



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

Degree Course Catalog

2021–2022

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Naropa University is accredited by the Higher Learning Commission.

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ABOUT NAROPA

Naropa Guiding Statements

Purpose

Our higher calling—both why we matter and why we exist

We exist to cultivate compassionate, creative, and critical engagement with an ever-changing world through the discipline of contemplative education.

Vision

The long-term aspiration expressing what the world would look like when Naropa University achieves its mission

Naropa envisions an interconnected global community that embodies an everlasting commitment to personal actions, interpersonal relations, and vocations which promote individual, social, and ecological liberation and wellbeing.

Mission

The near-term goal Naropa University strives to accomplish, reflecting methods and priorities

We commit to create a more just and regenerative world by nurturing student insight and awareness, courage, and compassion. Through contemplative pedagogy, critical thinking, and active engagement we offer students the skills they need to authentically engage as effective, mindful leaders.

Values

The beliefs that guide the university forward and the commitments we strive to embody as part of the organization

1. Foster lifelong learning, meaningful lives, and success for students and graduates.
2. Expand our leading edge of contemplative education that embraces inner discovery and learning.
3. Build a culture of belonging and challenge systems of oppression that undermine human dignity.
4. Awaken and renew ecological interconnection and commit to regenerative practices, choices, and leadership.
5. Cultivate capacity for authentic and trusting relationships and practice radical compassion.
6. Champion active responsibility and courageous, effective, and inspired engagement with the world.
7. Invoke artistic expression of the full human experience through creative awareness.

A Naropa University Education

“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

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

Contemplative education is not solely traditional education with a course in meditation thrown in; it is an approach that offers an entirely new way of understanding what it means to be educated in the modern Western liberal arts tradition. At Naropa University, students wholeheartedly engage in mindfulness-awareness practices in order to cultivate being present in the moment and to deepen their academic study. Woven into the fabric of the curriculum are practices that include sitting meditation, 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.ncahigherlearningcommission.org).

Students

The Naropa University student body is a vibrant and active group that comprises a mix of approximately 900 undergraduate and graduate students from forty-five states, the District of Columbia, and twenty-two 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 thirteen students.

Faculty

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

Campuses

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

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

History

Naropa was founded in 1974 by Chögyam Trungpa Rinpoche, a lineage holder of the Kagyü and Nyingma Buddhist traditions. A scholar and artist as well as

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

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

Naropa Seal

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

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

Naropa College

Naropa College is the organizing entity within Naropa University dedicated to delivering a comprehensive undergraduate degree experience, from new student orientation through degree completion. Naropa College's purview is curricular, coordinating and overseeing the following:

- Core Curriculum
- Integrated BA Degree curricular experience
- [Undergraduate Academic Advising Office](#)
- [Academic Coaching Program](#)
- Study Abroad Programming

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

ADMISSIONS

Campus Visits

Campus visit opportunities include virtual and in-person options, such as the Experience Naropa open house, campus tours, informational sessions, individual appointments with admissions counselors, and class visitations (by appointment only). Campus visits can be scheduled online through the Office of Admissions section of the website or by phone at 1-800-771-6951. Access to the physical campus is subject to availability due to COVID-19.

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. 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 Admission 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 showing proof of graduation or equivalency. Acceptable high school equivalencies are:
 - GED or HiSET

- Proof of secondary level homeschooling as defined by state law
- Foreign school of study if equivalent to U.S. high school diploma
- A completed associate's degree (AA/AS)
- An official college transcript with 60 or more transferrable credits

*College-level courses completed at regionally accredited colleges and/or institutions accredited by U.S. Department of Education-recognized agencies with a grade of "C" or better are eligible to be considered for transfer credit. Coursework is evaluated on a course-by-course basis and determined by Naropa for transfer into the university.

- 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).

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 lower than 3.0 are required to submit the above, along with an essay and consult with an admissions counselor.

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

Cumulative GPA is determined by the Office of Admissions. Grades used for the evaluation are taken from either high school or college-level coursework, 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.

On-Campus Housing

Entering students who are under the age of twenty-one and who have earned less than 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.

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 for regular transfer. A maximum of 75 credits will be accepted for high credit transfer. 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.

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.

High Credit Transfer Option

The High Credit Transfer (HCT) option allows student to transfer up to 75 credits, rather than the regular limit of 60 transfer credits. Interested students should talk to the Advising Office to determine if HCT is an option for them and may choose to apply for it by the end of their first semester. Not all majors will be feasible for the high-credit transfer students; however, all high-transfer credit students have the option of a major in Interdisciplinary Studies.

Upon notification from Advising, Registration will evaluate the student's transcripts for High Credit Transfer. This evaluation will identify the maximum 10 Naropa Course Catalog 2021–2022

number of credits that can be accepted, as well as total number of Core Requirements (including Core Seminar and Core Area Requirements) fulfilled. Upon receiving the evaluation, students can decide whether or not to participate in the HCT option. In order to participate, students will be required to sign an Enrollment Agreement, which will serve as a contract documenting their approved pathway for a three-semester graduation timeline. This document explicitly states the consequences of deviating from the plan. The Enrollment Agreement needs to be designed to satisfy Veteran's Benefits and International Student Certification. Credits will not be applied to the student's record until the student has signed the HCT Enrollment Agreement and the Advisor has notified Registration and submitted a Transfer Credit Major form, if applicable, in order to streamline transfer credit process. The student will not be required to transfer in more than 60 credits if they decide not to participate in HCT.

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

Quarter Credits	Semester Credits
1	0.5
2	1.0
3	2.0
4	2.5
5	3.0

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 (CLEP) 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 coursework, 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.org.

2. Advanced Placement & 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 COR340, Capstone I.
- IB Diploma: 30 college credits and sophomore standing will be given if all six examinations received a score of 4 or above. If any exam score was under 4, 6 college credits will be given for HL scores above 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 coursework. 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 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.

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 120 total semester credit hours required for a bachelor's degree, 45 credit hours must be taken at Naropa University. Students may not study abroad in their first semester.

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. New students 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 coursework 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.

Confirmation Deposit

Once a student is accepted, a nonrefundable, nontransferable confirmation 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 and is nonrefundable.

Deferrals

Students may request to defer their acceptance for up to one year. The Office of Admissions reviews each request for deferral 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 45-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

The Visiting Student program is for undergraduate students who would like to spend one or two semesters at Naropa University as full-time students. 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.

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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 competitive application typically have a strong academic background; a thorough knowledge of the program area; foundational fieldwork experience (work or volunteer); awareness of privilege, oppression, and their impact in the chosen field of study; 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 (remote or on-campus). Please check the Office of Admissions section of the 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 on a first-come, first-served basis 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 applying after the priority deadline, please check the Office of Admissions section of the website to ensure that your program is still accepting applications.

Graduate Admission 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 United States 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. Unofficial transcript of all previous college-level study that reflect the completion of a bachelor's degree. Official transcripts are required if the candidate has been accepted into a graduate program at Naropa and must be sent directly to the student or the Office of Admissions. The official transcript must be in an unopened envelope, sealed by the registrar of the college.
7. Prerequisites may be required by specific programs.
8. Supplemental essays, writing samples, portfolios, and/or proof of prior professional experience as may be required by specific programs.

Graduate programs at Naropa 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 complete an admissions interview.

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. 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 the student's academic journey at Naropa.

Applicants Educated Outside the United States and All International Students

Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education evaluated by professional evaluation services and forwarded to the 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

Accepted applicants may defer their acceptance for up to one academic year. Those that have submitted a confirmation deposit 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 currently enrolled in graduate program and interested in moving to another must complete a new application process through the Office of Admissions. Once the application is complete and submitted, it will be reviewed by the academic program. The program will make three decisions: (1) acceptance/denial; (2) amount of credit that will transfer, if any, from one program to the other; and (3) which semester the student may begin studies.

International Student Admission

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

The application process for international applicants includes those requirements previously outlined for domestic undergraduate and graduate students. In addition, the following requirements may apply.

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 the below for specific program requirements and minimum sub/band scores.

Possible Exemptions of English Proficiency

Students are exempt from submitting TOEFL or IELTS if they have one or more of the following:

- Secondary/high school diploma from a school where the language of instruction is English
- Minimum 30 semester credit hours successfully completed from a college or university where English is the universal language of instruction and examination

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

(MA in Clinical Mental Health Counseling, all concentrations: Contemplative Psychotherapy and Buddhist Psychology, Mindfulness-Based Transpersonal Counseling, Somatic Counseling: Body Psychotherapy, Somatic Counseling: Dance/Movement Therapy, Transpersonal Art Therapy, Transpersonal Wilderness Therapy)

- 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 SpanTran (www.spantran.com) or any evaluation service recognized by NACES (www.naces.org) and submitted to the Office of Admissions for evaluation with other application materials.

Source of Funds Statement and Copy of Passport

International students who are accepted to Naropa and need a Form I-20 to apply for an F-1 student visa must submit a Source of Funds Statement for the first academic year of their program 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

Naropa University also requires a copy of the first page of the student's valid passport.

Dependents

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

Confirmation Deposit

No immigration documents can be issued until the above requirements have been met and the student has paid the \$250 confirmation deposit. 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 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

Non-degree Student

The non-degree student program allows an individual to take Naropa classes for credit as a non-matriculated student. Non-degree students need not apply through the Office of Admissions. 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 page on Naropa.edu for more information.

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 three payments to be paid in full prior to the next registration cycle. Contact the Student Accounts Manager 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

Clinical Mental Health Counseling

- **Contemplative Psychotherapy & Buddhist Psychology:** \$ 7,500 for 6–8.9 credits; \$12,000 for 9–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15; \$2,100 program fee per semester
- **Mindfulness-Based Transpersonal Counseling:** \$7,500 for 6–8.9 credits; \$12,000 for 9–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15
- **Low-Residency Mindfulness-Based Transpersonal Counseling:** \$7,000 for 6–8.9 credits; \$12,000 for 9–15 credit; \$1,100/ credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15; \$350 program fee per semester
- **Somatic Counseling: Body Psychotherapy:** \$7,500 for 6–8.9 credits; \$12,000 for 9–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15
- **Somatic Counseling: Dance/Movement Therapy:** \$7,500 for 6–8.9 credits; \$12,000 for 9–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15
- **Transpersonal Art Therapy:** \$10,000 for 6–9.9 credits; \$12,000 for 10–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit if over 15 credits
- **Transpersonal Wilderness Therapy:** \$7,500 for 6–8.9 credits; \$12,000 for 9–15 credits; \$1,100/credit if below 6 credits; \$12,000 plus \$1,100/credit for each credit more than 15; \$1,000 program fee per semester

Other Graduate Programs

- **Creative Writing and Poetics:** \$8,000 for 6–15 credits; \$1,000/credit if below 6 credits; \$10,000 plus \$1,000 per credit if over 15 credits
- **Low-Residency Creative Writing:** \$7,000 for 6–15 credits; \$1,000/credit if below 6 credits; \$7,000 plus \$1,000/credit if over 15 credits
- **Low-Residency Ecopsychology:** \$8,000 for 6–15 credits; \$1,000/credit if below 6 credits; \$8,000 plus \$1,000/credit if over 15 credits

