)
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.
REL661
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva's Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna's Root Verses of the Middle Way and its commentaries. Prerequisite: REL611.

REL661E
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva's Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna's Root Verses of the Middle Way and its commentaries. Online course. Prerequisite: REL611E.

REL663E
Jewish Law: Traditional, Progressive, Radical (3.0)
This course investigates the philosophical and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophical views of halakhah [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. Co-requisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3.0)
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 (3.0)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students' emotions and intuitive powers. Exposure to practices like sholar and succah give the students a firsthand experience of Jewish contemplative practice. Offered alternative years. Cross-listed as REL376.

REL690W
Shambhala Training Level I: The Art of Being Human (1.0)
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 (1.0)
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 (1.0)
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 (1.0)
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 (1.0)
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 (0.5-4.0)
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. Independent Studies will
count for a standard 3 credits. If a variable credit (0.5 - 4 credits)
Independent Study is desired, a student must receive additional
approval. See the Independent Study Application for further details.

REL701
The Middle Way School (3.0)
This uncompromising rejection of stable, findable existence in any
phenomena as the profound basis for non-dual compassionate
action is a radical challenge to our conventional sense of having
an existent self that experiences solid objects, with its resulting
dualistic approach to ethics. Its famous teachings on emptiness and
its union with compassion has generated a range of interpretations,
which are explored, particularly in the Indian as well as the Tibetan
Kagyu, Nyingma, and Geluk traditions. Prerequisite: REL661.

REL702
Tibetan Translation Project (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 program.

REL703
Sanskrit Translation Project (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 program.

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. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
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, peer feedback, lectures and discussions, and guided
meditation sessions are included. Prerequisite: REL609W. Course
fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature
(3.0)
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
and the Uttaratantra Shastras, as well as from commentaries of
Asanga, Vasubandhu, and others. Our understanding is illuminated
by modern interpretations of both Asian and Western scholars.
Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills
necessary for effective counseling in the context of ministry. It
correlates 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
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to
awakening, the ten bodhisattvas’ bhumis, or levels of realization,
and the result: the enlightenment, Buddha’s kayas and wisdoms
as well as enlightened activity. We will study what is required
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, peer feedback, lectures and discussions, and guided
meditation sessions are included. Prerequisite: REL609W. Course
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with faculty, peer feedback, lectures and discussions, and guided
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awakening, the ten bodhisattvas’ bhumis, or levels of realization,
and the result: the enlightenment, Buddha’s kayas and wisdoms
as well as enlightened activity. We will study what is required
REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
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 MA 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
Integration Lab III (1.0)
A continuation of REL654. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through fieldwork supported with supervision and feedback. Through field education, students learn and serve as healthcare and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.

REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
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 (3.0)
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 (3.0)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3.0)
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 REL614 (Mind and Its World - starting Fall 2018) or REL624 (Mind and Its World II - Prior to Fall 2018) or REL661.

REL763
Dharma Talks and Religious Education (3.0)
This course examines how individuals and communities understand religious and spiritual principles and practices, including 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, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialog, and small group teaching utilizing effective methods of discourse and facilitation.

REL768
Integration Lab IV (1.0)
This course is a continuation of REL728. Prerequisite: REL728.

REL779
Interreligious Dialog (3.0)
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include practical workshops.
REL780
Meditation Practicum IV: Maitri and Mandala (3.0)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha Families, including discussion of the neuroscience 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. Prerequisite: REL635 or permission of the instructor.

REL804
Applied Ethics and Service Learning (2.0)
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 (1.0)
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 meditation, 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 caregivers 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 (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic 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 Gikaltiia; the Zohar; Meir Ibn Gabbai; Moses Cordovero; Isaiah Horowitz; Isaac Luria; Hayyim Vital; the Baal Shem Tov; the Maggid of Mezheritch; Ya’aqov Yosef of Polonoyye; Menahhem Mendel of Vitebsk; Levi Yizhaq of Berdichev; Menahhem Nahum of Chernobyl; Elimelekh of Lizhensk; Shneur; Zalman of Ladi; Nahman of Brazlav; and Mordekhai Yosef Leiner; inter alia. Prerequisites: REL543E and REL561E.

REL853
MDiv Capstone Seminar (3.0)
This course is designed to prepare the Master of Divinity students to undertake the writing of a capstone project required by the program. This final, integrative project offers students an opportunity to integrate assessments and coursework experiences during their matriculation in the MDiv program, and to construct a theological worldview within the professional field of chaplaincy and/or spiritual leadership. This capstone project is intended to not only draw from the full range of MDiv course materials and experiences, but is also designed to encourage students to place their constructive work in conversation with literature and research in their respective field(s). Transpersonal, contemplative, feminist, action/participant, social change, and intuitive inquiry are also explored.

REL880
Comprehensive Exam (0.0)
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
Master’s Project (0.0)
MA and MDiv 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.

Religious Studies with Language: Contemplative Religions MA
This MA degree includes all the course work of the MA Religious Studies degree with the Contemplative Religions concentration, and 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 dialog, 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 dialog 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 classical 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**

First year, fall (16)
- REL503 Tibetan I (4) or REL507 Sanskrit I (4)
- REL645 Methods and Issues in the Study of Religion (3)
- REL779 Interreligious Dialog (3)
- Religious Studies or Graduate Collective elective (3)**
- Contemplative Practice elective (3)

First year, spring (16)
- REL533 Tibetan II (4) or REL537 Sanskrit II (4)
- REL651 Contemplative Practice Intensive: Religious Studies Students (noncredit)
- REL655 Trends in Religious Studies (3)
- Contemplative Practice elective (3)
- Religious Studies or Graduate Collective electives (6)**

Second year, fall (13)
- REL553 Tibetan III (4) or REL557 Sanskrit III (4)
- REL585 Spiritual Models of Social Action (3)
- Religious Studies or Graduate Collective electives (6)**

Second year, spring (16)
- REL583 Tibetan IV (4) or REL587 Sanskrit IV (4)
- REL672 Non-Dualism in Theory and Practice (3)
- Religious Studies or Graduate Collective elective (6)**
- Contemplative Practice elective (3)
- REL880 Comprehensive Exam (noncredit)
- REL885 Master’s Project (noncredit)

**Total Credits: 61**

**Religious Studies Electives**

**Buddhism Electives**
- REL540 Zen Buddhism (3)
- REL546 Flight of the Swans: Dharma Comes West (3)
- REL611 First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)
- REL661 Second Turning of the Wheel: The Bodhisattva Path (3)
- REL710 Third Turning of the Wheel: Yogacara and Buddha Nature (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

**General Electives**
- REL525 Contemplative Christianity (3)
- REL529 Contemplative Judaism (3)
- REL530 Yoga and Globalization: The Inception of Postural Yoga (3)
- REL535 Kabbalah and Consciousness (3)
- REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Christian Scripture and Spirituality (3)
- REL634 Hindu Tantra (3)
- REL676 Inner Oral Tradition of the Torah (3)
- REL749 Contemporary American Religion (3)

**Contemplative Practice Electives**
- REL504W Breeze of Simplicity: Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Meditation Weekend (1)
- REL571 Christian Prayer and Mystical Practices (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–694W Shambhala Training Levels I–V (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)
  - 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 (1.0)
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4.0)
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 per week outside of class. Course Fee. Cross-listed as REL274.

REL504W
Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W.

REL507
Sanskrit I (4.0)
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 per week outside of class. Cross-listed as REL277.

REL505
Contemplative Christianity (3.0)
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 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.

REL529
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL 229.

REL530
Yoga and Globalization: The Inception of Postural Yoga (3.0)
Looking at the textual sources, historical circumstances, and geopolitical processes that helped create the conditions for the emergence of modern postural yoga, this course utilizes a recent swath of critical historical studies on the pioneers of modern yoga and their cultural milieu. Students will also closely study the primary source texts of these architects of modern yoga, such as the writings of Swami Vivekananda, Tirumalai Krishnamacharya, and Swami Kuvalayananda, which will be contextualized through a consideration of the dynamic cross-cultural encounters that these authors skillfully navigated. This will equip students with the tools to recognize the myriad ways in which modern yogic traditions traced their roots and adapted to new contexts in the great diasporic profusion of yoga into what is now a globalized and heterogeneous “world” tradition.

REL533
Tibetan II (4.0)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

REL535
Kabbalah and Consciousness (3.0)
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

REL537
Sanskrit II (4.0)
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.
REL540
Zen Buddhism (3.0)
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL 345.

REL543E
Classical Jewish Mysticism (3.0)
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth 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.

REL544
Sufism: An Introduction to Its History, Thought, and Practice (3.0)
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL338.

REL545
Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)
A historical-experiential introduction to Islamic history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of Islam, a tradition which understands itself to be a sixth-century reform movement restoring the proper understanding of God’s oneness (tawhid), as well as its five core beliefs and five pillars of practice from a contemplative perspective. The second part of the course will focus on contemplative and mystical practices in Islam, including those drawn from Sufism. In this course, students will engage both historical and traditional texts, learn about traditional Islamic teaching and practice, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL314.

REL546
Flight of the Swans: Dharma Comes West (3.0)
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma burns, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Cross-listed as REL348.

REL547
Contemplative Practice Intensive (1.5-6.0)
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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1.0)
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 (4.0)
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 REL377.

REL554W
Opening the Heart (1.0)
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 REL255W.

REL557
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL537. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3.0)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth 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. Co-requisite: REL529 or equivalent.

REL571
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

REL583
Tibetan IV (4.0)
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 (3.0)
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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
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 (3.0)
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. 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.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
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
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and making meaning are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
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. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. 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, 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 (3.0)
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.

REL614
Mind and Its World (3.0)
An in-depth exploration of the fundamental Buddhist teachings on how beings produce karma, afflicted mental states, and suffering for themselves and others, and how to reverse that process on the path to liberation, based on the Indo-Tibetan Buddhist monastic university (shedra) tradition. The course examines the relationship of sense perception, concepts/views and emotions, causality and dependent origination, valid and non-valid cognition, conceptual and non-conceptual consciousness, how humans can fabricate and believe in non-existent objects of perception projected onto themselves and others that are typically entwined with their mental afflictions, and the antidotes of the three trainings and the stages of the path.

REL615
Power, Privilege, and Diversity (3.0)
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.

REL616
Integration Lab I (1.0)
The first in a series of small groups in which students participate throughout their degree program. Emphasis is on providing a reflective container to integrate lived experience, classroom learning, contemplative practice, and exploration of one’s professional journey. Through group process, individual reflection, mentoring, and community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning in order to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

REL620
Meditation Practicum II: Self and No-Self (3.0)
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 emotionized fabrication? Based on the Theravada and Tibetan Shedra traditions. Prerequisite: REL600 or permission of instructor.
REL623
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Cross-listed as REL323.