- **Low-Residency Religious Studies: Yoga Studies:** \$6,000 for 6–10 credits; \$750/credit if below 6 credits; \$6,000 plus \$750/credit if over 10 credits; \$400 program fee per semester
- **Master of Divinity:** \$8,000 for 6–15 credits; \$850/credit if under 6 credits; \$8,000 plus \$850/credit if over 15 credits; \$500 program fee per semester
- **Low-Residency Master of Divinity:** \$7,000 for 6–15 credits; \$850/credit if under 6 credits; \$8,000 plus \$850/credit if over 15 credits; \$500 program fee per semester

Undergraduate Tuition

- Full-time (12–18 credits/semester): \$ 17,200
- Less than 12 credits/semester: \$1,125/credit
- More than 18 credits/semester: \$17,200 plus \$1,125/credit for each credit more than 18
- Audit: \$30/credit
- Graduation Fee: \$50

Deposits

- New Student Confirmation Deposit: \$250 (nonrefundable if student does not matriculate)
- New CPE Student Confirmation Deposit: \$200 (nonrefundable if student does not attend)
- Bhutan Study Abroad Student Confirmation Deposit: \$500 (nonrefundable if student does not attend)

Mandatory Fees per Semester

- RTD Bus Pass Fee (subject to change by RTD) for on-campus students: \$75
- 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
- Payment Plan Late Payment: \$25 /late payment
- Returned Check Fee: \$25
- Duplication Student File (per page): no charge

Transcript Fees

- Unofficial Transcript (available on Self-Service): \$0
- Official Transcript (USPS or local pick up): \$5
- Official Transcript via StudentClearingHouse.org: \$6.50–\$8.00
- (Price varies by requested service)

PLEASE NOTE: 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
- Rush Replacement Diploma Domestic Mailing (USPS): \$60
- Replacement Diploma International Mailing (USPS): \$85
- Rush Replacement Diploma International Mailing (USPS): \$150
- Add on: PDF Copy of Diploma: \$2 (Add on for replacement orders only)

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: \$30 + \$5 check to Colorado Secretary of State
- Rush Apostille Domestic Mailing (USPS): \$60
- Apostille International Mailing (FedEx) without Reprint: \$85
- Rush Apostille International Mailing without Reprint (FedEx): \$150

Course/ Program Fees

Some courses and/or programs have special fees related to intensive/retreat courses, fieldwork, and/or specialized costs associated with delivering the program. Please view the course schedule at www.naropa.edu/registrar for additional details.

Health Insurance

Note: All international students and all full-time residential 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 at least annually 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 and state financial aid programs, provide assistance to students enrolled in Naropa's degree programs. Approximately seventy percent of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships, assistantships, and/or 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) upload 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 available with a half-time status depending on the award); (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 Honors 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.

Transfer Scholarship

Awarded to undergraduate transfer students entering with at least 12 post-high school credits earned. Scholarship is based on student's incoming cumulative grade point average and is renewable. Cannot be combined with other academic scholarships.

Nancy Ashman Memorial Scholarship

Awarded to one entering first-year student who exhibits strong academic promise and significant financial need. No scholarship 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 to U.S. citizens and permanent residents only.

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 have 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 up to \$6,495 for the standard 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 scholarship 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. Preference given to adult learners attending college for the first time or returning to school after an extended hiatus.

Naropa University Grant

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

Presidential Scholarship

Awarded to a limited number of entering graduate students deemed exceptional based on the student's admissions application.

Gerald Red Elk Scholarship

Awarded annually to an undergraduate or graduate student who identifies with or can demonstrate experience working with Native American populations. Native American students are strongly encouraged to apply.

Chögyam Trungpa Rinpoche Scholarship

Awarded to one or more incoming graduate or undergraduate students who demonstrate exceptional academic promise, preferably in the arts. No scholarship application required.

SUN Student Leader Scholarship

Awarded to students holding volunteer positions in the Student Union of Naropa (SUN) group, to recognize their exemplary student leadership.

Arbie Thalacker Scholarship

Awarded yearly to an outstanding graduate or undergraduate student to provide financial support in honor of Arbie Thalacker's commitment to contemplative education, to the Naropa learning experience, and to Naropa students. No scholarship application required.

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 scholarship application required.

Robert Creeley Scholarship

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

The Summer Writing Program Scholarship in Memory of kari edwards

Offered annually to a credit or noncredit, degree or non-degree 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 \$3,750 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is February 1.

Francis Harwood Scholarship

Awarded to one outstanding Environmental Studies student each year based on the program's recommendation. No scholarship application required.

Anselm Hollo Graduate Fellowship

The fellowship covers full tuition and fees and provides an additional \$5,000 scholarship and a \$3,750 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is February 1.

Zora Neale Hurston Scholarship

Awarded to credit or noncredit, degree or non-degree students who identify as or have experience working with people from diverse cultural and ethnic backgrounds, for one week of the Summer Writing Program. Three scholarships, each of which will cover one week of the Summer Writing Program and housing in a shared room in Snow Lion Apartments, 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. The award covers full undergraduate tuition for the three weeks of the SWP and includes housing in Snow Lion at the shared room rate.

Martin Janowitz Scholarship

Awarded annually to an undergraduate student in Environmental Studies.

Jack Kerouac Scholarship

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

Frederick P. Lenz Foundation Merit Scholarship

Awarded to a graduate student who is a U.S. citizen or legal permanent resident and who is entering as a full-time degree candidate in the Master of Divinity program. Student must exhibit potential for making a meaningful contribution to the development of American Buddhism. Candidates must re-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. No scholarship application required.

Margaret Randall Scholarship in Memory of Mark Behr

Awarded to one or two noncredit, non-degree participants in the Summer Writing Program. No aid application required.

Leslie Scalapino Scholarship

Awarded annually to an MFA Creative Writing and Poetics student or an MFA Creative Writing Low-Residency 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 U.S. citizens or permanent residents.

Oso Tinker Scholarship

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

Anne Waldman Graduate Fellowship

The fellowship covers full tuition and fees and provides an additional \$5,000 scholarship and a \$3,750 stipend for teaching and other duties, for a full-time student in Creative Writing and Poetics for two years of study. Application deadline is February 1.

Owen Weber-Weinstein Scholarship

Awarded to two students in Transpersonal Wilderness Therapy or Religious Studies. No scholarship application required.

Hiro Yamagata Scholarship

Awarded to supplement the Anne Waldman Fellowship. No separate application 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 must complete the

International Student Financial Aid Application by March 1 for the next academic year.

International Student Scholarship

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

Canadian Student Loan Program

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

Institutional Scholarships for Non-degree Students

The Summer Writing Program Scholarship in Memory of kari edwards

Offered annually to a credit or noncredit, degree or non-degree student attending Naropa University's Summer Writing Program. Eligible applicants must be U.S. citizens or permanent residents (documentation required) and be involved in gender activism and writing experimental works.

Zora Neale Hurston Award

Awarded to selected credit or noncredit, degree or non-degree students who identify as or have experience working with people from diverse cultural and ethnic backgrounds, for one week of the Summer Writing Program. Three scholarships, each of which will cover one week of the Summer Writing Program and housing at the shared-room rate in Snow Lion Apartments, 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 three-week duration of the SWP.

Amiri Baraka Scholarship

Awarded to a noncredit, non-degree student whose writing shows a connection to the work and legacy of Amiri Baraka specifically, and the Black Arts Movement in general. The scholarship covers one week's tuition of the Summer Writing Program and housing in Snow Lion at the shared apartment rate.

Kevin Killian Memorial Scholarship

Awarded to a noncredit, non-degree student whose work participates in the lineage of queer poetics. The Scholarship covers one week of the Summer Writing Program.

Latinx Poetics Scholarship

Awarded to a noncredit, non-degree student whose work emerges from the diverse realities of Latinidad,, including (but not limited to) Afro-Latinx writers, undocumented writers, and whose work expresses the post-colonial complexities of language, sexuality, immigration, class, race, color and/or nation. The scholarship will cover up to three weeks of the Summer Writing Program and housing in Snow Lion at the shared apartment rate.

Jack Collom Memorial Scholarship for Ecology and Writing

Awarded to one noncredit, non-degree 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, non-degree participants in the Summer Writing Program. FAFSA not required.

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.

Some recommended websites to aid students in their scholarship search: www.fastweb.com and www.cappex.com

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 Student Grant

Awarded to full-time undergraduates with significant financial need (based on the FAFSA) who can document in-state status. Students may receive Colorado-funded state aid in subsequent years, provided they maintain full-time status, maintain satisfactory progress, and continue to demonstrate significant financial need. Amount will be based on need and on grade level. 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.

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 a 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 a form of employment with the university. Graduate students selected for a GA position will receive a scholarship that is applied directly

to their tuition bill, as well as a stipend, which is paid monthly to the student. GA's are not need-based; however, students must fill out an aid application.

Naropa Student Employment

This is a university-funded work program available to international students. International students may not work off campus.

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.

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 <https://studentaid.gov/h/apply-for-aid/fafsa> 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 Self-Service 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 Self-Service.

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. Exception: Pell-eligible undergraduates may be eligible for partial Pell grants even if enrolled less than half time. Students who are registered for extended thesis or manuscript are not eligible for financial aid.

Students who borrowed student loans must complete an exit interview upon leaving the university or dropping below half-time 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 either at a flat fee rate or at an in-state rate via a consortium agreement for Naropa students taking classes concurrently at CU and Naropa. Please contact the Registration Department for more information.

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, accompanied by a budget worksheet, 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 Self-Service.

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). 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)

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:

Certificate	2.0
Undergraduate	2.0
Graduate	2.7

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 who 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 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.

Students who change their major, or add a dual major, will be evaluated in the same manner as all other students. All periods will count towards the maximum timeframe and cumulative GPA evaluation for SAP. For students who have a previously conferred degree, and are completing a second degree, no transfer credit will be accepted from the completed degree; therefore, the previous degree will be excluded from SAP evaluations.

The Effect of Incompletes, Withdrawal Grades, and Repeated Coursework

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.

Remedial courses are not offered, or accepted as transfer credit, at Naropa University. Remedial courses, therefore, are not applicable to a student's SAP evaluation.

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 the next 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, 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 "SAP Met" 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

The Office of Financial Aid will send a written notification of the decision to the student's official Naropa email account. 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 their 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.

Withdrawing 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 VA Education Benefit Recipients

Students utilizing VA Education Benefits who withdrawal from any course(s) after the first day of classes will be responsible for any debts created because of that withdrawal. Students may submit documentation of mitigating circumstances to the SCO for withdrawn courses within one week of course withdrawal. Students must request the form from the SCO. If the form is not submitted within seven days of the course withdrawal, the certification to the VA will be submitted without mitigating circumstances. The student may additionally need to submit documentation to the VA regarding their mitigating circumstances.

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 & Withdrawal Schedules

Tuition and fees are charged upon registering for a course. Dropping a course means charges will be reversed in full and no grade is given. Withdrawing from a course means full or partial charges remain as a balance due, and a grade of W is given. The following chart shows the number of days, from the first day of each individual course, when you can drop or withdraw. The first day begins with the first day of the class listed in the student information, not necessarily the first time a class meets.

100% tuition & fees are reversed for dropping course

Length of Course	Calendar days (includes weekends, holidays)
13 or more weeks	11 days to drop from start
9 to 12 weeks	6 days to drop from start
5 to 8 weeks	4 days to drop from start
2 to 4 weeks	2 days to drop from start
Summer Writing Program	1 day to drop from start
Workshops & retreats	No refunds. Drops allowed only prior to first day of class.

Partial tuition reduction for withdrawals (student pays a portion of course tuition and all fees)

13 or more week course	Calendar days (includes weekends, holidays)
80% tuition reduction	12 th day to the 19 th day from start
50% tuition reduction	20 th day to the 26 th day from start
20% tuition reduction	27 th day to the 33 rd day from start
0% tuition reduction	34 th day to the 40 th day from start

Weekend workshops & retreats	Calendar days (includes weekends, holidays)
0% tuition reduction	1 st day of class
50% tuition reduction	3 rd day from start (and last day to withdraw)

Summer Writing Program	Calendar days (includes weekends, holidays)
0% tuition reduction	No withdrawals permitted.

Returns of Title IV Funds Policy Withdrawals & Returns of Title IV Funds

9 to 12 week course	Calendar days (includes weekends, holidays)
50% tuition reduction	7 th day to the 14 th day from start
0% tuition reduction	15 th day to the 21 st day from start

5 to 8 week course	Calendar days (includes weekends, holidays)
50% tuition reduction	5 th day to the 9 th day from start
0% tuition reduction	10 th day to the 15 th day from start
2 to 4 week course	Calendar days (includes weekends, holidays)
50% tuition reduction	3 rd day from start (and last day to withdraw)

Federal, state, and institutional financial aid funds are awarded to a student based on the assumption that the student will attend school for the entire semester for which the aid is awarded.

According to federal law, the Financial Aid Office must recalculate Title IV financial aid eligibility (R2T4 calculation) for a student who withdraws from all classes, drops out, is dismissed, or takes a leave of absence prior to completing more than 60% of a semester. The financial aid office will calculate the amounts of “earned” (can keep) and “unearned” (must return) aid. Funds are then returned, to the appropriate aid programs, within 45 days from the Date of Determination (the date the institution determined that the student withdrew).

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). See the Student Forms section of [MyNaropa](#).

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 (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 been 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 Federal 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 credit balance refund.

Example:

Kerry withdraws from Naropa on the 15th day of classes of the fall semester, which consists of 103 days total. Hence, Kerry completed $15 \text{ days} / 103 \text{ total days} = 15\%$ 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 $\$4,000 \times 15\% = \600 . Since \$600 is earned aid, the remainder ($\$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 ($85\% \times \$3,600 = \$3,060$)

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 ($\$3,600 \times 80\%$), so tuition would be reduced to \$720 ($\$3,600 \times 20\%$). 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.

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

Estimated Costs

Tuition and Fees

Please refer to the [Paying the Bill](#) section.

Living Expenses

Living expenses for the 2021-2022 year in Boulder are estimated to be approximately \$2,228 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
- Email: finaid@naropa.edu

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 fourteen 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.

Credit Hour Policy

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

Contact/Meeting Hours Required per Credit

Credits Awarded	Minimum contact time per week for 15 weeks	Minimum instructional time per semester	Minimum out-of-class student work
1	1 contact hour	15 hours	30 hours
2	2 contact hours	30 hours	60 hours
3	3 contact hours	45 hours	90 hours
Credits awarded	Minimum contact time per week for 15 weeks	Minimum instructional time per semester	Minimum out-of-class student work
4	4 contact hours	60 hours	120 hours

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 & Undergraduate Course Levels

Naropa University's courses are designated as graduate (500 and above) and undergraduate (100–499) and have coursework 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 chair/dean of the appropriate program. 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.

New graduate students will receive an email from Naropa with registration instructions, along with additional materials that will help in preparing them for registration. 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 or academic advisors 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 Self-Service 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 or program, calculated using total earned credit hours plus credits in progress. All current students who are military veterans receiving benefits, or who have special accommodation plans in place, are given priority registration status. (See published 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 course details 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 within each course detail. The summer add/drop period is significantly different for each course; therefore, it is recommended to become familiar with the summer's add/drop period. 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 tenth week of classes for the fall and spring semesters. Some courses with irregular start or end dates have different deadlines. See [MyNaropa](#) for more information. The summer withdrawal period is significantly different for each course; therefore, it is recommended to become familiar with the summer's withdrawal period if you plan to attend during that time. 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 eleventh 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 Self-Service 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 wait list position.

Wait-listed students should check with their advisor or Self-Service before the end of add/drop if they have any questions about their status in a wait-listed 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 coursework missed because of jury duty. If students complete the makeup assignment within the timeframe established by the faculty, they will not be charged with an absence as the result of jury service.

No-Shows

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

Registration Holds

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

Changing a Course Status

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. Please note that there are some courses that will not allow this option due to credentialing/ licensure requirements.

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 Self-Service.

Repeating Courses for Credit

Some Naropa courses can be repeated for credit. These specially designated courses 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; advisors will then submit the student request to SAS for processing.

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 Self-Service. 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.

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 Self-Service 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

An Independent Study is an individualized, self-directed, semester-long course taken under the guidance of a Naropa faculty member and is intended to serve academic needs not currently met by existing course offerings. This academic opportunity allows students to conduct and present 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. Students should keep in mind that an Independent Study may prove to be more challenging than a traditional course and should be prepared for a significant amount of self-directed work.

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 is 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. See the relevant applications available on [MyNaropa](#) 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

Independent Studies are 3-credit courses unless otherwise specifically requested and approved. Independent Study credits will fulfill elective credit unless otherwise approved. Undergraduate Interdisciplinary Studies Majors may apply a maximum of 9 credits of Independent Study; all other students may apply a maximum of 6 credits of Independent Study towards an undergraduate degree.

A student must be in their junior or senior year or must be a graduate student to be enrolled in an independent study. The opportunity for graduate students to enroll in an Independent Study is up to the discretion of the student's program. Non-degree students may only take independent study courses if they are full-time visiting students.

Audited Courses

Any current degree-seeking, full-time visiting student, or Naropa graduate 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 coursework. The fee to audit a course is \$30 per credit. Please contact the Registration Office at registration@naropa.edu for questions regarding courses available to audit.

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

Students who have declared a major in Interdisciplinary Studies may register for one (1) credit of private music lessons per semester, up to 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-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. All undergraduate students interested in studying voice should register for MUS208, which includes instruction in vocal technique.

All private music lesson applications are subject to Academic Affairs program approval, budgetary restrictions, and availability. 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 coursework 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 preapproval 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
Three-quarter time	7–8.9 credits per semester
Half-time	6 credits per semester

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.

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 = Incomplete

For unusual, extenuating circumstances when only a small portion of the work remains to be completed. Students are eligible to receive the grade of Incomplete ("I") at the end of a semester in order to continue working on their project only if an extended master's work course is not offered. 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 term, the student must register for another extended master's work course during the following term. The "I" 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 on [MyNaropa](#)). The student's current academic 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.

Declaration of Minor or Concentration

Minors and concentrations (where applicable) are declared using the Area of Study Declaration form

(available on [MyNaropa](#)). Requirements for minors and concentrations are detailed in the programs section of the Course Catalog.

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 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.

Graduate Students

Graduate students who wish to change their major or emphasis must fill out a Graduate Area of Study Declaration form (available on [MyNaropa](#)).

Course Attendance

While Naropa is considered a nonattendance-taking institution, course attendance is an essential element of a Naropa University education. Instructors are required to state their attendance and participation guidelines in the syllabus at the beginning of the course; it is the student's responsibility to abide by syllabus guidelines for each course. Please note that students who do not complete their courses due to nonattendance may be subject to having Financial Aid returned. Students should go to the Financial Aid—Withdrawals section for additional information around nonattendance.

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."

Incomplete

Naropa allows a grade of Incomplete ("I"), which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. Incomplete grades (designated as an "I") are appropriate when (1) there are extenuating, exceptional circumstances; and (2) only a small portion of the course requirements (about 20% or less) remain to be completed. The instructor at their discretion assigns incomplete grades. If the instructor agrees to grant an "I" grade, an Incomplete Agreement form must be completed, signed by the student and the instructor, and submitted to the Registrar's Office by the date on which grades are due for the semester in question.

Incompletes allow students up to 120 days from the end of the impacted semester to complete the work. Please note: The instructor may set an earlier deadline for submission of coursework 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. Extensions to an Incomplete Agreement beyond 120

days are considered only for fully documented medical/family emergencies or other additional extenuating circumstances by using the Exception to University Policy process.

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/ Noncredit (all courses taken not for credit will receive AU as a final grade)
- IP = In Progress
- SP = Satisfactory Progress (used only in master's work and extension courses)

Unreported Grades

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

Grade Disputes

If a student believes a grade has been assigned incorrectly or unfairly, the student should consult with the instructor to determine the basis for assigning the grade. The instructor may request a grade change by using the Grade Change form available from Student Administrative Services. The grade change form may not

be used to change a grade based on work submitted following the end of the semester.

If the student and instructor are unable to resolve the issue, the student may submit an appeal to the appropriate department chair/school dean/associate dean responsible for the program that offers the course. The appeal should include copies of all correspondence with the instructor of the course. Following appeal review, the appropriate chair/dean may change the grade or reject the appeal.

In the event a student is unable to resolve the issue to their satisfaction with the appropriate chair/dean the student may submit an appeal to the university's chief academic officer, including a record of all correspondence with both the instructor and the chair/dean. The chief academic officer will resolve the matter either directly or by appointing a faculty review committee. The ultimate ruling from the chief academic officer on grade disputes is final.

The deadline for submitting grade changes resulting from a grade dispute is the end of the semester following the semester in which the grade was assigned (e.g., for fall semester grades, the end of the following spring semester).

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 Academic Affairs (graduate) or Naropa College (undergraduate), (2) the student's academic advisor, (3) the director of financial aid, and (4) the associate 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

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academic probation have one semester to raise their cumulative GPA to a 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 coursework, 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 chief academic officer, the associate 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 chair/dean of the student's program of study, a designated member of Student Success, 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 a designated member of Student Success or their delegate for a reintegration conversation prior to reinstatement.

Exceptions to University Policies

The university's status as an accredited institution requires that all 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 on a monthly basis. Requests must be accompanied by supporting documentation and must include a student statement describing the extenuating circumstances necessitating an exception to established university policy, as well as a letter from the student's academic advisor, who will submit the completed ETUP request on the student's behalf. See the ETUP form for complete instructions regarding required documentation and the submission process.

Exceptions must be submitted within 120 days from the end of the academic semester (last day of classes) in which the emergency or situation occurred; beyond this time limit, exception requests will not be considered. The reviewing committee, in its sole discretion, shall determine whether such extenuating circumstances justify the use of the ETUP process in lieu of established university policy. A request for an exception does not guarantee an approval in whole or part. It is the student's responsibility to submit a completed request that includes all information necessary for the committee to conduct a thorough review. The committee will not seek information beyond that which has been submitted in the request.