REL625
Christian Scripture and Spirituality (3.0)
Combining a survey of Christian canonical biblical texts with their contemporaneous ancient Near-Eastern literatures, including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of “God,” and contemporary spirituality. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3.0)
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 are also considered. Topics covered include the role of lineages, teachers, and meditation; and the use of intellect, community, personal experience, and so forth.

REL631E
Musar and Pietism: The Jewish Ethical Tradition (3.0)
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 sixteenth-century Safed; and on modern expressions of Musar such as those found in the writings of Levinas, Hutter, and Soloveichik. The transformational practices of these schools is explored through introspective and interpersonal exercises. Co-requisite: REL529 or equivalent.

REL633
Tibetan VI (3.0)
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. Prerequisite: REL603.

REL634
Hindu Tantra (3.0)
What is referred to as “Tantra” encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify “Tantra” and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra’s first beginnings in fifth- to sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first century traditions dubbed “Neo-Tantra”. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3.0)
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 (3.0)
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. Prerequisites: REL529, REL543E, and REL561E.

REL645
Methods and Issues in the Study of Religion (3.0)
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, and Eliade.
REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashayana 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 (0.0)
This twenty-eight-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 noncredit 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
Integration Lab II (1.0)
A continuation of REL616. Prerequisite: REL616.

REL655
Trends in Religious Studies (3.0)
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, intertextual, 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
Ritual Arts (3.0)
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Prerequisite: REL611.

REL661E
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Online course. Prerequisite: REL611E.

REL663E
Jewish Law: Traditional, Progressive, Radical (3.0)
This course investigates the philosophical and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophical 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. Co-requisite: REL529 or equivalent.

REL672
Non-Dualism in Theory and Practice (3.0)
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 (3.0)
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
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 I: The Art of Being Human (1.0)
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 (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

REL701
The Middle Way School (3.0)
This uncompromising rejection of stable, findable existence in any phenomena as the profound basis for non-dual compassionate action is a radical challenge to our conventional sense of having an existent self that experiences solid objects, with its resulting dualistic approach to ethics. Its famous teachings on emptiness and its union with compassion has generated a range of interpretations, which are explored, particularly in the Indian as well as the Tibetan Kagyu, Nyingma, and Geluk traditions. Prerequisite: REL661.

REL702
Tibetan Translation Project (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 program.

REL703
Sanskrit Translation Project (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 program.

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. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
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, peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature (3.0)
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 and the Uttaratantra Shastra, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It correlates 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
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to awakening, the ten bodhisattvas' bhumis, or levels of realization, and the result: the enlightenment, Buddha's kayas and wisdoms as well as enlightened activity. We will study what is required to embark and progress on the path and what the goal of such spiritual journey is. Students register for this course through Naropa but take it in the Nitartha Institute summer program.

REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
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 MA 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
Integration Lab III (1.0)
A continuation of REL654. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through fieldwork supported with supervision and feedback. Through field education, students learn and serve as healthcare and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.

REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
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 (3.0)
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 (3.0)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3.0)
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 REL614 (Mind and Its World - starting Fall 2018) or REL624 (Mind and Its World II - Prior to Fall 2018) or REL661.

REL763
Dharma Talks and Religious Education (3.0)
This course examines how individuals and communities understand religious and spiritual principles and practices, including 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, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialog, and small group teaching utilizing effective methods of discourse and facilitation.

REL768
Integration Lab IV (1.0)
This course is a continuation of REL728. Prerequisite: REL728.

REL779
Interreligious Dialog (3.0)
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3.0)
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. Prerequisite: REL635 or permission of the instructor.

REL804
Applied Ethics and Service Learning (2.0)
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 (1.0)
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 meditation, 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 caregivers 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 (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic 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 Gikaltilia; the Zohar; Meir Ibn Gabbai; Moses Cordovero; Isaiah Horowitz; Isaac Luria; Hayyim Vital; the Baal Shem Tov; the Maggid of Mezheritch; Ya’agov Yosef of Polonoyye; Menahem Mendel of Vitebsk; Levi Vizhaq of Berditchev; Menahem Nahum of Chernoby; Elimelekh of Lihzensk;
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 classical 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.

**Meditation Requirements and the Nitartha Institute Shedra Option**

In addition to four meditation courses taken simultaneously with their related Buddhist Studies course, there is a non-credit requirement for a Buddhist Meditation Intensive (REL650), for which students have two options: 1) choose to do a month of intensive Buddhist meditation practice done as a month or divided into two-week, 10-day, or 7-day programs, in a Buddhist tradition of the student’s choice, e.g., Tibetan, Zen, Theravada, and so forth, or 2) choose the Nitartha Institute “Shedra” option, in which the students attend a month of the Nitartha Institute Summer program plus, separately, two weeks of intensive Buddhist meditation in the tradition of their choice. With their other degree requirements, the Nitartha option qualifies students to receive the Nitartha Institute Certificates of Completion for its Foundation and Intermediate Curriculums, and to enter its Advanced Curriculum. They also qualify to enter the Nitartha Teacher-in-Training Program if they attend a month of the Nitartha Institute Summer program plus, for a Buddhist Meditation Intensive (REL650), for which students have two options: 1) choose to do a month of intensive Buddhist meditation retreat costs approximately $1,300 (or $700 for two-weeks) for students choosing the Nitartha Institute Shedra Option). The Nitartha Institute option students also register for a 3-credit Nitartha summer program through Naropa, which will cover the tuition cost, but not the room and board, text, and other items of the Nitartha program, which add up to approximately $3,500, though Nitartha and Naropa may award scholarships for some of those costs. 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.

**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 complete their degree.

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

First year, fall
- REL503 Tibetan I (4) or REL507 Sanskrit I (4)
- REL600 Meditation Practicum I: Seeds of Peace (3)
- REL611 First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World (3)

SUBTOTAL 13

First year, spring
- REL533 Tibetan II (4) or REL537 Sanskrit II (4)
- REL620 Meditation Practicum II: Self and No-Self (3)
- REL650 Buddhist Meditation Intensive (noncredit)*
- REL661 Second Turning of the Wheel: The Bodhisattva Path (3)
- REL655 Trends in Religious Studies (3)
- Religious Studies or Graduate Collective elective (3)**

SUBTOTAL 16

First year, summer

Nitartha Institute Shedra Option only: ***
- REL705 Mind Only School (1.5)
- REL720 The Mahayana Path to Enlightenment (1.5)

SUBTOTAL 3 (Nitartha Institute Shedra Option only)

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)
- REL710 Third Turning of the Wheel: Yogacara and Buddha Nature (3)
- Religious Studies or Graduate Collective elective (3)**

SUBTOTAL 16

Second year, spring
- REL583 Tibetan IV (4) or REL587 Sanskrit IV (4)

- REL751 Buddhism in Tibet (3) or REL760 Vajrayana: Symbol, Iconography, and Ritual (3)
- REL780 Meditation Practicum IV: Maitri and Mandala (3)
- REL880 Comprehensive Exam (noncredit)
- REL885 MA/MDiv Project (noncredit)
- Religious Studies or Graduate Collective electives (6)**

Except for Nitartha Institute Shedra Option students (3)**

SUBTOTAL 16 (13 Nitartha Institute Shedra Option only)

Total Credits: 61

* It is highly recommended that students complete the noncredit month long 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. Nitartha Institute Shedra Option students are only required to do two weeks of this meditation intensive.

** Students can take up six of their elective credits in courses from other programs in The Graduate Collective that are designated as open to students outside their programs, with permission of the faculty member.

*** Students choosing the Nitartha Institute Shedra Option should complete the requirement of attending a month long Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum. This replaces three credits of electives in the final semester.

Religious Studies Electives

Buddhism Electives
- REL540 Zen Buddhism (3)
- REL546 Flight of the Swans: Dharma Comes West (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

General Electives
- REL525 Contemplative Christianity (3)
- REL529 Contemplative Judaism (3)
- REL530 Yoga and Globalization: The Inception of Postural Yoga (3)
- REL535 Kabbalah and Consciousness (3)
- REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL585 Spiritual Models of Social Action (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Christian Scripture and Spirituality (3)
- REL634 Hindu 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 (3)
Contemplative Practice Electives

- REL504W Breeze of Simplicity: Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL544W Opening the Heart: Meditation Weekend (1)
- REL571 Christian Prayer and Mystical Practices (3)
- REL609W Mindfulness Instructor Training I (1)*
- REL690W-694W Shambhala Training Levels I–V (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)
  - 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 (1.0)
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 busy-ness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed as REL157W.

REL503
Tibetan I (4.0)
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 per week outside of class. Course Fee. Cross-listed as REL274.

REL504W
Breeze of Simplicity: Meditation Weekend (1.0)
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 are guided through the presentations. The weekend includes lectures, discussion, meditation, and/or other spiritual practices. Cross-listed as REL158W.

REL507
Sanskrit I (4.0)
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 per week outside of class. Cross-listed as REL277.

REL525
Contemplative Christianity (3.0)
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 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.

REL529
Contemplative Judaism (3.0)
This course explores the contemplative teachings and practices of traditional Judaism. We will study sacred texts such as the Hebrew Bible and the Talmud, learn about classical Jewish rituals and methods of prayer, and explore contemplative approaches to the Hebrew calendar and the holiday cycle. Our exploration of these topics is approached with an eye toward understanding how these teachings and practices are engaged as a spiritual path. Cross-listed as REL229.

REL530
Yoga and Globalization: The Inception of Postural Yoga (3.0)
Looking at the textual sources, historical circumstances, and geopolitical processes that helped create the conditions for the emergence of modern postural yoga, this course utilizes a recent swath of critical historical studies on the pioneers of modern yoga and their cultural milieu. Students will also closely study the primary source texts of these architects of modern yoga, such as the writings of Swami Vivekananda, Tirumalai Krishnamacharya, and Swami Kuvalayananda, which will be contextualized through a consideration of the dynamic cross-cultural encounters that these authors skillfully navigated. This will equip students with the tools to recognize the myriad ways in which modern yogic traditions traced their roots and adapted to new contexts in the great diasporic profusion of yoga into what is now a globalized and heterogeneous “world” tradition.
**REL533**
**Tibetan II (4.0)**
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I, with the addition of working on an actual Tibetan text. Students use an integrated approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL507. Cross-listed as REL287.

**REL535**
**Kabbalah and Consciousness (3.0)**
This course explores the mystical teachings of the Kabbalah as a map of consciousness and path of spiritual transformation. Emphasis will be placed on contemporary, universal, and experiential approaches to these mystical teachings and practices. Cross-listed as REL 321.