All decisions made by the ETUP committee are final. Once a decision has been made, the student is notified via university email and the decision is documented in the student's file in Student Administrative Services. Students should allow thirty (30) days for a decision to be made, and an additional month for any return, if applicable, to be issued.

The ETUP process is limited in scope and is only available when the situation is so unique that it cannot be addressed through other university policy, or when

the circumstances necessitate an alteration in university policy. Students should refer to the Student Handbook, Academic Catalog, and consult with their academic advisor or Student Success staff to determine what university process is most appropriate to address their concerns. Failure to utilize established university policy to resolve grievances prior to the submission of an ETUP will result in the dismissal of the ETUP request.

Students who receive financial aid: Please be aware that changes to your schedule or registered credits may affect your current Financial Aid package, as well as your future aid eligibility, regardless of the outcome of your ETUP. Similarly, an approved ETUP that results in a reduction to tuition charges could also result in a corresponding reduction to institutional and/or state aid. Please contact the Financial Aid Office with questions before applying for an exception.

Students who receive federal aid: Naropa must adhere to federal regulations that may require the return of a portion of federal aid for students who withdraw from or cease attending their classes during a semester. This calculation is separate from the ETUP process. Please review the policy [here](#) under "Return of Title IV Funds Policy" for additional information.

Naropa accepts exception requests regarding stated withdrawal policy due to medical and family emergencies. With proper documentation, students can be academically withdrawn from specified courses, receiving a "W" grade that carries no adverse GPA impact. Requests submitted with proper documentation are reviewed for tuition reduction in accordance with standard refund schedules maintained by Student Financial Services. If a student requests the withdrawal from some, but not all semester courses due to a medical situation, the student and their health care provider must explain why withdrawal from those particular courses is necessary in order for such a withdrawal to be evaluated for tuition reduction. The university is unable to grant tuition reductions in whole or part in the absence of substantive documentation.

Unpaid tuition and fee balances will accrue interest penalties on a monthly basis congruent with university policy, regardless of ETUP submission. Interest penalties may be re-evaluated only in the case of a successfully approved ETUP. Courses added late as the result of an ETUP outcome may incur additional charges to the student's account. Finally, course and student fees are generally not refundable as a part of an Exceptions Request. The ETUP committee may only approve exceptions to policy. Students are not to rely upon communications from faculty or other staff regarding the viability or status of exceptions requests.

Requirements for Degree Completion

Academic Progress

Students must complete a minimum number of credits each semester to be making satisfactory academic progress according to the following schedule:

- Graduate Students: 10 credits/year
- Undergraduate Students: 20 credits/year
- Undergraduate Certificate Students: 10 credits/year

Maximum Time Frame for Degree Completion

Students must complete all requirements for their degree program within the following maximum 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 (exception: students approved for High Credit Transfer admittance for a specific major will be required to take at least 45 credits in residence through Naropa). Credits earned through an exam or transferred from another regionally accredited college or institution that is 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 as in-residence. Students who have earned credits while a non-degree student at Naropa may be able to apply some or all of these credits to a Naropa degree. Courses taken as a non-degree student at Naropa will appear on the student's transcript with a letter grade. When transferring in non-degree credits, Naropa University credits will be transferred in first. Courses taken at Naropa as a non-degree student may count toward the major by permission of the 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.

Undergraduate students may allocate transfer credits toward program requirements as follows: up to 18 credits may be transferred into a major, and up to 6 credits may be transferred into a minor, as determined by the respective program (exception: Elementary Education/Teacher Licensure students may transfer up to 43 credits into the major). Allocating transfer credits toward major/minor requirements does not change the total number of credits an undergraduate student has transferred to the university. If a student wishes to take credits elsewhere while attending Naropa, they may use the Transfer Credit Pre-Approval form to ensure transferability. The Request to Apply Transfer Credits to Major/Minor/Core Requirements form should only be submitted after the credits have been officially accepted by the university.

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 Registration Office 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 non-degree to degree-seeking status 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 coursework will be completed. Once coursework 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. Graduation applications are found in Self-Service. 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 choose that option within the Graduation Application form located in Self-Service. Specific questions about Commencement are handled by the Office of Student Success.

Degree Dates

Degrees carry the date of the last day of classes in the semester in which a student completes all 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 Coursework 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 coursework (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/ or institutions accredited by U.S. Department of Education recognized agencies 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 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 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 by completing a simple Intent to Return form. 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, 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. The student must complete the Intent to Return form located on [MyNaropa](#) to reactivate their student information.

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 coursework 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). Most family emergencies are due to death or illness in the student's immediate family. In those cases, students must provide proof of the family emergency in the form of a letter from a health care professional or a death notice. Other documentation may be accepted under certain circumstances. The student must provide documentation that clearly shows that 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. Please

see the Exception to University Policy section of the catalog for further details regarding this process.

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.

Permanent Voluntary Withdrawal from the University

If a student decides to leave Naropa and does not intend to return, 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, 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 add/drop. After the last day to withdraw from courses, withdrawal requests can no longer be accepted for the current semester.

Grades of "W" do not constitute voluntary withdrawal from the university. A student must follow the voluntary withdrawal procedures to officially withdraw from the university.

For the drop, add, and withdrawal schedule for most fifteen-week courses, please refer to the [Tuition Refund Policy](#) section.

Withdrawal and Financial Aid

Students who are permanently withdrawing from the university and who are receiving federal financial aid should see "[Withdrawing 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.

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.

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 or Phone

All students may update their address/phone number in Naropa's self-service environment. By logging into Self-Service and choosing "User Options," in the left-hand navigation pane, students may update and confirm any changes in their information. For assistance, please contact registration@naropa.edu.

It is essential that students keep their personal information updated for Student Administrative Services and other important university communications. 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 wants to officially change their name, they 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 emailed (or mailed in) must have two forms of documentation.

Students may update their chosen name, gender identity, or gender pronouns in Naropa's Self-Service environment under the "User Options" icon. Please note that this information change will only display in certain areas of use (like Self-Service and our Learning Management System) and is not considered an "official" name change.

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 may update this information in Naropa's Self-Service environment. By logging into the Self-Service environment and choosing "User Options," in the left-hand navigation pane, students may update and confirm any changes to their personal data. For assistance, please contact registration@naropa.edu.

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 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, except for 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 Non-release of Directory Information form provided by that office. Such requests remain in force until rescinded in writing by the student, former student, or graduate. A copy of the complete 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 Registration Office.

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 www.naropa.edu/the-naropa-experience/student-affairs/campus-safety/index.php.

ACADEMIC PROGRAMS

Bachelor of Arts Degree

A Bachelor of Arts Degree consists of 24 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.

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.

Majors

Contemplative Art Therapy
Creative Writing & Literature
Elementary Education
Environmental Studies
Interdisciplinary Studies
Psychology
Psychology Online
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 K–6 classroom teachers who can teach in public or private schools with presence and compassion.

Minors

Contemplative Art Therapy
Contemplative Education
Contemplative Martial Arts
Creative Writing & Literature
Ecology and Systems Science
Environmental Justice
Environmental Sustainability
Food Justice
Gender and Women's Studies
Intercultural Studies
Music
Peace Studies
Performance

Permaculture
Psychology
Religious Studies
Sacred Ecology
Sanskrit Language
Social Innovation
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 an LLC, which includes enrollment in COL101 [Living & Learning Community](#), a 1-credit course designed to support students' transition into Naropa University.

Core Curriculum

The 120-credit Bachelor of Arts degree consists of one or more majors, electives, and a 24-credit core curriculum. Our approach to education 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.

Our core curriculum is comprised of six core requirements, an introductory writing seminar, and a capstone course in which students engage in original research to produce projects and products that integrate and apply their learning.

In the six areas of the core curriculum, 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. Courses in the major provide students with in-depth study in a specific discipline or interdisciplinary course of study, preparing them for graduate and professional schools as well as for meaningful livelihoods and careers.

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.

1. Contemplative Inquiry & Practice
2. Social Justice & Antiracism
3. Sustainability & Ecological Regeneration
4. Artistic Expression & Creative Practice
5. Leadership & Service
6. Research & Communication

Required Courses

- COR110 Writing Seminar I: Art of the Engaged Writer (3)

- COR340 Capstone I (3)*^
- COR440 Capstone II (3)^ Senior Project

* Students who transfer in the equivalent of a 3-credit research-based writing course will be required to take COR400, Capstone Design (1-credit online asynchronous course) before COR440, Capstone II.

* Fulfills the Research and Communication Core Requirement.

^ Elementary Education students fulfill Capstone I with EDU355 and Capstone II with EDU475.

SUBTOTAL 9

Core Requirements

Contemplative Inquiry & Practice: Choose 3 credits

These courses explore contemplative and spiritual views and practices that invite students to engage body, mind and heart in cultivating insight, receptivity, and wisdom. Students learn to cultivate openness, curiosity, and compassion, building capacity to skillfully meet complexity and uncertainty. All courses in this area present historical and cultural contexts, key concepts and terminology; honor the range of diverse experiences (physical, cultural, etc.); and emphasize diversity within and across traditions as relevant to the course.

- COR130 Contemplative Learning Seminar: Naropa's Roots and Branches (3)
- COR335 Special Topics: Contemplative Inquiry & Practice (3)
- ENV350 Nature, the Sacred, and Contemplation (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)
- PSYB314 Psychology of Mindful Meditation
- PSYB325 Awakening Compassion Working with Others (3)
- PSYB415 Maitri: Working with Emotions (3)
- REL158W Breeze of Simplicity: Meditation Weekend (1)
- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL255W Opening the Heart: Meditation Weekend (1)
- REL210 Religion & Mystical Experience (3)
- REL150 Buddhist Journey of Transformation: An Introduction (3)
- REL210 Religion & Mystical Experience (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)
- TRA453 Yoga History, Theory, and Philosophy (3)
- REL345 Zen Buddhism (3)

- REL346 Wisdom and Compassion: The Buddhist Path (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)
- TRA 233 Yoga II (3)
- TRA 333 Yoga III (3)
- WRI329 Writing Workshop: Contemplative Poetics (3)

Social Justice & Antiracism: Choose 3 credits

These courses address issues of power, privilege, oppression, and collective liberation. They present concepts and methods that deepen students' ability to understand and constructively engage with issues at the intersection of race, class, gender, sexuality, and more. These courses include inner and interpersonal practices, such as working with emotions and cultivating resilience. They may also include historical analysis and case studies, artistic expression, public scholarship, and opportunities for community engagement and social action. All courses in this area emphasize critical thinking and communication skills.

- COR150 Diversity Seminar (3)
- COR315 Special Topics: Social Justice & Antiracism (3)
- ENV207 History of the Environmental Movement (3)
- ENV245 Geography: Pilgrimage and Sacred Landscape (3)
- ENV253 Environmental Economics (3)
- ENV257 Food Justice (3)
- ENV 355 Environmental Justice (3)
- ENV363 Indigenous Environmental Issues (3)
- INTD210 Introduction to Gender and Women's Studies (3)
- INTD310 Feminist and Queer Theory Methods of Inquiry (3)
- MUS260 Listening to Jazz (3)
- PAR241 Art Movements of the 20th Century: The Movers, Shakers, and Rule Breakers (3)
- PAX250 Introduction to Peace and Conflict Studies (3)
- PAX335 Socially Engaged Spirituality (3)
- PAX340 Conflict Transformation: Theory and Practice (3)
- PAX327: Law, Human Rights, and Social Change (3)
- REL212 Queer Theory, Feminism, and Religion (3)
- REL348 Buddhism and Modernity (3)
- REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- TRA453 Yoga History, Theory, and Philosophy (3)
- WRI210 Experimental and Activist Literatures (3)

Sustainability & Ecological Regeneration: Choose 3 credits

In these courses, students learn to live in an ecologically just and regenerative relationship with the living earth.

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They learn to embed principles and practices of sustainability into every aspect of their lives to address local and global environmental crises, to build flourishing communities, and to help foster life-sustaining societies. These courses emphasize critical thinking, writing, and oral presentation skills.

- COR222 Sustainability Seminar: Regenerative Community in Action (3)
- COR320 Special Topics: Sustainability & Ecological Regeneration (3)
- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV207 History of the Environmental Movement (3)
- ENV215 Sustainability (3)
- ENV245 Geography: Pilgrimage and Sacred Landscape (3)
- ENV253 Environmental Economics (3)
- ENV257 Food Justice (3)
- ENV260 Introduction to Permaculture (3)
- ENV318 Deep Ecology (3)
- ENV355 Environmental Justice (3)
- ENV363 Indigenous Environmental Issues (3)
- ENV370 Ecopsychology (3)
- WRI380 Writing Workshop: Eco-Poetics (3)
- EDU300 Nature and Education (3)

Artistic Expression & Creative Practice: Choose 3 credits

In these courses, students explore creative practices and forms of artistic expression as vehicles for inquiry and communication. Students will discover how art can be a means to awaken perception, conduct embodied research, and develop the possibilities of the imagination toward healing, meaning making, and transformation of themselves, and their communities. Courses in visual arts, writing & poetics, music, dance-movement, and performance engages students in the joys, challenges, and deep learning of the solitary and collective creative process.

- COR330 Special Topics: Artistic Expression & Creative Practice (3)
- 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 Ephemeral Art (3)
- ART155 Figure Drawing (3)
- ART180 Sculpture (3)
- ART245 Introduction to Painting: Realism (3)
- ART311 Mixed Media (3)
- ART385 Advanced Studio Practice (3)
- ART440 Warrior Artist: Risk and Revelation in Studio Art (3)
- MUS230 Improvisation (3)
- MUS400 Composition (3)
- PAR100 Wisdom of the Body (3)
- PAR230 Preparing the Voice: Breathing Is Meaning (3)

- PAR210 Acting Studio I (3)
- PAR220 Dance Lab: Contemporary Dance (3)
- PAR302 Dance Ensemble (3)
- REL250 Spirituality and Creative Expression (3)
- TRA105 Taijiquan I: Beginning Form (3)
- TRA110 Aikido I (3)
- TRA114 Indian Devotional and Raga Singing (3)
- TRA120 Ikebana/Kado I (3)
- WRI312 Poetry & Poetics (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)
- WRI362 Writing Workshop: Fiction (3)
- WRI369 Writing Workshop: Narrative Forms (3)
- WRI380 Writing Workshop: Eco-Poetics (3)
- WRI389W Fall Writers Practicum (1)
- WRI391W Spring Writers Practicum (1)
- WRI394W Writers Practicum with Anne Waldman (1)
- WRI395W Writers Practicum with Allen Ginsberg Visiting Fellow (1)
- WRI415 Writing Workshop: Innovative Poetry (3)
- WRI417 Writing Workshop: Writers in Community (3)
- WRI428 Writing Workshop: Innovative Fiction (3)
- WRI440 Writing Workshop: Extended Narratives (3)
- WRI451–453 Summer Writing Program

Leadership & Service: Choose 3 credits

Working with an understanding that leadership takes multiple forms and expressions, courses in this area provide students with opportunities to explore and practice leadership mind-sets and skills. Students develop knowledge and capacities for creative professional and civic life, leveraging their gifts to be of service locally and globally.

- COR345 Special Topics: Leadership and Service (3)
- COL450 Internship (3)
- ENV342 Permaculture Design (3)
- EDU245 Multicultural Educations and Contemplative Critical Pedagogy (3)
- EDU345 Elementary Literacy I: Foundations of Reading (3)
- EDU355 Elementary Literacy II: Development of Oral and Written Language (3)
- PAX335 Socially Engaged Spirituality (3)
- PAX370 Social Innovation and Entrepreneurship (3)
- WRI307W Professional Development: Teaching Practicum: Designing a Writing Workshop (3)
- WRI326 Professional Development: Small Press Publishing (3)
- WRI381 Professional Development: Project Outreach (3)
- WRI417 Writing Workshop: Writers in Community (3)
- REL346 Wisdom and Compassion: The Buddhist Path (3)

Research & Communication: 3 credits

- COR340 Capstone I (3)*

In this area students deepen and sharpen their writing and research skills, weaving their own experience, ideas, social locations, and authentic purpose with broader social, historical, political, artistic, scientific, and cultural contexts. Students learn and practice research methods relevant to their emerging capstone projects, such as finding and evaluating sources, interviewing, and arts-based inquiry. Assignments and instruction address the writing process and writing strategies, providing frequent feedback to support student's growth and development as scholars and writers.

Transfer students: Only research-based writing courses will fulfill the Research & Communication requirement. It cannot be fulfilled with any AP or CLEP scores. Students who transfer in the equivalent of a 3-credit research-based writing course will be required to take COR400 Capstone Design (1-credit online asynchronous course) before COR440 Capstone II.

Total Credits: 24

Core Curriculum Course Listings

- **COL:** Core Enrichment courses
- **COR:** Core Curriculum courses

COL101

Living and Learning Community (1.0)

This course supports students' transition into Naropa University through the experience of a Living and Learning Community. This course emphasizes community building and engagement, fostering connections among students, faculty, and campus resources by creating an intentional learning community around an identified theme. Over ten weekly meetings, this course also introduces students to experiential and contemplative practices. Students will be invited to co-create supportive community with one another through theoretical reflection and a project. This course is taken for pass/fail credit.

COL150

Spanish I: Language and Cultural Literacy (3.0)

!Bienvenidos! This course is designed to teach students without prior experience or students with limited experience, the essentials of the Spanish language so that students can use Spanish in the real world. Students will master grammar and vocabulary through meaningful opportunities to speak, listen, read, and write in Spanish. Grammar and vocabulary will be taught and reinforced through repetition, interactive activities, and an important listening component. As Frantz Fanon said, "To speak a language is to take on a world, a culture." This course, therefore, views language and culture as inseparable and teaches students to examine their own and diverse cultures with curiosity, humility, and empathy. Students will explore issues of language bias,

cultural competence, and cross-cultural communication. Cultural aspects of Latin America and Spain will be included in the lessons through readings, films, presentations, and discussion.

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 weeklong intensive service-learning trip over spring break, 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.

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.

COL260

Integrated Science: Fundamentals of Contemplative Scientific Observation and the Physical World (3.0)

Integrated Science explores the nature of energy and matter and the foundations of study of our natural world with a contemplative lens. These concepts will be explored in hands-on laboratory experiments using the scientific method and contemplative observation. This course includes the fundamental concepts of physics and chemistry in the context of the natural world. The ethics of science and the power of science to impact sustainability are explored.

COL299

Special Topics (1.0)

This Special Topics course covers subjects relevant to all majors and academic disciplines. Specific topics are announced the semester the course is offered.

COL299e

Special Topics (1.0)

This Special Topics course covers subjects relevant to all majors and academic disciplines. Specific topics are announced the semester the course is offered.

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, fundraising, 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. Students will have the opportunity to lead their trips at Naropa if selected.

COL330

Numerical Literacy (3.0)

This course presents foundational topics in numerical literacy. It is particularly relevant to prospective teachers, presenting arithmetic and algebra from a modern approach, but the numerical literacy skills are essential to daily life such as personal finances or helping kids with homework. Content includes natural numbers, integers, rational numbers, relations, functions, and equations. Also included is the recognition of numerical and geometric patterns and their application to a range of situations.

COL330e

Numerical Literacy (3.0)

This course presents foundational topics in numerical literacy. It is particularly relevant to prospective teachers, presenting arithmetic and algebra from a modern approach, but the numerical literacy skills are essential to daily life such as personal finances or helping kids with homework. Content includes natural numbers, integers, rational numbers, relations, functions, and equations. Also included is the recognition of numerical and geometric patterns and their application to a range of situations. Delivered online.

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, and 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, 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.

COL370

Math for the Real World (3.0)

This course is designed for students with a basic knowledge of arithmetic and algebra who want to build on that knowledge. It is particularly relevant to prospective teachers, but the concepts are also useful for using mathematics in the real world in a range of professions or daily life such as analyzing survey data, budgeting, and analyzing statistics with a social justice lens. The course studies arithmetic and algebra from a modern approach and touches on methods of instruction in mathematics. This course furthers Numerical Literacy concepts as well as problem-solving, reasoning, and critical thinking. Content of the course includes fundamentals of probability, statistics, and Euclidean geometry.

COL370e

Math for the Real World (3.0)

This course is designed for students with a basic knowledge of arithmetic and algebra who want to build on that knowledge. It is particularly relevant to prospective teachers, but the concepts are also useful for using mathematics in the real world in a range of professions or daily life such as analyzing survey data, budgeting, and analyzing statistics with a social justice lens. The course studies arithmetic and algebra from a modern approach and touches on methods of instruction in mathematics. This course furthers Numerical Literacy concepts as well as problem-solving, reasoning, and critical thinking. Content of the course includes fundamentals of probability, statistics, and Euclidean geometry. Delivered online.

COL450

Internship (3.0)

The internship provides students with opportunities to carry out a work-based learning experience. It is an opportunity for students to begin to build their

professional network and create connections in the community that can help them have meaningful careers. It is also an opportunity for students to deepen their understanding of the practical means of applying their knowledge learned throughout their education to organizations that meet their interests and career goals. Students may secure internships with agencies that require a range of skills such as developing professional helping relationships, grassroots organizing, coalition building, policy research, grant-writing, media development, and fundraising. Students may pursue internships that build on prior experience or pursue a new direction. Internship placements range from community-based media to restorative justice initiatives and to educational organizations working on issues of social justice, peace, human rights, mental health, and environmental sustainability. The internship culminates in presentations in which students bring back new knowledge and skills to the Naropa community.

COL450e

Internship (3.0)

The internship provides students with opportunities to carry out a work-based learning experience. It is an opportunity for students to begin to build their professional network and create connections in the community that can help them have meaningful careers. It is also an opportunity for students to deepen their understanding of the practical means of applying their knowledge learned throughout their education to organizations that meet their interests and career goals. Students may secure internships with agencies that require a range of skills such as developing professional helping relationships, grassroots organizing, coalition building, policy research, grant-writing, media development, and fundraising. Students may pursue internships that build on prior experience or pursue a new direction. Internship placements range from community-based media to restorative justice initiatives and to educational organizations working on issues of social justice, peace, human rights, mental health, and environmental sustainability. The internship culminates in presentations in which students bring back new knowledge and skills to the Naropa community.