**REL537**
**Sanskrit II (4.0)**
This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL 287.

**REL540**
**Zen Buddhism (3.0)**
In this course, the Zen Buddhist tradition is studied through its meditation practices and through lectures and discussion on the writings and teachings of the Zen masters. The course includes instruction in zazen, periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying classic texts and teachings of the tradition. The course includes opportunities for a weekend retreat at one of the Zen centers in the Boulder vicinity. Course fee. Cross-listed as REL 345.

**REL543E**
**Classical Jewish Mysticism (3.0)**
This course outlines the major trends of the Jewish mystical tradition, ranging from the biblical period until the teachings of Isaac Luria in the sixteenth 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.

**REL544**
**Sufism: An Introduction to its History, Thought, and Practice (3.0)**
A historical-experiential introduction to Sufi history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of a mystically oriented movement in Islam, a movement which both understands itself to be older than Islam and which develops widely divergent attitudes to Islam. Its evolution will be pursued from Arabia to Central Asia and Egypt to modern Turkey, India, and the United States. The second part of the course will focus on the distinctive features of Sufi culture, mystical theology, subtle physiology and psychology, as well as training and practice. In this course, students will engage both historical and traditional texts, learn about traditional Sufi teaching and training contexts, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL338.

**REL545**
**Contemplative Islam: An Introduction to Its History, Thought, and Practice (3.0)**
A historical-experiential introduction to Islamic history, beliefs, and practices in a five-day intensive retreat course. One part of the course will explore the historical development of Islam, a tradition which understands itself to be a sixth-century reform movement restoring the proper understanding of God’s oneness (tawhid), as well as its five core beliefs and five pillars of practice from a contemplative perspective. The second part of the course will focus on contemplative and mystical practices in Islam, including those drawn from Sufism. In this course, students will engage both historical and traditional texts, learn about traditional Islamic teaching and practice, and participate in experiential exercises in order to gain a firsthand experience of contemplative practices in Islamic culture. Cross-listed as REL314.

**REL546**
**Flight of the Swans: Dharma Comes West (3.0)**
Buddhist thought, Buddhist practice, and Buddhist poetry have had a huge impact on North American culture since the 1950s. For several decades, the teachings of Buddhist adepts seemed inseparable from cultural revolution, from poetry, from free speech. Writers and artists popularized haiku, poems of enlightenment, the anti-war movement, and the recognition that ecosystems are living beings. They wrote sutras and used magical language. Haiku flourished in WWII internment camps for Japanese-Americans. Much of this counter-culture and tangled history arrived at Naropa University at its founding. This course will delve into the Beats, Dharma bums, ghost tantras, and the empowerment of women. The role of Asian American communities, converts, mountains, and rivers are part of the mix. Cross-listed as REL348.

**REL547**
**Contemplative Practice Intensive (1.5-6.0)**
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 complete 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 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. Students are responsible for paying all program costs charged by the organization or institution that offers the retreat. These costs are in addition to Naropa tuition. This course is offered for variable-credit; the number of credits (1.5 - 6) will be determined by the length of the retreat. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1.0)
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 (4.0)
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: REL552. Cross-listed as REL375.

REL554W
Opening the Heart (1.0)
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 REL255W.

REL557
Sanskrit III (4.0)
A continuation of the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Prerequisite: REL556. Cross-listed as REL377.

REL561E
Hasidism: Movement, Masters, Teaching (3.0)
This course explores the history and contemplative approach of Eastern European Hasidism, the mystical/pietistic revival movement that formed in southeastern Poland in the eighteenth 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. Co-requisite: REL529 or equivalent.

REL571
Christian Prayer and Mystical Practices (3.0)
This course introduces Christian practices of prayer, with particular focus on contemplative and mystical spiritual practices within Christian traditions. The course explores lectio divina, Centering Prayer, Christian meditation, hesychast Jesus prayer, embodied labyrinth walking, praying with icons, liturgical prayers, and chanting. The course places these practices in broader historical and theological contexts of diverse Christian communities. The course includes instruction and active student participation in these practices. Cross-listed as REL 271.

REL583
Tibetan IV (4.0)
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 (3.0)
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 dialog with each of these activists, examining how inner and outer journeys join in spiritually-based social activism. Cross-listed as REL312.

REL587
Sanskrit IV (4.0)
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 (3.0)
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. 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.

REL600
Meditation Practicum I: Seeds of Peace (3.0)
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
Contemplative Communication in Spiritual Caregiving (3.0)
The discipline of professional spiritual caregiving is both a quality of being in the world and a collection of techniques and skills. Contemplative spiritual caregiving is neither science nor art, but a craft that combines theoretical, technical, theological, and philosophical principles with inner intuition, skillful communication, and a dynamic ability to reside in the present moment. This class examines the nature of human communication and the ways that our habitual patterns of listening, speaking, and meaning making are shaped by our familial and cultural heritage. By learning and practicing contemplative approaches to attending others, students bring awareness to their personal communication styles and cultivate skillful means in helping relationships. Through student presentations of family maps and process exercises built on these presentations, we explore the many faces and aspects of caregiving through the lens of family systems.

REL603
Tibetan V (3.0)
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. Prerequisite: REL583.

REL609W
Mindfulness Instructor Training I (1.0)
The first in a three-course series training students to offer instruction in shamatha practice and become mindfulness instructors. 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, 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 (3.0)
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.

REL611E
First Turning of the Wheel: Nature of Mind and Emotions (3.0)
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.

REL614
Mind and Its World (3.0)
An in-depth exploration of the fundamental Buddhist teachings on how beings produce karma, afflicted mental states, and suffering for themselves and others, and how to reverse that process on the path to liberation, based on the Indo-Tibetan Buddhist monastic university (shedra) tradition. The course examines the relationship of sense perception, concepts/views and emotions, causality and dependent origination, valid and non-valid cognition, conceptual and non-conceptual consciousness, how humans can fabricate and believe in non-existent objects of perception projected onto themselves and others that are typically entwined with their mental affictions, and the antidotes of the three trainings and the stages of the path.

REL615
Power, Privilege, and Diversity (3.0)
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.

REL616
Integration Lab I (1.0)
The first in a series of small groups in which students participate throughout their degree program. Emphasis is on providing a
reflective container to integrate lived experience, classroom learning, contemplative practice, and exploration of one’s professional journey. Through group process, individual reflection, mentoring, and community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning in order to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

**REL620**
**Meditation Practicum II: Self and No-Self (3.0)**
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.

**REL623**
**Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3.0)**
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years. Cross-listed as REL323.

**REL625**
**Christian Scripture and Spirituality (3.0)**
Combining a survey of Christian canonical biblical texts with their contemporaneous ancient near-Eastern literatures, including Gnosticism, this course introduces students to major biblical and theological themes within Christian discourse. The course explores prevailing practices many Christians utilize to integrate sacred scripture within individual and communal rituals, and meets the needs of MDiv students preparing for professional spiritual care. Western social justice, peacemaking, and mystical traditions will be considered in light of contemporary challenges of textual interpretation, fundamentalism, gender and sexuality, constructions of “God,” and contemporary spirituality. Offered alternate years. Cross-listed as REL334.

**REL628**
**Studying Buddhism: Methods and Issues (3.0)**
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 are also considered. Topics covered include the role of lineages, teachers, and meditation, and the use of intellect, community, personal experience, and so forth.

**REL631E**
**Musar and Pietism: The Jewish Ethical Tradition (3.0)**
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 Pequdalah and Abraham Maimonides and their relationship with Sufi teachings; on the pietistic teachings of sixteenth-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 (3.0)**
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. Prerequisite: REL603.

**REL634**
**Hindu Tantra (3.0)**
What is referred to as “Tantra” encompasses a complex set of traditions, practices, and worldviews that have been subjected to a rather extreme degree of misunderstanding, romanticization, cultural appropriation, as well as vilification. This course aims to demystify “Tantra” and create a solid foundation for understanding, appreciating, and historically navigating its many streams, social dynamics, ritual technologies, and philosophies. The timeline of our inquiry spans from Hindu Tantra’s first beginnings in fifth- to sixth-century India all the way up to its dramatic metamorphosis in twentieth and twenty-first century traditions dubbed “Neo-Tantra”. Cross-listed as REL334.

**REL635**
**Meditation Practicum III: Mind-Training (3.0)**
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 (3.0)**
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, liturgical prayer, musar practices, Hasidic dancing, HaBaD hitbonenut (contemplation) practice,
REL645
Methods and Issues in the Study of Religion (3.0)
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, and Eliade.

REL650
Buddhist Meditation Intensive (0.0)
In this twenty-eight-day intensive group meditation, students practice shamatha-vipashyana 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 (0.0)
This twenty-eight-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 noncredit 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
Integration Lab II (1.0)
A continuation of REL616. Prerequisite: REL616.

REL655
Trends in Religious Studies (3.0)
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, intertextual, 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
Ritual Arts (3.0)
This course examines working with the collective community field through ritual, the art of understanding and embodying the sacred through activities of body, speech, and mind. The course will study and present rituals such as weddings, funerals, blessings, and rites of passage in order to equip chaplains, ministers, and spiritual leaders to serve their constituencies. The course will train students to craft and lead ritual, discerning the needs of the community, the articulation of sacred space, as well as their own authentic voice.

REL661
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Prerequisite: REL611.

REL661E
Second Turning of the Wheel: The Bodhisattva Path (3.0)
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 Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Online course. Prerequisite: REL611E.

REL663E
Jewish Law: Traditional, Progressive, Radical (3.0)
This course investigates the philosophical and mystical underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, ritual as magic, kabbalistic vs. philosophical 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
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 (1.0)

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 (1.0)

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 (0.5-4.0)

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. Independent Studies will count for a standard 3 credits. If a variable credit (0.5 - 4 credits) Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

REL701
The Middle Way School (3.0)

This uncompromising rejection of stable, findable existence in any phenomena as the profound basis for non-dual compassionate
action is a radical challenge to our conventional sense of having an existent self that experiences solid objects, with its resulting dualistic approach to ethics. Its famous teachings on emptiness and its union with compassion has generated a range of interpretations, which are explored, particularly in the Indian as well as the Tibetan Kagyu, Nyingma, and Geluk traditions. Prerequisite: REL661.

REL702
Tibetan Translation Project (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 program.

REL703
Sanskrit Translation Project (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 program.

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. Required for Tibetan Tradition emphasis. Prerequisites: REL614 and REL624.

REL709W
Mindfulness Instructor Training II (1.0)
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, peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: REL609W. Course fee.

REL710
Third Turning of the Wheel: Yogacara and Buddha Nature (3.0)
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 and the Uttaratantra Shastra, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Prerequisite: REL661.