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, to promote ethical behaviors and values that support a diverse world.

COR222

Sustainability Seminar: Regenerative Community in Action (3.0)

The Sustainability Seminar invites students to apply their vision and creativity toward a flourishing future and away from crisis. This course introduces students to principles, perspectives, and practices of regenerative community, resilience, and sustainability, and analyzes current environmental, economic, and social trends. With the aim of developing skills and lasting commitment to create vibrant and equitable systems, the course draws upon sustainability studies, contemplative education, ecological thinking, citizen engagement, and other innovative approaches.

COR315

Special Topics: Social Justice & Antiracism (3.0)

These courses address issues of power, privilege, oppression, and collective liberation. They present concepts and methods that deepen students' ability to understand and constructively engage with issues at the intersection of race, class, gender, sexuality and more.

COR315e

Special Topics: Social Justice & Antiracism (3.0)

These courses address issues of power, privilege, oppression, and collective liberation. They present concepts and methods that deepen students' ability to understand and constructively engage with issues at the intersection of race, class, gender, sexuality and more.

COR320

Special Topics: Sustainability and Ecological Regeneration (3.0)

In these courses students learn to live into an ecologically just and regenerative relationship with the living earth. They learn to embed principles and practices of sustainability into every aspect of their lives to address local and global environmental crises.

COR320e

Special Topics: Sustainability and Ecological Regeneration (3.0)

In these courses students learn to live into an ecologically just and regenerative relationship with the living earth. They learn to embed principles and practices of sustainability into every aspect of their lives to address local and global environmental crises.

COR330

Special Topics: Artistic Expression and Creative Practice (3.0)

In these courses, students explore creative practices and forms of artistic expression as vehicles for innovative inquiry and communication. Students will discover how art can be a means to awaken perception, conduct embodied research, and develop the possibilities of the imagination toward healing, meaning making, and transformation.

COR330e

Special Topics: Artistic Expression and Creative Practice (3.0)

In these courses, students explore creative practices and forms of artistic expression as vehicles for innovative inquiry and communication. Students will discover how art can be a means to awaken perception, conduct embodied research, and develop the possibilities of the imagination toward healing, meaning making, and transformation.

COR335

Special Topics: Contemplative Inquiry & Practice (3.0)

These courses explore contemplative and spiritual views and practices that invite students to engage body, mind and heart in cultivating insight, receptivity, and wisdom. Students learn to cultivate openness, curiosity, and compassion, building capacity to skillfully meet complexity and uncertainty.

COR335e

Special Topics: Contemplative Inquiry & Practice (3.0)

These courses explore contemplative and spiritual views and practices that invite students to engage body, mind and heart in cultivating insight, receptivity, and wisdom. Students learn to cultivate openness, curiosity, and compassion, building capacity to skillfully meet complexity and uncertainty.

COR340

Capstone I (3.0)

In this collaborative learning environment, students explore personal and intellectual connections to what really matters in their lives and work as activists, artists, contemplatives, healers, scholars, and social innovators. They read and write extensively, weaving their own experiences, ideas, social locations, and authentic purpose with broader social, historical, political, artistic, scientific, and cultural contexts. They learn and practice research methods relevant to their disciplines and emerging capstone projects, developing skills and frameworks for understanding ethical issues specific to their scholarly, artistic, and civic pursuits. Students leave

the course with a capstone project proposal, preliminary literature review, and oral presentation.

COR340e

Capstone I (3.0)

In this collaborative learning environment, students explore personal and intellectual connections to what really matters in their lives and work as activists, artists, contemplatives, healers, scholars, and social innovators. They read and write extensively, weaving their own experiences, ideas, social locations, and authentic purpose with broader social, historical, political, artistic, scientific, and cultural contexts. They learn and practice research methods relevant to their disciplines and emerging capstone projects, developing skills and frameworks for understanding ethical issues specific to their scholarly, artistic, and civic pursuits. Students leave the course with a capstone project proposal, preliminary literature review, and oral presentation.

COR345

Special Topics: Leadership & Service (3.0)

Working with an understanding that leadership takes multiple forms and expressions, these courses provide students with opportunities to explore and practice leadership mind-sets and skills.

COR345e

Special Topics: Leadership & Service (3.0)

Working with an understanding that leadership takes multiple forms and expressions, these courses provide students with opportunities to explore and practice leadership mind-sets and skills.

COR400

Capstone Design (1.0)

This asynchronous course is for transfer students who have completed six-credits of college-level writing. Students will write a capstone project proposal and do an oral presentation of their project proposal. Capstone Design must be taken at least one semester before Capstone II.

COR400e

Capstone Design (1.0)

This asynchronous course is for transfer students who have completed 6 credits of college-level writing. Students will write a capstone project proposal and do an oral presentation of their project proposal. Capstone Design must be taken at least one semester before Capstone II.

COR440

Capstone II (3.0)

Building on work produced in Capstone I, students implement an original project that reflects substantial research and work, which may include contemplative, community-based, creative, and social innovation components. This product could be a 25–30-page academic paper or its equivalent in creative or community-engaged projects (with a minimum 12–15-
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page text). The semester ends in celebration and ceremony, featuring student presentations of their work, which may include creative writing, dance-movement, film, music, theater, and visual arts as well as socially innovative curricula, programs, and models.

COR440e

Capstone II (3.0)

Building on work produced in Capstone I, students implement an original project that reflects substantial research and work, which may include contemplative, community-based, creative, and social innovation components. This product could be a 25–30-page academic paper or its equivalent in creative or community-engaged projects (with a minimum 12–15-page text). The semester ends in celebration and ceremony, featuring student presentations of their work, which may include creative writing, dance-movement, film, music, theater, and visual arts as well as socially innovative curricula, programs, and models.

UNDERGRADUATE MAJORS

Contemplative Art Therapy Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (24 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 perspectives within a contemplative education.

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 artistic 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 of Counseling & Psychology 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)

ART155 Figure Drawing (3)

ART200 The Contemplative Artist (3)

ART325 Drawing II: Precision, Perception & Form (3)

Painting: Choose 3 credits

ART215 Watercolor (3)

ART245 Introduction to Painting: Realism (3)

ART345 Painter's Laboratory (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 Psychology of 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)

COR440 Capstone II (3)

Total Credits: 51

Visual Arts Course Listings (ART)

NOTE: Below is a full course list 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.

ART102

Contemplative Ceramics: Form & 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.

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.

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.

ART125e

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.

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.

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.

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

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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.

ART180e

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.

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, how perceptions are affected by culture, and how these two streams of the personal and the public join in an individual's aesthetic sense and artistic statement. Cross-listed as ART500.

ART215

Watercolor (3.0)

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.

ART215e

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.

ART245

Introduction to Painting: Realism (3.0)

Students develop technical ability as painters and increase their creative options for artmaking. 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.

ART285

New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3.0)

This course examines the cultural aspects of anthropological, historical, mythical, and divination practices in clay. Students explore the properties, preparation, and methods for forming and firing clay. Aspects of form, design, and decoration will also be examined. Prerequisite: ART102 or by instructor permission.

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.

ART311

Mixed Media (3.0)

Students engage in the creation of art made from mixing materials and media. Investigations include formal, technical, philosophical, and experiential aspects of artmaking. 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.

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.

ART340

Contemporary Art History 1945 to Present (3.0)

This course is 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 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, develop subject matter, build on and incorporate previous training and experience (including nonvisual), and engage the vastness of contemporary and historical arts. This is a hands-on lab. The medium is acrylic paint.

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.

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 using 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.

ART385

Advanced Studio Practice (3.0)

In this course, 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. Prerequisite: Open to Visual Arts majors with 60+ credits only. Others with instructor permission.

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. BA Visual Arts and Contemplative Art Therapy seniors only; others by permission of the instructor.

ART455

Making Conscious Media (3.0)

This course is an exploration of creative cinema through short production and post-production projects. The course focuses on tactics and strategies of independent cinema production, leading to the completion of a final project in either documentary, experimental, or narrative genres. Content emphasis will be on material that is socially provocative, artistically bold, or infused with content that reflects a consciously grounded exploration of the human condition.

ART480

Portfolio and Gallery Presentation (3.0)

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 and Art Therapy seniors only; others by permission of the instructor.

ART490

Special Topics in Visual Arts (3.0)

The Special Topics seminar investigates application 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.

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 coursework 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 (ATH)

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.

ATH230e

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.

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. 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. 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 coursework 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.

Psychology Course Listings (PSYB)

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.

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.

PSYB101e

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 introduces the history of family

therapy and 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.

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.

PSYB301e

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.

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 more than 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. Prerequisites: PSYB101 and any 300-level PSYB course. PSYB332, Human Anatomy, is strongly recommended.

PSYB314

Psychology of 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 teachings of sacred warriorship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101. Open to Psychology, Contemplative Art Therapy, and Interdisciplinary Studies students with 45+ credits only. Others by permission of instructor.

PSYB314e

Psychology of 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 teachings of sacred warriorship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101e. Open to Psychology, Contemplative 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 the bodhisattva path of Mahayana Buddhism and Contemplative Psychology. Students learn and practice relational, social, and psychological skills, including embodied presence, deep listening, empathic attendance, compassionate inquiry, and metta and tonglen meditation. Students are required to engage in an attending relationship to apply learned skills. This course explores compassion in various cultural contexts. Prerequisite: PSYB314 or meditation experience with permission of instructor.

PSYB325e

Awakening Compassion: Working with Others (3.0)

An in-depth examination of the principles of compassionate action as taught in the bodhisattva path of Mahayana Buddhism and Contemplative Psychology. Students learn and practice relational, social, and psychological skills, including embodied presence, deep listening, empathic attendance, compassionate inquiry, and metta and tonglen meditation. Students are required to engage in an attending relationship to apply learned skills. This course explores compassion in various cultural contexts. Prerequisite: PSYB314e 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.

PSYB329e**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).

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. Prerequisite: PSYB325 or PSYB359 or PSYB255 or PSYB208 or PSYB304.

PSYB343W**Contemplative Community Retreat (1.0)**

This two-day retreat 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 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.

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.

PSYB345e**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: PSYB101e.

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, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens.

PSYB354e

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, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens.

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. Prerequisite: Any 300-level PSYB course. Strongly recommended: INTD210.

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.

PSYB357e

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: PSYB101e.

PSYB359

Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)

Unresolved trauma affects our psychological and physical wellbeing. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Prerequisite: PSYB101.

PSYB359e

Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)

Unresolved trauma affects our psychological and physical wellbeing. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the

symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Prerequisite: PSYB101e.

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 introduces 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.

PSYB368e

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 introduces 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: PSYB101e 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.

PSYB373e

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: PSYB101e.

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.

PSYB415e

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: PSYB325e.

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.

PSYB420e

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: PSYB345e or PSYB357e

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.

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 neuroscience study to investigate a contemplative practice or experience, including practices or experiences not yet well-represented in scientific literature. Prerequisite: PSYB357 or PSYB368.

PSYB462e

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 neuroscience study to investigate a contemplative practice or experience, including practices or experiences not yet well-represented in scientific literature. Prerequisite: PSYB357e or PSYB368e.

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.

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.

PSYB490

Special Topics in Psychology (3.0)

An advanced examination of a topic drawn from psychology. Assignments may include readings, 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: PSYB101 and any 300-level PSYB course. May be repeated.

PSYB490e

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: PSYB101e and any 300-level PSYB course. May be repeated.

PSYB495

Advanced Practicum in Psychological Research (3.0)

An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include a literature search, study design, data collection, data entry, data analysis, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites: PSYB101 and any one of the following courses: PSYB301, PSYB345, PSYB357, PSYB371, PSYB373; or by permission of the instructor.

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 coursework 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.

Creative Writing & Literature Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (24 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 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 community-based 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 wellbeing, 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 & Literature Major Requirements

Required Courses

Gateway

WRI210 Experimental and Activist Literatures (3)

Milestone

300-level Writing Workshops: Choose 6–9 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 Poetry and Poetics (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 w/ 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 6–9 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

WRI440 Writing Workshop: Extended Narratives (3)

WRI441 Literature Seminar: Women Writers (3)

WRI448 Literature Seminar: Cultural & Ethnic Lit (3)

WRI455 Literature Seminar: Literary Theory (3)

WRI457 Literature Seminar: Major Authors (3)

WRI491 Special Topics: Literature Seminar (3)

Writers in Community

WRI417 Writing Workshop: Writers in Community (3)

Professional Development: Choose 3 credits

Professional Development courses connect students to a vocation and career path.

WRI307W Professional Development: Teaching
Practicum: Designing a Writing Workshop (2)

WRI326 Professional Development: Small Press
Publishing (3)

WRI381 Professional Development: Project Outreach (3)

WRI382 Professional Development: Letterpress Printing:
Well Dressed Word (3)

WRI383 Professional Development: Letterpress Printing:
First Impressions (3)

WRI492 Special Topics: Professional Development (3)

COL360 *Lion's Roar*: Writing for Publication (3)

Capstone

COR440 Capstone II (3)

Total Credits: 36

Creative Writing & Literature Course Listings (WRI)

COR110

Writing Seminar I: Art of the Engaged Writer (3.0)

This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. Students focus on the creative alongside the critical, the imaginative next to the academic.

Conducted in workshop format, the course helps students develop skills in both first-person inquiry and formally constructed essays. Students explore several generative and probative writing experiments to locate, identify, and develop ideas, employing different registers of critical thinking and reasoning about the topics. Finally, each written piece goes through multiple drafts as students become objective workshop readers who critique in a supportive manner.

WRI210

Experimental and Activist Literatures (3.0)

This course introduces Black Mountain Poets, the Beats, New York School, Black Arts Movement, Language Poets, New Narrative, and Jack Kerouac School faculty work—poetic movements and writers that continue to influence Naropa's writing landscape, innovation, aesthetics, and activism. By exploring experimental lineages, Naropa archives, as well as contemporary trends influencing the Kerouac School milieu, we participate as readers/writers/activists and invoke critical/creative awareness that informs the writing process. This creative reading and writing workshop invokes a vital space of active experimentation and culminates in a creative portfolio.

WRI307W

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. Prerequisite: WRI210. Cross-listed as WRI607W.

WRI312

Poetry & Poetics (3.0)

In this workshop, we explore the techniques and dynamics of form and poetic vision. We analyze and discuss elements of poetry and poetics (the image, the line, collage, prosody, defamiliarization, etc.) with the intention of adding to our own creative repertoires and vocabularies. Throughout the course, we undertake writing our own experiments within the diverse field of poetry and poetics. Reading selections of classic and contemporary poetry for challenge and inspiration, we generate new texts 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 poetry is performed, edited, published, and disseminated; and we consider how or why we may want our own work to participate in these existing economies of publishing and distribution. Prerequisite: COR110. Co-requisite: WRI210.

WRI318

Writing Workshop: Long Poem (3.0)

The long poem might be considered in several 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. Prerequisite: COR110. Co-requisite: WRI210.

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. Prerequisite: WRI210. 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. Prerequisite: COR110. Co-requisite: 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. Prerequisite: COR110. Co-requisite: WRI210.

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. Prerequisite: COR110. Co-requisite: WRI210.

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. Prerequisite: COR110. Co-requisite: WRI210.

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. Prerequisite: COR110. Prerequisite or Co-requisite: 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. Prerequisite: COR110. Co-requisite: 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. Prerequisite: COR110. Co-requisite: WRI210.

WRI362

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. Prerequisite: COR110. Co-requisite: WRI210.

WRI369

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. Prerequisite: COR110. Prerequisite or Co-requisite: WRI210.

WRI380

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. Prerequisite: COR110. Co-requisite: WRI210.

WRI381

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. Prerequisite: WRI210. Cross-listed as WRI781.

WRI382

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. Prerequisite: WRI210. Cross-listed as WRI602.

WRI383

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 & Literature and Creative Writing & Poetics students only; others by permission of the program. Prerequisite: WRI210. Cross-listed as WRI603.

WRI387

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. Prerequisite: WRI210. Cross-listed as WRI672.

WRI389W

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.

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. Prerequisite: COR110. Co-requisite: WRI210. 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. Prerequisite: COR110. Co-requisite: WRI210. 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 coursework.

WRI417

Writing Workshop: Writers in Community (3.0)

This is a required cohort class for Creative Writing and Literature BA students. The course engages several aspects of being a writer, including performance, innovative poetic concerns, and contemplative practices. Several working writers give in-class lectures and/or lead workshops, and students are required to attend the What Where series readings on Tuesday night four times during the semester. Students explore contemplative gestures and writing processes. Prerequisite: 3 credits of 300-level coursework.

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 coursework.

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 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 coursework.

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 coursework 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 coursework.

WRI449

Writing Workshop: Embodied Poetics (3.0)

This class involves the study and analysis of selected literary and compositional issues and elements as they relate to somatic inquiry. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include but are not limited to: works of literature; forms of composition; literary history; writing practice (including prose, poetry, and multi-genre); literary criticism; as well as film and media studies. Larger frames for the 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 coursework or by permission of instructor.

WRI451

Week One: Summer Writing Program BA Credit (2.0)

This course provides students with the opportunity for intensive weeklong study with visiting faculty during Week One 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 weeklong study with visiting faculty during Week Two 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 weeklong study with visiting faculty during Week Three 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. Prerequisite: 3 credits of 300-level coursework. 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 coursework.

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 coursework.

WRI460

Writing Workshop: Ekphrastic Writing (3.0)

In this multi-genre 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 coursework.

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 Creative Writing & Literature 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 coursework.

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 coursework.

WRI492

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 coursework.

WRI499

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 coursework 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 (24 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 9 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 considering 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. This endorsement increases both the marketability of graduates and their capacity to teach in our diverse society.

Authentic and Intentional Technology Integration

Technology, as it has become increasingly common in public and private schools, is woven into each course with opportunities for instruction and experience with 1:1 Google Chromebooks, Apple iPads, and technology applications that support best practices. Students will grow in skillfully blending their use of digital tools with contemplative pedagogy.

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)

A formal [Application for Continuance in the Teacher Licensure](#) Program must be submitted after completing the Gateway courses.

Milestone

Transformational Practices: 12 credits

EDU370 Teaching the Exceptional Student in the General Education Classroom (3)

EDU375 Assessment for the Diverse Learner (3)

EDU385 Observing Childhood Growth and Development (3)

EDU425 Elementary Social Studies Methods (3)

Contemplative Study & Practice: 6 credits

EDU330 Holistic & Contemplative Teaching Traditions (3)

TRA133 Yoga I: Foundations (3)

Language and Communication: 12 credits

EDU340 Linguistics for CLD teachers (3) OR

EDU340e Linguistics for CLD teachers (3)–online

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 credits

EDU315 Math for Teachers: Content, Curriculum, and Mathematics Education (3)

COL330 Numerical Literacy (3) OR

COL330e Numerical Literacy (3)–online

COL370 Math for the Real World (3) OR

COL370e Math for the Real World (3)–online

Systems and Cycles: 6 credits

EDU300 Nature and Education (3)

COL260 Integrated Science: Fundamentals of Contemplative Scientific Observation and the Physical World (3)

Artistic Process: 3 credits

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

Our Place in the World: 6 credits

EDU348 U.S. History of Immigration (3)
ENV253 Environmental Economics (3)

World Language: 3 credits

COL150 Spanish I: Language and Cultural Literacy (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 (exam fees 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

Non-State Licensure Track (6)

COR340 Capstone I (3)
COR440 Capstone II (3)

Total Credits: State Licensure Track: 79

Total Credits: Non–State Licensure Track: 72

**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 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:

EDU150 Foundations of Education for a Diverse Society (3)
EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)
EDU220 Theories, Strategies, and Assessment for Culturally & Linguistically Diverse Students K–12 (3)

You also need to complete your background check and fingerprinting and include a copy of the Philosophy of Education project you completed in the EDU150 course. Your review will take place in the Education department.

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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 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 in the [Elementary Education site on MyNaropa](#).

Elementary Education Course Listings (EDU)

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 Licensure Program. Includes practicum hours. Cross-listed as EDU510.

EDU220

Theories, Strategies & 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 Licensure Program. Includes practicum hours. Cross-listed 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 Licensure Program. Includes practicum hours. Cross-listed 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 coursework 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. Cross-listed 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 Pre-K–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. Includes practicum hours. Cross-listed 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. Cross-listed as EDU525.

EDU330

Holistic and Contemplative Teaching Traditions (3.0)

This course supports students in the development of a personal contemplative practice to sustain a grounded and authentic presence in the classroom. Students will study the history of Holistic Education and develop their unique vision of contemplative and holistic education to cultivate compassionate classrooms that honor the whole child. Students are exposed to holistic traditions and scholars such as Waldorf and Montessori. Students gain concrete experience integrating artistic expression and contemplative practice in the classroom as learning tools.

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 practice 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. Includes practicum hours. Cross-listed as EDU540.

EDU340e

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 practice 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. Includes practicum hours. Cross-listed as EDU540.

EDU345

Elementary Literacy I: Foundations of Reading (3.0)

Using a contemplative approach to literacy, this course investigates children's literacy development with a focus on grades K–3. This course provides understanding of the theories and historical context of early reading instruction. The course will focus on the components of phonemic awareness, phonics, fluency, vocabulary, and comprehension as they are integrated within proficient reading, along with practical knowledge of instructional frameworks and teaching strategies. Standards-based reading and writing instruction that is culturally responsive and developmentally appropriate is introduced. The use of assessment to guide instruction, as well as how to differentiate reading instruction and understand how reading intervention models work in schools is presented. Includes practicum hours. Cross-listed 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.

EDU348e

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.

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 reading in grades 4–8. This second course focuses on the continued study of language, reading, and writing across the curriculum, and contemplative practices in the classroom. This course builds on the understanding of the theories and historical context of reading in grades 4–8. This course includes methods, strategies, and resources for teaching students to read complex disciplinary texts. This course will identify unique literacy skills utilized in history, mathematics, science/technical subjects, and literary genres. A focus on developing knowledge of academic vocabulary acquisition, comprehension skills, use of text-based evidence, critical and analytical reading and writing, as well as universal and discipline-specific reading strategies is presented. Applications of assessments for learning, differentiation, and evidence-based interventions to meet the needs of all students are introduced. Understanding of standards-based reading and writing instruction that is culturally responsive is presented. Includes practicum hours. Prerequisite: EDU345. Cross-listed as EDU555.