REL714
Introduction to Pastoral Care (3.0)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of ministry. It correlates 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
The Mahayana Path to Enlightenment (1.5)
This course is a presentation of the five paths on the voyage to awakening, the ten bodhisattvas’ bhumis, or levels of realization, and the result: the enlightenment, Buddha’s kayas and wisdoms as well as enlightened activity. We will study what is required to embark and progress on the path and what the goal of such spiritual journey is. Students register for this course through Naropa but take it in the Nitartha Institute summer program.

REL725
Contemplative Practice Intensive (Residential Retreat) (3.0)
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 MA 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
Integration Lab III (1.0)
A continuation of REL654. Prerequisite: REL654.

REL744
Master of Divinity Field Education I (1.5)
Field Education is a supervised training experience in which students enhance their learning in ministry and/or social engagement through fieldwork supported with supervision and feedback. Through field education, students learn and serve as healthcare and prison chaplains, social justice advocates, educators, and organizers. Field education bridges and deepens the pastoral education of the Naropa MDiv program with the reflective practice of ministry in congregations and community settings. Field education is different from volunteer work or employment in that it is a supervised program that integrates academic study, spiritual discipline, and the practice of ministry.
REL745
Master of Divinity Field Education II (1.5)
A continuation of REL744.

REL747
Master of Divinity Clinical Pastoral Education (3.0)
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 (3.0)
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 (3.0)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism, and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternative years.

REL760
Vajrayana: Symbol, Iconography, and Ritual (3.0)
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 REL614 (Mind and Its World - starting Fall 2018) or REL624 (Mind and Its World II - Prior to Fall 2018) or REL661.

REL763
Dharma Talks and Religious Education (3.0)
This course examines how individuals and communities understand religious and spiritual principles and practices, including 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, and skill training in curriculum development and lesson planning. Students will deliver dharma talks, sermons, dialog, and small group teaching utilizing effective methods of discourse and facilitation.

REL768
Integration Lab IV (1.0)
This course is a continuation of REL728. Prerequisite: REL728.

REL779
Interreligious Dialog (3.0)
This course introduces the student to the creative potential of interreligious dialog for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy views of dialog, students learn essential skills and protocols applicable to a variety of dialog settings. Classes also include practical workshops.

REL780
Meditation Practicum IV: Maitri and Mandala (3.0)
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. Prerequisite: REL635 or permission of the instructor.

REL804
Applied Ethics and Service Learning (2.0)
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 (1.0)
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 meditation, 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 caregivers 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 (3.0)
This course provides the opportunity for advanced study of one or several mystical texts from the Kabbalistic and/or Chassidic 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 Gikaltilia; the Zohar; Meir Ibn Gabbai; Moses Cordovero; Isaac 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 Litzhensk; Shneur; Zalman of Liadi; Nahman of Brazlav; and Mordekhai Yosef Leiner; inter alia. Prerequisites: REL543E and REL561E.

REL853
MDiv Capstone Seminar (3.0)
This course is designed to prepare the Master of Divinity students to undertake the writing of a capstone project required by the program. This final, integrative project offers students an opportunity to integrate assessments and coursework experiences during their matriculation in the MDiv program, and to construct a theological worldview within the professional field of chaplaincy and/or spiritual leadership. This capstone project is intended to not only draw from the full range of MDiv course materials and experiences, but is also designed to encourage students to place their constructive work in conversation with literature and research in their respective field(s). Transpersonal, contemplative, feminist, action/participant, social change, and intuitive inquiry are also explored.

REL880
Comprehensive Exam (0.0)
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
Master’s Project (0.0)
MA and MDiv 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.

Resilient Leadership MA

The Resilient Leadership program at Naropa University prepares students to address ecological and social issues within community and organizational settings with insight, knowledge, and compassion. Students build an integrated understanding of systems, sustainability, and both social and environmental justice; develop deep relationships with self, community, and nature; and acquire applied leadership skills. Students concentrate in either Sustainable Systems or Climate Justice. The two-year, 39-credit residential program is composed of semester-long courses and one summer block where students get hands-on experience within the natural world and in community. In the final year, students apply their leadership skills to a substantial project in collaboration with a professional organization or complete a formal written thesis. Most classes are scheduled in the late afternoon and evening, and on occasional weekends, to accommodate working students.

Degree Requirements

Sustainable Systems (track one)

First year, fall
- ENV600 Inner Work for Environmental Leaders I (3)
- ENV701 Nonprofit Management and Social Entrepreneurship (3)—online
- Elective (3)—either ENV625 Human Rights and Global Justice or ENV633 Environmental Policy and Trends, or possible course in another graduate program

First year, spring
- ENV650 The Work That Reconnects (3)
- ENV710 Sustainability: Practice and Policy (3)
- ENV637 Ecological Justice: Patterns of Oppression and Healing (3)

First year, Summer Block (end of May through end of June)
- ENV665 Wilderness Solo (3)
- Elective (3)—either ENV542 Permaculture or ENV557 Food Justice, or possible course in another graduate program

Second year, fall
- ENV630 Transforming Systems (3)
- ENV618 Groups as Living Systems (3)
- ENV725 Applied Leadership Skills (3)

Second year, spring
- ENV645 The New Science and its Cultural Applications (3)
- ENV785 Capstone (3)

Total Credits: 39

Climate Justice (track two)

First year, fall
- ENV600 Inner Work for Environmental Leaders I (3)
- ENV625 Human Rights and Global Justice (3)
- ENV633 Environmental Policy and Trends (3)
First year, spring

- ENV650 The Work That Reconnects (3)
- ENV710 Sustainability: Practice and Policy (3)
- ENV637 Ecological Justice: Patterns of Oppression and Healing (3)

First year, Summer Block (end of May through end of June)

- ENV542 Permaculture (3)
- Elective (3)—either ENV557 Food Justice or ENV665 Wilderness Solo, or possible course in another graduate program

Second year, fall

- Elective (3)—either ENV618 Groups as Living Systems or ENV630 Transforming Systems, or possible course in another graduate program
- ENV701E Nonprofit Management and Social Entrepreneurship (3)—online
- ENV725 Applied Leadership Skills (3)

Second year, spring

- ENV875E Thesis (6)—online

**Total Credits: 39**

**Course Listings**

**ENV542**
Permaculture (3.0)
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, and compost systems, and growing food on campus. This course also includes field trips and demonstrations. Course fee. Required for MA Resilient Leadership: Climate Justice track. Open to graduate students in other programs.

**ENV557**
Food Justice (3.0)
An introduction to the food justice movement, this course examines it from the local, national, and international levels. Topics include food policy, grassroots movements and action, food production and food access as they relate to the systems of privilege and oppression that shape them. Equally, this course explores the actions of various communities working toward empowerment and liberation. Students engage with relevant theory, hands-on service learning, site visits, as well as contact with professionals, activists, and impacted communities in the food justice movement. Course fee. Open to graduate students in other programs.

**ENV600**
Inner Work (3.0)
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 non-duality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing mind without analysis, reinforcement, or rejection clears the way to relate directly with others and, develop skills for a new kind of leadership. The course includes an introductory two-day retreat. Required for MA Resilient Leadership students (both tracks).

**ENV618**
Groups as Living Systems (3.0)
This course introduces principles and applications of working with groups as living systems. The course utilizes emerging new insights in intercultural communication, neuroscience, group dynamics, and leadership to support the development of healthy, high functioning groups, while integrating the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life and three stage of organizational development. Students develop a number of key applied tools for generating and maintaining creative and functional groups that are applicable in any organization or community setting. Required for MA Resilient Leadership: Sustainable Systems track. Open to graduate students in other programs with instructor permission.

**ENV625**
Human Rights and Global Justice (3.0)
This course explores topics relevant to the growing climate justice movement, such as the ecological, economic, and social effects of globalization; legal precedents surrounding global human and ecological rights; and activism and movement solidarity. Students will build skills with understanding global issues through current news, legislation, and movement building. The course has a high level of research, presentation, discussion, and dialog. Required for MA Resilient Leadership: Climate Justice track. Open to graduate students in other programs.

**ENV630**
Transforming Systems (3.0)
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 MA Resilient Leadership: Sustainable Systems track. Open to graduate students in other programs.
ENV633
Environmental Policy and Trends (3.0)
This course examines environmental movements from local to global and the development of environmental thought that has supported them. Including political, economic, cultural, and scientific dimensions, the course focuses on four content areas: United States, global, climate, and environmental justice policies and history. Topics may also include emerging approaches to agricultural, conservation, social justice, and natural resource issues. Required for MA Resilient Leadership: Climate Justice track. Open to graduate students in other programs.

ENV637
Ecological Justice: Patterns of Oppression and Healing (3.0)
This course explores how the oppression of earth and the oppression of people have gone hand in hand. Drawing from the diverse fields of environmental justice, political ecology, ecofeminism, ecopsychology, and social justice, students will build skills to unravel the patterns of oppression, begin to hold multiple worldviews, and contemplate healing. The class will be highly interactive and requires a deep level of research, presentation, and discussion by all participants, as well as the willingness to work with difficult emotions. As a result of this course, students will have heightened capacities to bring these issues to their work and service to the world. Required for MA Resilient Leadership students (both tracks). Open to graduate students in other programs.

ENV645
The New Science and Its Cultural Applications (3.0)
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 MA Resilient Leadership: Sustainable Systems track. Open to graduate students in other programs.

ENV650
The Work That Reconnects (3.0)
Inspired by Joanna Macy’s The Work That Reconnects, which draws from deep ecology, systems theory, and spiritual traditions, this course asks participants to engage the strong emotions resulting from the ecological crisis and work with transformative practices. Building on mindfulness training, the course introduces specific practices of loving-kindness, non-violent communication, active listening, and group experiential engagement. Participants will work with the arc of The Work That Reconnects: opening to gratitude; owning our pain for the world; seeing with new eyes; and going forth. This course includes a nonresidential weekend intensive. This course is open to the public through the Joanna Macy Center. Prerequisite: Inner Work or instructor approved Meditation Training. Course fee. Required for MA Resilient Leadership students (both tracks).

ENV665
Wilderness Solo (3.0)
This eight-day wilderness camping retreat, which includes a three-day solo, is designed to mark a transition in the student’s program through an integration of learning, connections to land and place, and through a solo experience. In context of solitude and deep connection with nature, the course seeks to integrate the first year of learning, assisting students in finding a path, clarifying responsibility in reciprocity with the earth, and illuminating the heart of service to the community. Community work and ritual surround and support this important solo experience. Course fee. Required for MA Resilient Leadership: Sustainable Systems track. Open to graduate students in other programs with instructor permission.

ENV690
Special Topics in Environmental Leadership (3.0)
The Special Topics course explores topics of general focus and relevance to the field of Environmental Leadership, geared toward the emerging skill needs for the students as well as the research interests of the faculty. Specific topics are announced the semester the course is offered.

ENV699
Independent Study: Environmental Studies (0.5-4.0)
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. Independent Studies will count for a standard 3 credits. If a variable credit [0.5 - 4 credits] Independent Study is desired, a student must receive additional approval. See the Independent Study Application for further details.

ENV701E
Nonprofit Management & Social Entrepreneurship (3.0)
This online course provides students with perspectives and practical tools for working in organizations, focusing on nonprofit 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 MA Resilient Leadership students (both tracks). Open to graduate students in other programs.

ENV710
Sustainability: Practice and Policy (3.0)
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 dimensions of sustainability practice. Required for MA
The MFA Theater: Contemporary Performance program is committed to creating a laboratory for the research of new techniques, aesthetics, and pedagogies based on an understanding of the evolution of traditional forms from Eastern and Western lineages. The program provides tools to both create and disseminate performative work as active social and cultural entrepreneurs.

This 48-credit, two-year program is the first graduate program of its type combining performance-making with contemplative practices to encourage and explore authenticity in the arts. Students are plugged into an immersive studio environment, engaging the body, mind, and voice in performance-making.

Production work and learning to speak eloquently about what we experience on stage as performers and observers are also central to the development of well-rounded and engaged practitioners.

The curriculum centers around training the body, voice, and mind for performance-making, including:

- Contemplative arts and meditation training
- Performance-making techniques, including a unique perspective on Viewpoints training as created by Wendell Beavers and Mary Overlie
- Alternative modes of generating text for performance and playwriting, including arbitrary systems in performance, frames theory, and site-specific work
- Extended Vocal Technique, based on the work of Roy Hart, applied to spoken and sung text
- Body-centered somatic techniques, including BMC™ and experiential anatomy
- The artist as social and cultural entrepreneur

Our program is a laboratory, ensemble-based training in which you will work in close collaboration with your cohort of twelve. Learning is student-driven, with special attention given to each individual’s talents and interests. While you may choose to focus on a particular discipline, the training is interdisciplinary by nature, encouraging cross-pollination and the exploration of hybrid forms.

We are interested in encouraging artists to take their place as entrepreneurs, leaders in contemporary performance, and educators, developing and presenting socially, politically, and culturally relevant works in a national and global context.

Naropa is a founding member of the UNESCO-ITI Network for Performing Arts in Higher Education. As the only affiliated graduate program in the United States, we’re leading the way in global engagement through the arts.

Degree Requirements

The following outline is subject to change based on guest artists in residence each year. Training in contemplative practice, physical performance techniques, acting, directing, design, scripting, dance, performance-making, voice, and practice as research are ongoing.
throughout the curriculum. Students take 12 credits per semester, for a total of 48 credits.

First Year

Contemplative Training
- Meditation Practice and View
- Contemplative Dance Practice and Pedagogy

Physical Performance Techniques
- Somatic Foundations and Experiential Anatomy Lab
- Developmental Technique

Performance-Making
- Foundations in Acting
- Intensive on the Viewpoints
- Guest Artist Workshops and Residencies with leading national and international professionals in the field of contemporary performance-making
- Modes of Text Analysis and Self-Scripting
- First Year Project Presentations
- Ensemble Development, Performance Project

Voice
- Introduction to Extended Voice in the tradition of Roy Hart Theatre
- Vocal Intensive: Application to classical texts and musical forms
- Knight-Thompson speech & dialect training

Experiential Research
- Theory and Context
- Practice as Research and Dissemination
- Intercultural Performance
- Social and Cultural Entrepreneurship

SUBTOTAL 24 credits (12 Fall, 12 Spring)

Second Year

Contemplative Training
- Meditation Practice and View II
- Deepening Mindfulness/Awareness Practice
- Contemplative Dance

Physical Performance Techniques
- Somatic Applications
- Developmental Technique II
- Contact Improvisation

Performance-Making
- Advanced Acting (styles including classical forms)
- Advanced Developmental (Physical) Technique
- The Viewpoints: Composition, Directing, and Performance (offered every other year)
- Moment Work as developed by Tectonic Theatre Project (every other year)
- Guest Artist Workshops and Residencies with leading National and International Professionals in the field
- Musical Composition
- Second Year Ensemble Development, Performance Project
- Embodied Poetics
- Site-Specific Performance Technique

Voice
- Extended Voice: Application to Performance
- Vocal Pedagogy and Practice

Experiential Research
- Theory and Context
- Practice as Research and Dissemination
- Social and Cultural Entrepreneurship
- Intercultural Performance
- Somatic Pedagogy
- Pedagogy of the Viewpoints
- Voice Pedagogy

Thesis
- Thesis Practicum
- Thesis Project

SUBTOTAL 24 credits (12 Fall, 12 Spring)

Total Credits: 48

Course Listings

THR602
MFA Ensemble Training Module I (12.0)

THR652
MFA Training Module II (12.0)

THR702
MFA Training Module III (12.0)

THR722
MFA Training Module IV (12.0)

Graduate Courses
Authentic Leadership Courses

MAR500E
Authentic Leadership (6.0)
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. Leadership coaching with experienced professionals is a central component. Students taking the course for credit will receive a “certificate of completion” and 6 graduate credits upon successful completion of the course. Students taking it for non-credit will receive a “certificate of completion” upon successful completion of the course. Course Fee.

Clinical Mental Health Counseling Courses

CNSG871
Extended Internship I (0.0)
This course provides supervision for students who need additional time to complete their internship placement in their final year of coursework. Students are supported in the application of counseling knowledge and skills, including methods unique to their concentration. Prerequisite: completion of Internship II specific to program.

CNSG891
Extended Internship II (0.0)
This course provides supervision for students who need additional time to complete their Internship placement in their final year of coursework. Students are supported in the application of counseling knowledge and skills, including methods unique to their concentration. Prerequisites: Completion of CNSS790 Counseling Practicum, CNSC790 Counseling Practicum, or CNST790 Counseling Practicum.

Contemplative Education Courses

EDUS30E
Emotional Roots of Development (3.0)
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 life span. 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 Contemplative Education program must receive permission of the instructor to register.

EDU600
Presence in Teaching (2.0)
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 Contemplative Education program must receive permission of the instructor to register.

EDU605
The Mindful Teacher (4.0)
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 (3.0)
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on “sacred learning” and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA Contemplative Education program must receive permission of the instructor to register.
Education program must receive permission of the instructor to register.

**EDU665E**
**Compassionate Teaching (3.0)**
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 Contemplative Education program must receive permission of the instructor to register.

**EDU700**
**Cultivating Authentic Knowledge (2.0)**
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 Contemplative Education program must receive permission of the instructor to register.

**EDU705**
**Embodied Wisdom (4.0)**
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 Contemplative Education program must receive permission of the instructor to register. Course fee.

**EDU720E**
**Spiritual Roots of Development (2.0)**
This course investigates theories of the spiritual roots of human development, with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilber, Washburn, Steiner, Aurobindo, and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA Contemplative Education program must receive permission of the instructor to register.

**EDU735E**
**Transforming Instruction and Curriculum (3.0)**
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.

**EDU775E**
**The Science of Contemplative Teaching and Learning (3.0)**
This course provides an overview of contemplative education from a scientifically informed perspective. Students personally encounter science as a way of knowing, and learn some of the methods used in researching contemplative teaching and learning. We review recent findings on training teachers in contemplative practice, training teachers in contemplative pedagogy, and training K - 12 students directly. Scientifically informed theories of contemplative education are examined to explore relationships between key concepts such as attention, awareness, learning, mindfulness, self-regulation, and resilience. The relevance of this research for teacher training, pedagogy, and educational policy is discussed. Gaining proficiency regarding current research in the field of contemplative education empowers students with the knowledge needed for implementing and advocating for contemplative curriculum within a school, and also for planning new empirical studies. Students who are not matriculated in the MA Contemplative Education program must receive permission of the instructor to register. Prerequisite: EDU 700.

**EDU880E**
**Master’s Project (4.0)**
Master’s Project provides both individualized and group support for students in the capstone course of the Contemplative Education program. The project may be a substantial expansion of a previous paper, or a new endeavor related to a personally meaningful aspect of contemplative education. Students study, inquire about, and then articulate their project focus, writing a document that will include other creative genres. The project culminates in the master’s project presentation during the following summer. Prerequisites: All previous MA Contemplative Education program courses, except EDU720E.

**EDU881E**
**Extended Thesis (0.5)**
Contemplative education extended thesis.
Traditional Eastern Arts Courses

TRA500
Shambhala Meditation Practicum I (3.0)
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 TRA100.

TRA503
Yoga History, Theory, and Philosophy (3.0)
The course offers a broad and roughly chronological survey of the thought and practice of Yoga in India. This will involve zooming in and out of some of India’s most paramount and influential Yogic traditions and considering their diverse range of answers to the following questions: what is Yoga as both a goal and a practice, who is the ideal Yogi, what are their most fundamental aims, and what kind of worlds do they inhabit? Text traditions examined will include select Vedic sources, early Buddhist texts, Epic literature, the Yogasutras of Patanjali and its commentaries, the Puranas, the Tantras, medieval Jain and Islamic texts, and the Hathayoga text tradition.

TRA505
Taijiquan I (T’ai Chi Ch’uan): Beginning Form (3.0)
The first third of the form is introduced. The philosophy and theory of t’ai-chi ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang and developing a soft and sensitive hand are emphasized. Cross-listed as TRA105.

TRA510
Aikido I (3.0)
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 TRA110.

TRA512
Meditation in Yogic and Tantric Traditions: A Practicum (3.0)
This course will guide students through a comprehensive curriculum of meditative practice as formulated in Paranjali’s Yogasutra. Patanjali’s yogic system will constitute a foundation for the practicum and will introduce subtle refinements in posture, methods for working with the breath and the energy of the senses, and ways to harness the current of the mind, making space for the spontaneous unfolding of meditative awareness and the cultivation of self-mastery. This core curriculum will serve as staging for more fruitional modes of meditation revealed in tantric sources that involve visualization and creative acts of imagination. Teachings on meditative praxis will be supplemented by a study of the ways of seeing and knowing advances by the source traditions, i.e., the dynamism of their fundamental views as well as their articulations of the purpose and goal of meditation.

TRA514
Indian Devotional & Raga Singing (3.0)
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 Brahman [sound is god], Nada Brahman [sound is god] etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA114.

TRA515
Yoga I (3.0)
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) dharana and dhyana (meditation practices). Cross-listed as TRA133.

TRA520
Ikebana/Kado I (3.0)
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 TRA120.

TRA525
Taijiquan II: Completion of Form (3.0)
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 TRA205.
TRA530
Aikido II (3.0)
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 TRA210.

TRA535
Yoga II: Psychology of the Chakras (3.0)
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 TRA233.

TRA537
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 TRA437.

TRA540
Ikebana/Kado II (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Materials fee. Cross-listed as TRA220.

TRA545
Taijiquan III: Form Refinement & Internal Development (3.0)
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 305.

TRA547
Aikido Seminar - Saotome 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 TRA447.

TRA550
Aikido III (3.0)
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.

TRA552
Daoism and Chinese Traditions: Religious, Cultural, and Philosophical Foundations (3.0)
Daoism 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. Cross-listed as TRA252.

TRA555
Yoga III: Integral Practice (3.0)
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), internal and vocal sound (mantra) and more of yoga’s rich literature and philosophy. A regular home practice is required. Cross-listed as TRA333.

TRA560
Mudra Space Awareness (3.0)
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 Chgyam 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 rehearsals, attendance and willingness are the primary course requirements. Materials fee. Cross-listed as TRA260.

TRA561
Yoga IV: Teacher Training (3.0)
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, alignment, Yoga
philosophy as well as the fundamentals of designating a Yoga practice according to an individual’s physical and psychological constitution. Cross-listed as TRA433.

TRA564
Ikebana/Kado III (3.0)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Materials fee. Cross-listed as TRA320.

TRA565
Taijiquan IV: Push Hands and Sword (1.0-3.0)
Level IV introduces push-hands, or tui shou, the two-person t’ai-chi chuan 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. This upper-level martial arts course is available for variable credit (1-3). Please contact the Department for further details. Cross-listed as TRA405.

TRA570
Aikido IV (2.0-3.0)
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. Cross-listed as TRA410.

TRA573
Aikido V (3.0)
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. Cross-listed as TRA453.

TRA574
Yoga V: Teacher Training (3.0)
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 TRA449.

TRA585
Taijiquan V: Practice Capstone (1.0-3.0)
Level V introduces the choreography of the t’ai-chi sword (jian) form as a basis for developing a deeper understanding of the mechanics of tai chi movement. This deeper understanding then reflects back to the solo form and push-hands practices. The solo form continues to be refined. This upper-level martial arts course is available for variable credit (1-3). Please contact the Department for further details. Cross-listed as TRA455.

TRA587
Aikido VI (2.0-3.0)
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. Cross-listed as TRA487.

Other Programs/Opportunities
- Certificate Program in Traditional Eastern Arts: Yoga Teacher Training
- Study Abroad
- Summer Writing Program

Traditional Eastern Arts Certificate—Yoga Teacher Training
The Traditional Eastern Arts Certificate—Yoga Teacher Training program is a two-year, 30-credit program designed to give the student proficiency in teaching yoga (18 credits), a foundation of sitting meditation (3 credits), anatomy (3 credits), language study (3 credits), and one elective (3 credits). For details on costs, please see tuition and fees.

Required Courses
- TRA133 Yoga I: Foundations (3)
- TRA233 Yoga II: Psychology of the Chakras (3)
- TRA333 Yoga III: Integral Practice (3)
- TRA443 Yoga IV: Yoga Teacher Training (3)
- TRA449 Yoga V: Yoga Teacher Training (3)
- TRA453 Yoga History, Theory, and Philosophy (3)
- TRA463 Meditation in Yogic and Tantric Traditions: A Practicum (3)
- PSYB332 Human Anatomy (3)
- REL355 Introductory Sanskrit: The Language of the Gods (3)
Choose 3 credits:

- PSYB304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
- REL210 Religion & Mystical Experience (3)
- REL247 Embodying Sacred Wisdom: Modern Saints (3)
- REL277 Sanskrit I (4)
- REL334 Hindu Tantra (3)
- REL351 Theories of Alternative Spiritualities and New Religious Movements (3)
- TRA100 Shambhala Meditation Practicum (3)
- TRA114 Indian Devotional and Raga Singing (3)

Total Credits: 30

For information about careers related to a Traditional Eastern Arts Certificate—Yoga Teacher Training, we are providing the name and the U.S. 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 U.S. Department of Labor’s O*NET website.

Occupation name and SOC code: Self-Enrichment Education Teachers, O*NET link for occupational profiles: [http://www.onetcodeconnector.org/ccreport/25-3021.00](http://www.onetcodeconnector.org/ccreport/25-3021.00)

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 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

**ANTH325**

Independent Study Project: Methods and Application (4.0)

This course is focused on providing students with a basic understanding of ethnographic research methods and skills, while also giving students the opportunity to develop specialized knowledge in a topic of study. During the first half of the course, a series of thematic seminars focus on research methodologies, the importance of ethics in research, best practices in working in cross-cultural partnerships in the host country, and skills training related to designing a study proposal. Students develop an understanding of how to refine research question(s), determine appropriate research and learning methods, and address ethical issues related to their projects. During the second half of this course, students use the plan outlined in their approved study proposal to carry out an individualized and in-depth study on a subject of their choice using primary sources. With the support of an academic advisor and/or a local mentor, students select a topic which relates to the program’s scope, design an approach to study this subject, and conduct an individual project. The chosen topic of independent study may involve either an academic inquiry or the learning of a traditional skill through an apprenticeship.

**ASIA310**

Regional Seminar - China in Transition (4.0)

This course provides students with a background in modern Chinese history, setting the stage for a grounded understanding of the myriad social issues that China faces today. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course then surveys modern social issues and vulnerable populations in China such as education, public health, environment, civil society, economic development, gender, ethnic minorities, human rights, and popular culture. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. Throughout the course, students analyze historical and current systems in modern China and develop a nuanced understanding of the multiple perspectives found throughout the country. In addition, program travels in China take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

**ASIA320**

Regional Seminar - Culture and Traditions in Modern India (4.0)

This course provides students with an in-depth introduction to the cultures and traditions in contemporary India. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course then surveys social issues and vulnerable populations in India such as the role of women, economic issues of the caste system, environment, public health, education, and spiritual traditions for Hindus, Muslims, and Buddhists. Opportunities are also provided for students to engage local experts in discussion.
through guest lecturers and field trips. This course helps students deepen their understanding of the traditions, religious practices, history, and contemporary lifestyles of the people who call the cities and villages of modern-day India home. In addition, program travels in India take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

**ASIA330**  
Regional Seminar - Diversity in the Himalayas (4.0)  
This course explores the myriad ethnicities and religious traditions that constitute Nepal and the surrounding region, which is one of the most ethnically diverse regions of the world. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course surveys social issues and vulnerable populations in Nepal such as development issues, environment, public health, education, human rights, caste, and the status of women. Students also receive an extensive introduction to Hinduism and to Mahayana Buddhism, in particular to the Tibetan tradition. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in Nepal take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Asian Studies students only.

**BAGM321**  
Agricultural Meteorology (3.0)  
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.

**BAGR102**  
Sustainable Livestock Production (3.0)  
This module will acquaint students with the importance of livestock rearing, different systems of livestock production, sustainability issues in these different systems, and explore options for sustainable livestock production.

**BAGR202**  
Sustainable Crop Production (3.0)  
The module aims to equip students with a basic knowledge and skills on the principles and practices of sustainable crop production focusing on field crops, fruit and vegetable production. The module also aims in the application of critical thinking skills across all the units taught.

**BAWP301**  
Animal Welfare and Environmental Physiology (3.0)  
This module aims to provide students knowledge on the importance of considering animal welfare in order to maintain health and productivity, and also to avoid unnecessary suffering of animals under any kind of environment. It also provides the students 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 animals in order to devise ways to prevent or alleviate stress.

**BBOT301**  
Systematic Botany and Ethnobotany (3.0)  
This module aims to introduce students to systematic and ethnobotany, specifically 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 about preparing and preserving herbarium specimens.

**BBTN201**  
The Cultural Heritage of Bhutan I (3.0)  
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 (3.0)  
This module aims to build upon what students learned in The Cultural Heritage of Bhutan I, 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 course work for this module, students will gain a deeper understanding and appreciation of Bhutanese 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 (3.0)
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 (3.0)
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 matter learned in the course to 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 in Bhutan. The module will help students become aware of and solve challenges faced by their communities and the nation.

BCHA101
Masked Dance (3.0)
This course is designed to introduce students to Bhutan’s unique culture and practice of the masked dance performances. In this course, students are introduced to different kinds of Bhutanese masked dances, that are performed in and around the country. The significances, benefits, qualifications, dancing costumes for different mask dances and rationale for its performances are taught in this course in the theory component and least one or two mask dances in this rigorous dance form are taught in the practical component. This course seeks to establish students understanding of its uniqueness and importance for the unique identity of the country. The course also includes a research component in which students choose a topic for their research and present it to the class at the end of the semester.

BCLM102
Hydrology (3.0)
This module will equip the students with knowledge on the movement, distribution, and quality of water including hydrological cycle, snow and water resources constrained by climate variability and change and its impact.

BCLM103
Introduction to Meteorology and Climatology (3.0)
Introduction to Meteorology and Climatology module is specifically designed to understand the basics of interaction between natural environment and climate. The module specifically aims to familiarize and introduces the students to understand the basic of environmental science, meteorology, climatology, and its application to understand the natural environment.

BCOB201
Contemporary Bhutan: Institutions and Reforms (3.0)
This module will prepare the student for 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.

BCOM201
Introduction to Development Communication (3.0)
The aim of this module is to introduce students to the concept, theories and principles of development communication, the role of development communication in development, and the process, tools and techniques of communication to bring about social change. It will provide students the understanding of how to design and evaluate communication interventions and tools in different context and situations.

BDEN102
Dendroscience (3.0)
To provide knowledge and skills upon academic and practical uses of tree growth limiting factors, structural organization, wood anatomical formation, annual tree-ring features of both conifer and broad-leaved tree species and their relation to dendrochronology, environment and climate. To provide skills in applications of dendrochronology for dating tree-rings, reconstructing past climate, building tree growth-climate relationship, establishing geomorphological, glaciological, ecological and hydrological events for the use in research of environment and climate.

BDEV101
Introduction to Sustainable Development (3.0)
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.

BDEV202
Sustainable Infrastructure Development (3.0)
This module aims to introduce students to general concepts in urban and rural planning and to explore key components of infrastructure development as they relate to poverty and sustainability. Students
will learn about current policies and practices in Bhutan, as well as alternative and emerging approaches to sustainable infrastructure development.

**BECN201**  
Development Economics (3.0)  
The overall aim of this module is to acquire and transmit knowledge to students to support more informed decision making regarding agriculture activities, technologies, business, etc. so that it can make a difference in the lives and living standards of the rural population.

**BEDN104**  
Creative Arts in Lower Primary (3.0)  
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.

**BEDN105**  
Skills for Effective Teaching (3.0)  
Student teachers demonstrate behavioral skills and understandings concerning planning and implementation of class lessons. They demonstrate development of personal individual teaching styles and understandings appropriate to the developmental stage and learning needs of their pupils. They practice the skills in both micro-teaching situation as well as during practicums and apply these skills throughout their teaching profession.

**BEDN206**  
Play Development and Early Childhood (3.0)  
Upon completion of this module, students should be able to appreciate the importance of play in relation to various aspects of child development, recognize play as a means of self-expression and as a channel of communication, and be able to incorporate it into childrens curricula.

**BEDN307**  
Education for Development (3.0)  
This module aims at developing the student teacher’s 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 level of economic prosperity, welfare, and security of the nation. Further, the students will be able to recognize the role of education in achieving Bhutans development philosophy: Gross National Happiness.

**BEDN310**  
Multi-Grade Teaching (3.0)  
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 classroom. 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 and guide the delivery of this module to the learners.

**BEDN312**  
Creative Arts in Upper Primary (3.0)  
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 entails many forms of symbolic representation: talk; print (reading and writing); drawing; multiple forms of visual art-making; and performing arts, including song, dance, drama, and movement.

**BEDN313**  
Teaching Practice (3.0)  
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 to 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.

**BEDN408**  
Bhutanese Educational System (3.0)  
The purpose of this module is to provide a sound knowledge of the Bhutanese Educational System, allowing students to analyze the growth of the modern education in Bhutan and understand the aims and objectives of education in Bhutan. Students will learn to organize the school effectively from within, as well as understand the school’s role in the greater community.

**BEDN411**  
Introduction to School Guidance and Counseling (3.0)  
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.

**BEDN414**  
Teaching Children with Special Needs (3.0)  
Student teachers in this module will develop the skills, knowledge, understanding and ability to identify and respond to the education of children with special needs. Students will learn to recognize characteristics and behaviors of children with special needs and to create learning environments for them. Students in this module will also develop an understanding of policies for students with special needs in Bhutan.
**BEDN420**
**Guidance and Counseling (3.0)**
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.

**BENG102**
**Listening and Speaking (3.0)**
The purpose of this module is to building on the knowledge gained from the previous module Theory and Principles of Teaching Children a language and apply this knowledge to the teaching of oral English. And also to develop in student teachers the practical ability to create listening/speaking environments in which appropriate English language is modeled and students active participation is encouraged. This module will also provide student teachers with experiences in selecting and using appropriate methods, strategies, activities and resources for teaching specific language usage with particular relevance to age/class.

**BENG407**
**Women and Social Change (3.0)**
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 themes of assimilation, and clash of culture. Students will examine how life experienced and perceived by women is articulated in their narrative to voice their hopes and anxieties. Thus, through the study of this module they will be able to deconstruct ideologies and assumptions, analyze and synthesize issues, and carry out comparative studies among prescribed texts.

**BENG408**
**Teaching Prose (3.0)**
Student teachers in this module will learn to teach their students how to read prose fiction by studying reading strategies for both novels and short stories. Students will learn basic ideas about the evolution of the novel and short story forms and will learn about notable novel and short story authors. They will read research on reading and teaching of prose fiction. They will be able to use both the knowledge of the genres and their knowledge of how to teach reading to assist their students to read, write and talk about the prose fiction in the Secondary School English curriculum.

**BEVS102**
**Introduction to Ecology and Ecosystems (3.0)**
The general objective of this module is to introduce students to the concept of ecology and ecosystems. This will help students in appreciating the dynamic nature of the ecosystem. It covers the basic principles of population, community, and ecosystem ecology. It covers ecosystem ecology extensively, with studies on energy and material flux, productivity, and freshwater and forest ecology. It also gives practical experience in field ecology.

**BEVS202**
**Environmental Studies (3.0)**
This module will provide knowledge and skills in concepts of environment and its degradation. It aims to impart knowledge in the emerging environmental issues in the international and national context. It also leads to greater understanding of environmental practices and of applying skills to manage emerging environmental issues.

**BGES102**
**Geology and Soil Science (3.0)**
This module will provide theories regarding origin and modification of the earth and its landforms through geological time scale. This will also include academic research and practical uses of geological formation particularly Himalayas and their products in controlling change of climate and evolution and distribution of plant species. As such, this module focuses on geological time scale, geological processes, structure and composition of major rocks, soil formation and minerals. The module will also provide the students with the practical knowledge and skills necessary for the examination and mapping of soils in the field. Plant species evolution, adaptation, diversity and distribution in accordance with rock and soil types under different climatic conditions will be covered to answer questions on interaction between two natural sciences for management and utilization by people.

**BGIS301**
**Geographic Information Systems and Remote Sensing (3.0)**
GIS (Geographical Information System) usage is booming in industrial, governmental and private sectors, and more so in non-governmental organisations. This module aims to explain the basic concepts of mapping science and GIS technology. The module allows students to explore the possible ways for utilizing GIS tools for specific problem solving in sustainable development issues. It will develop GIS techniques using ArcGIS software and require students to produce a report using the available database in the college or online. The module gives a very brief concept on Remote Sensing Technology and the applications of satellite imageries for land use and change mapping. GPS (global positioning system) instruments allow students as an alternative method of acquiring geo-spatial data for application in geospatial analysis. This module will also orient the students towards greater employability in the geo-spatial industries.

**BHM203**
**Religions of Himalayan Territories II (3.0)**
A continuation of Religions of the Himalayan Territories I, this module is designed to continue giving students a general introduction to major religions that exist in the region. Bhutanese students will become familiar with different forms of Buddhism and also learn about alternative approaches to religion. In the module, students will gain an understanding of significant aspects of the theoretical, practical, and social expressions of these religions, allowing the students to appreciate both similarities and differences between Buddhism and other traditions. Understanding and appreciating these similarities and differences will allow students to
empathize better with peoples of the Himalayan region, particularly other Buddhists, and will thus be in a better position to understand and collaborate with others in their country, or region, as well as internationally.

**BHIM307**

**Historical Leadership of the Himalayas (3.0)**

This module aims to provide an opportunity for students to study several significant historical leaders of the Himalayas. Leaders discussed will include spiritual, and 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 (3.0)**

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, and 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.

**BHR205**

**Medicinal and Aromatic Plants and Spices (3.0)**

**BLIS321**

**Leadership and Personal Skills (3.0)**

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.

**BLUZ101**

**Song and Music (3.0)**

This course invites students to learn and explore Bhutan’s unique cultural practices, songs and music. The origin, dissemination, types of songs, traditional and modern, descriptions in different songs, qualities required for the dancers and singers, pre-requisites to compose the songs, use of languages in the compositions, etc. are taught in the theory components. The students are also taught how to use these Bhutanese traditional musical instruments: Yangchen, Lim, Dram nyen and Piwang. In addition to this, students are taught how dance and will demonstrate their skills in a practical examination. This course is designed to provide the general concept of song and music in the Bhutanese context.

**BNRM101**

**Water Resource Management (3.0)**

This module provides insight on water resources and their management linking environment, society and Institutions including multidimensional factors leading to effective water resources management through case studies. This module also provides the basic understanding on social and economic aspects of Integrated Water Resources Management (IWRM) related to water resources, environment and their management.

**BNRM301**

**Integrated Watershed Management (3.0)**

This module aims to provide basic concept of Integrated Watershed Management and skill in planning integrated watershed management.

**BNRM302**

**Community-based Natural Resource Management and Ecotourism (3.0)**

Community-based natural resource management will provide a broad concept encompassing its definitions, history, principles, theory and practice with cases on different types of community based natural resources. It also focuses into various tools and techniques for effective CBNRM planning and mediation techniques to resolve CBNRM related conflicts. It touches on the necessity of policy advocacies of the government as to ensuring/enabling CBNRM work and be sustainable. The second part of this module also introduces the concept of ecotourism. The tourism development through rural community is one of the important aspects of this module which focuses on rural development.

**BNRM304**

**Environmental Governance and Sustainable Land Management (3.0)**

The general objective of this module is to provide theoretical knowledge and skills needed to understand the environmental governance. It will also explain the basic principles of environmental stewardships that are related to sustainable land management and is essential to sustainable development.
BNRM305  
Climate Change: Vulnerability, Mitigation and Adaptation (3.0)  
This module will provide insight into one of the burning climatic issues, how climate change can affect our daily lives, and what factors are responsible for causing climate change. The module will also lead to a greater understanding of how the world as a community is combating the climate change, and the mitigation and adaptive measures being undertaken globally.

BNRM306  
Forest Management and Planning (3.0)  
To provide basic knowledge and skills on sustainable forest management and forest management planning. This module provides students with the theoretical and practical skills needed in sustainable forest management. This also leads the students to discuss and review the theoretical principles, practices and policies related to sustainable forest management.

BRES402  
Research Methods in Practices & Field Projects (3.0)  
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 toward 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 ILCS and surrounding communities, and contributing to the preservation of Bhutanese cultural heritage.

BSA325  
Traditional Culture and Contemporary Issues of Bhutan (3.0)  
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 Intercultural Studies (3.0)  
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 (3.0)  
This course invites students to explore and research a topic about Bhutan's 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.

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and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

**CHIN250**  
Mandarin II (4.0)  
This course introduces students to more challenging standard Mandarin Chinese language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, focusing on listening comprehension, and building on previously studied Chinese characters. This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of Chinese culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

**CHIN350**  
Mandarin III (4.0)  
This course is designed to develop advanced skills in standard Mandarin Chinese language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Mandarin in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Chinese language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

**COMM301**  
Intercultural Communication (4.0)  
This course is designed to provide study abroad students with an in-depth understanding of essential intercultural communication theories as well as the key skills needed to apply theories in interactions with host country nationals. Throughout the course, students learn relevant concepts and terminology in order to develop skills to interpret and analyze their intercultural interactions. The first half of the course focuses on positivist and interpretive frameworks of intercultural communication as well as self-reflexivity. The second half of the course focuses on critical intercultural communication scholarship and applications, challenging the student to question default thinking patterns and recognize nuances of human interaction. Course assignments, reflection, structured activities, and direct experience emphasize the development of further intercultural competence among students. Foundational courses in communication theory are recommended, but not required.

**GLOS211**  
Intercultural Development and Global Citizenship (4.0)  
Drawing from culturally diverse models of leadership and epistemology, this course examines topics such as intercultural and interpersonal communication skills, various leadership styles, and the roles and responsibilities of global citizenship. Through a variety of instructional methods and assignments, students explore the factors which influence human relationships to self, communities, and the natural world.

**GLOS310**  
Regional Seminar - China in Transition (4.0)  
This course provides students with a background in modern Chinese history, setting the stage for a grounded understanding of the myriad social issues that China faces today. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course then surveys modern social issues and systems in modern China and develop a nuanced understanding of the multiple perspectives found throughout the country. In addition, program travels in China take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students.
GLOS320
Regional Seminar - Culture and Traditions in Modern India (4.0)
This course provides students with an in-depth introduction to the cultures and traditions in contemporary India. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course then surveys social issues and vulnerable populations in India such as the role of women, economic issues of the caste system, environment, public health, education, and spiritual traditions for Hindus, Muslims, and Buddhists. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. This course helps students deepen their understanding of the traditions, religious practices, history, and contemporary lifestyles of the people who call the cities and villages of modern-day India home. In addition, program travels in India take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students only.

GLOS330
Regional Seminar - Diversity in the Himalayas (4.0)
This course explores the myriad ethnicities and religious traditions that constitute Nepal and the surrounding region, which is one of the most ethnically diverse regions of the world. Students begin their study in this course through an overview of the country’s cultural, social, and political background. Using lectures, readings, and discussion this course surveys social issues and vulnerable populations in Nepal such as development issues, environment, public health, education, human rights, caste, and the status of women. Students also receive an extensive introduction to Buddhism and to Mahayana Buddhism, in particular to the Tibetan tradition. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in Nepal take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students only.

GLOS340
Regional Seminar - Tradition, Change, and Cultural Resilience (4.0)
This course is designed to facilitate the development of an in-depth understanding of the cultures of the Andes and Amazon and their relationship to the land. Students begin their study in this course through an overview of the country’s cultural, social, and political background, including South America’s colonial history and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Using lectures, readings, and discussion this course surveys social issues and vulnerable populations in Bolivia and Peru such as racial and social conflicts, sustainable development, human rights, globalization, and the impact of colonialism on indigenous cultures. This course also examines political racial, and social conflicts that Bolivia and Peru have experienced. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in South America take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Global Studies students only.

HIND150
Introduction to Hindi (4.0)
This course introduces students to the Hindi language and is designed for students with no or minimal previous background in spoken or written Hindi. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Hindi on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Hindi script (Devanagari script), and examine how culture and language interact in India. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

HIND250
Hindi II (4.0)
This course introduces students to more challenging linguistic Hindi language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, focusing on listening comprehension, and building on previously studied Hindi script (Devanagari script). This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of Indian culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

HIND350
Hindi III (4.0)
This course is designed to develop advanced skills in the Hindi language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating
linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Hindi in a wide-variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Hindi language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

ISP325
Independent Study Project: Methods and Application (4.0)
This course is focused on providing students with a basic understanding of ethnographic research methods and skills, while also giving students the opportunity to develop specialized knowledge in a topic of study. During the first half of the course, a series of thematic seminars focus on research methodologies, the importance of ethics in research, best practices in working in cross-cultural partnerships in the host country, and skills training related to designing a study proposal. Students develop an understanding of how to refine research question(s), determine appropriate research and learning methods, and address ethical issues related to their projects. During the second half of this course, students use the plan outlined in their approved study proposal to carry out an individualized and in-depth study on a subject of their choice using primary sources. With the support of an academic advisor and/or a local mentor, students select a topic which relates to the program’s scope, design an approach to study this subject, and conduct an individual project. The chosen topic of independent study may involve either an academic inquiry or the learning of a traditional skill through an apprenticeship.

LAS340
Regional Seminar - Tradition, Change, and Cultural Resilience (4.0)
This course is designed to facilitate the development of an in-depth understanding of the cultures of the Andes and Amazon and their relationship to the land. Students begin their study in this course through an overview of the country’s cultural, social, and political background, including South America’s colonial history and the role the region played in the Spanish empire and then the liberation of the region from Spanish rule. Using lectures, readings, and discussion this course surveys social issues and vulnerable populations in Bolivia and Peru such as racial and social conflicts, sustainable development, human rights, globalization, and the impact of colonialism on indigenous cultures. This course also examines political racial, and social conflicts that Bolivia and Peru have experienced. Opportunities are also provided for students to engage local experts in discussion through guest lecturers and field trips. In addition, program travels in South America take students to communities which are engaged in addressing these issues, providing experiential opportunities for learning and growth. For Latin American Studies students only.

NPL150
Introduction to Nepali Language (4.0)
This course introduces students to the Nepali language and is designed for students with no or minimal previous background in spoken or written Nepali. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Nepali on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Nepali script (Devanagari script), and examine how culture and language interact in Nepal. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such a field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

NPL250
Nepali II (4.0)
This course introduces students to more challenging linguistic Nepali language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, focusing on listening comprehension, and building on previously studied Nepali script (Devanagari script). This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of Nepali culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.
NPL350
Nepali III (4.0)
This course is designed to develop advanced skills in the Nepali language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Nepali in a wide variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Nepali language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

SPAN150
Spanish I (4.0)
This course introduces students to the Spanish language and is designed for students with no or minimal previous background in spoken or written Spanish. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Spanish on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations and examine how culture and language interact in South America. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

SPAN250
Spanish II (4.0)
This course introduces students to more challenging linguistic Spanish language material in order to establish a solid foundation for the use of the language. Students in this course focus on building on past language exposure to improve speaking, listening, reading, and writing skills. Students expand their oral expression abilities by increasing vocabulary, improving understanding of grammar concepts, strengthening pronunciation abilities, and focusing on listening comprehension. This course introduces new language concepts to allow students to speak about topics pertaining to their daily lives and also focuses on deepening knowledge of South American culture and customs. By the end of the semester, students are expected to be able to engage in basic daily conversations, read simple texts, and write for daily needs. In-class activities and course assignments aim to assist students as they develop the ability to appropriately use language and improve proficiency. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

SPAN350
Spanish III (4.0)
This course is designed to develop advanced skills in the Spanish language and is intended for students with extensive prior exposure to the language. This course focuses on consolidating linguistic knowledge and development of speaking, listening, reading, and writing skills. Students in this course will develop advanced comprehension of and competence in using spoken Spanish in a wide variety of experiences. Grammatical functions will be reviewed and incorporated as they relate to particular communication needs. A mix of communicative and interactive methods are used to develop advanced proficiency and materials are drawn from a variety of media sources and texts. In addition, students develop their understanding of the relationship between the Spanish language and culture. By the end of the semester, students are expected to be able to express sophisticated and nuanced ideas both orally and in writing. Out-of-classroom experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other program and academic activities such as homestays and the Independent Study Project.

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 three-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 dialog 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 counter-poetics that operates outside the normative academic mainstream.
As political and ecological crises intensify across our planet, the questions surrounding the role of the writer only intensify—bard, "unacknowledged legislators," prophet, or marginal wordmonger—and part of the work of each Summer Writing Program is to continue to think through these vital questions collectively. 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. In these forums, the traditional roles of "teacher" and "student" break down and 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—and continue to extend—movements in creative writing practice that have revolutionized "the word," bringing it closer to the human body and the human voice. Workshops often explore performance and performativity as ways of opening up the writing process, as a way of investigating new approaches to writing itself, and one workshop every week centers itself in the Nalanda Recording Studio. Since we understand the performance of writing to include the construction of elegant DIY books, chapbooks, 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 also have access to all the other weekly events of readings, panels, lectures, and other special performances. Each week has a separate organizing and generative theme and focus; and 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 undergraduate credit, graduate credit, or as a noncredit student. For-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.

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**Courses**

**Week 1**
- WRI351 Summer Writing Program Week 1 (2)
- WRI451 Summer Writing Program Week 1 (2)
- WRI651 Summer Writing Program Week 1 (2)
- WRI751 Summer Writing Program Week 1 (2)

**Week 2**
- WRI352 Summer Writing Program Week 2 (2)
- WRI452 Summer Writing Program Week 2 (2)
- WRI652 Summer Writing Program Week 2 (2)
- WRI752 Summer Writing Program Week 2 (2)

**Week 3**
- WRI353 Summer Writing Program Week 3 (2)
- WRI453 Summer Writing Program Week 3 (2)
- WRI653 Summer Writing Program Week 3 (2)
- WRI753 Summer Writing Program Week 3 (2)

**Summer Writing Program Portfolio in Bombay Gin**

Each student attending the Summer Writing Program is invited to submit one to two pages of work for possible inclusion in the Summer Writing Program Portfolio published in *Bombay Gin*.

**SWP Scholarships**

There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the Financial Aid section.
Faculty List

Distinguished Faculty
The Sakyong Mipham Rinpoche
Ven. Dzogchen Ponlop Rinpoche

Core Faculty
Allen, Wendy
Appt, Jason
Asrael, Dale, Acharya
Bialek, Paul
Burggraf, Susan
Burke, Junior
Canty, Jeanine
Carpenter, Jane
Casalino, Lauren
Chapin, Janneli
Chapman, J’Lyn
Clements, Carole
Cox, Travis
Cramer, Janet
DiLorenzo, Lynn
Drake, Cynthia
Ellms, Sherry
Ferguson, Gaylon, Acharya
Fields, Tina
Fire, Michal
Franklin, Michael
Friedman, Leah
Friend, Ethelyn

Gonzalez, Lorenzo
Grassi, Elizabeth
Gregory, Kathleen
Grossenbacher, Peter
Gyaltsen, Tenpa Lama and Acharya
Hall, Amelia
Hays, Jason
Ish-Shalom, Zvi, Rabbi
Ivtzan, Itai
Jack, MacAndrew
Kaklauskas, Francis J.
Kallio, Nataraja
Kapil, Bhanu
Kocataskin, Ugur
Lythgoe, Michael
Miller, Mark
Parker, Anne
Pethybridge, Jeffrey
Pierce, Michelle Naka
Polk, Stephen
Quaglia, Jordan
Randol, Lindsey
Rosales, Christopher
Schelling, Andrew
Sherrell, Carla
Simmer-Brown, Judith, Acharya
Stanley, David (Phil)
Waldman, Anne
Wallingford, Sue

MFA Theater: Contemporary Performance
Contemplative Education
Graduate School of Counseling & Psychology
Contemplative Psychology
Religious Studies
Religious Studies
Religious Studies
Graduate School of Counseling Psychology
Contemplative Psychotherapy & Buddhist Psychology
Transpersonal Counseling & Psychology
Traditional Eastern Arts
Interdisciplinary Studies
Contemplative Psychotherapy & Buddhist Psychology
Somatic Counseling
Music
Environmental Studies
Creative Writing & Poetics/Summer Writing Program
Creative Writing & Poetics
Environmental Studies
Contemplative Psychology
Transpersonal Counseling & Psychology
Creative Writing & Poetics
Creative Writing & Poetics/Religious Studies
Somatic Counseling
Religious Studies
Religious Studies
Creative Writing & Poetics
Transpersonal Counseling & Psychology

256 Naropa Course Catalog 2018–2019
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<th>Field</th>
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<tr>
<td>Walworth, Candace</td>
<td>Interdisciplinary Studies</td>
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<tr>
<td>Wegela, Karen Kissel</td>
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<td>Yoga Studies/Religious Studies</td>
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