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, sociocultural issues, and developmental issues are also addressed. Includes practicum hours. Cross-listed 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. Includes practicum hours. Cross-listed as EDU575.

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). Includes practicum hours.

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. Coursework includes relevant readings and response papers relating to each topic.

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 United States, 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 contemplative practices in K-12 education, are explicitly discussed. Cross-listed 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 Social Studies Standards and reflect on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required. Prerequisites: EDU150, EDU220, and EDU245 with a "B" or better. Includes practicum hours. Cross-listed as EDU535.

EDU425e

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 Social Studies Standards and reflect on the teacher practices that work best for individual students. Thirty-five hours in a school practicum placement is required. Prerequisites: EDU150, EDU220, and EDU245 with a "B" or better. Includes practicum hours.

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 course provides an overview of trade books, differentiated by reading level, and media for students grades K–8. This course includes critically reading, selecting, and evaluating materials appropriate for grade-level literary and interdisciplinary instruction. A range of genres, illustrators, and authors are explored, including multicultural trade books representing a diverse student population. This course addresses the needs of all students by incorporating listening, speaking, reading, and writing in literacy instruction. The development of text sets and integrated units of study aligned to CDE Quality teaching standards, Culturally Linguistic standards, and CDE Elementary academic standards is presented. Includes practicum hours. Prerequisite: EDU345.

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 embodied 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. Cross-listed as EDU547.

EDU449

Secondary Methods & 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.

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. Students must have completed all Teacher Licensure Program course requirements with a "B" or better and passed the PRAXIS test. Co-requisite: EDU480. Cross-listed as EDU584.

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. Cross-listed 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. Cross-listed 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. Cross-listed as EDU583.

EDU490

Special Topics (1.0–3.0)

The Special Topics course explores topics of interest and relevance to the field of education.

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 coursework 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.

Required Naropa College Courses

COL150

Spanish I: Language and Cultural Literacy (3.0)

¡Bienvenidos! This course is designed to teach students without prior experience or students with limited experience, the essentials of the Spanish language so that students can use Spanish in the real world. Students will master grammar and vocabulary through meaningful opportunities to speak, listen, read, and write in Spanish. Grammar and vocabulary will be taught and reinforced through repetition, interactive activities, and an important listening component. As Frantz Fanon said, "To speak a language is to take on a world, a culture." This course, therefore, views language and culture as inseparable and teaches students to examine their own and diverse cultures with curiosity, humility, and empathy. Students will explore issues of language bias, cultural competence, and cross-cultural communication. Cultural aspects of Latin America and Spain will be included in the lessons through readings, films, presentations, and discussion.

COL250

Spanish II: Language in the Real World (3.0)

¡Bienvenidos! This course is designed to teach students with at least 1 level of Spanish mastery to develop speakers from beginning proficiency to intermediate. Students will master grammar, vocabulary, and communication competencies at the level needed to

use Spanish in the real world. Students learn strategies to understand and make themselves understood even though they are not fully fluent. Cross-cultural communication, cultural competence, and issues of social justice having to do with language and culture are integral to the course. Cultural aspects of Latin America and Spain will be included in the lessons through readings, films, presentations, and discussion. Prerequisite: COL150.

COL260

Integrated Science: Fundamentals of Contemplative Scientific Observation and the Physical World (3.0)

Integrated Science explores the nature of energy and matter and the foundations of study of our natural world with a contemplative lens. These concepts will be explored in hands-on laboratory experiments using the scientific method and contemplative observation. This course includes the fundamental concepts of physics and chemistry in the context of the natural world. The ethics of science and the power of science to impact sustainability are explored.

COL330

Numerical Literacy (3.0)

This course presents foundational topics in numerical literacy. It is particularly relevant to prospective teachers, presenting arithmetic and algebra from a modern approach, but the numerical literacy skills are essential to daily life such as personal finances or helping kids with homework. Content includes natural numbers, integers, rational numbers, relations, functions, and equations. Also included is the recognition of numerical and geometric patterns and their application to a range of situations.

COL330e

Numerical Literacy (3.0)

This course presents foundational topics in numerical literacy. It is particularly relevant to prospective teachers, presenting arithmetic and algebra from a modern approach, but the numerical literacy skills are essential to daily life such as personal finances or helping kids with homework. Content includes natural numbers, integers, rational numbers, relations, functions, and equations. Also included is the recognition of numerical and geometric patterns and their application to a range of situations. Delivered online.

COL370

Math for the Real World (3.0)

This course is designed for students with a basic knowledge of arithmetic and algebra who want to build on that knowledge. It is particularly relevant to prospective teachers, but the concepts are also useful for using mathematics in the real world in a range of professions or daily life such as analyzing survey data, budgeting, and analyzing statistics with a social justice lens. The course studies arithmetic and algebra from a modern approach and touches on methods of

instruction in mathematics. This course furthers Numerical Literacy concepts as well as problem-solving, reasoning, and critical thinking. Content of the course includes fundamentals of probability, statistics, and Euclidean geometry.

COL370e

Math for the Real World (3.0)

This course is designed for students with a basic knowledge of arithmetic and algebra who want to build on that knowledge. It is particularly relevant to prospective teachers, but the concepts are also useful for using mathematics in the real world in a range of professions or daily life such as analyzing survey data, budgeting, and analyzing statistics with a social justice lens. The course studies arithmetic and algebra from a modern approach and touches on methods of instruction in mathematics. This course furthers Numerical Literacy concepts as well as problem-solving, reasoning, and critical thinking. Content of the course includes fundamentals of probability, statistics, and Euclidean geometry. Delivered online.

Environmental Studies Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (24 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 COR440, Capstone II.

Internship & Independent Study Opportunities

The Environmental Studies program has fostered partnerships with community organizations where students can arrange internships and co-create meaningful independent study opportunities that supplement the Environmental Studies curriculum.

Permaculture Certificate

Students who take and successfully complete ENV260 and ENV342 at Naropa University with grades of "B" or better in both courses, including their final project, are eligible for a Permaculture Certificate, which originates

from the Permaculture Institute USA, Inc. This is issued by the permaculture instructor.

Environmental Studies Major Requirements

Prerequisites

ENV100 Physical Geography: Beholding the Body of the Earth (3)

ENV245 Geography: Pilgrimage & 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

COL450 Internship (3)

COR440 Capstone II (3)

Total Credits: 36

Environmental Studies Course

Listings (ENV)

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 sustainably" 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.

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.

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. 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.

ENV318e**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.

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.

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 final project modeling permaculture principles and ecological soundness. Prerequisite: ENV260.

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 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. 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. 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.

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 wellbeing 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.

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 coursework 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 (24 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student's choosing.

The Interdisciplinary Studies (INTD) major is for original thinkers, creative makers, and bold explorers who want to help the world. The major is ideal for the highly motivated student who seeks to combine multiple disciplinary approaches and to integrate various ways of knowing and methods. Students will create an original, focused plan of study addressing a real-world question or problem, that culminates in a final Capstone Project.

The 42-credit major involves bringing a design-thinking approach to individual course selection and close collaborative work with mentors. Students assemble a vision for coursework, travel, service, and other enrichment experiences that will comprise a unique, self-authored plan of study. In the final year of the program, they complete two Capstone seminars, which provide the tools and container for thesis research, creative work, writing, and presentation. 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 Gateway to Design Thinking (3)

In INTD301, students craft a plan of courses, trainings, and experiential learning opportunities. This Learning Agreement will serve as the guide through the Milestone phase of the program and be reviewed and revised as their journey unfolds. Students transferring in 60 credits must take INTD301 in their first semester.

Milestone: 33 credits

Students take a minimum of 33 credits from any offered Naropa courses to support their self-authored plan of study. Up to 18 credits can be transferred in from other schools. Of the 33 Milestone credits, a minimum of 12

upper-division (300 level +) credits are required. INTD301, COR340, and COR440 do not count towards this total. If a student revises their Learning Agreement, all previous credits taken will still count towards the 33 credit Milestone requirement total.

Capstone

COR340 Capstone I (3)

COR440 Capstone II (3)

Total Credits: 42

Interdisciplinary Studies Course Listings (INTD)

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.

INTD210e

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

Gateway to Design Thinking (3.0)

In this project-based course, students join visionary creative thinking and dreaming with the hands-on conceptual and artistic work of designing individualized interdisciplinary programs that will guide their work at Naropa and beyond. We engage in design thinking, connecting our values, passions, and commitments to the lives and work of changemakers working in diverse fields. We examine and experiment with integrative mindsets, models, and practices in the context of a vibrant learning community—working alone and together to connect prior learning with future selves, integrating, honoring, and building capacity through joining head, heart, and hands. Prerequisite: Student must be a declared INTD major.

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.

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.

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.

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 not 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 coursework 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.

Psychology Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (24 credits) and at least one major (36–60 credits), as well as minors and/or elective courses of the student's choosing.

The 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 other contemplative 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. Alternatively, students may choose to not have a concentration.

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

Program Vision

The BA Psychology program offers an innovative approach to the study and practice of psychology, guided by the principle that psychological health and wellbeing are innate. The 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.

Psychology Major Requirements

Required Courses

Gateway

PSYB101 Introduction to Psychology (3)
PSYB314 Psychology of Mindfulness Meditation (3)
PSYB301 Research Methods and Statistics (3)

Take twice for 2 credits

PSYB343W Contemplative Community Retreat (1)
OR COL299 Special Topics Workshops (1)

Milestone: Mindfulness Track

PSYB325 Awakening Compassion: Working with Others (3)

Milestone: Science Track:

PSYB368 Psychology and Neuroscience of Emotion (3)

Self-Selected Courses (choose one course from each set)

Set A

PSYB304 Somatic Intelligence (3)
PSYB329 Approaches to Healing (3)
PSYB354 Transpersonal Psychology (3)
PSYB359 Learning from Trauma (3)

Set B

PSYB345 Developmental Psychology (3)
PSYB357 Cognitive Science (3)
PSYB373 Social Psychology (3)
PSYB420 Abnormal Psychology (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 & 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 wellbeing. 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 Embodying Process and the Individual (3)
PSYB209 Herbal Medicine (3)
PSYB239 Nutrition (3)
PSYB303 The Psychology of the Five Elements I (3)
PSYB323 The Psychology of the Five Elements II (3)
PSYB333 Hakomi Somatics (3)
PSYB359 Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)

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. Coursework 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 Embodying Process & 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)

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

No Concentration Option

Students may elect to not have a thematic concentration. There are no required courses. Nine credits are to be selected from within PSYB.

Capstone: Mindfulness Track

PSYB415 Maitri: Working with Emotions (3)

Capstone: Science Track

PSYB462 Contemplative Neuroscience (3)

All Students

COL450 Internship (3)

Capstone I (3)

Capstone II (3)

Total Credits: 41

Online Psychology Major Requirements

Required Courses

Gateway

PSYB101e Introduction to Psychology (3)

PSYB314e Psychology of Mindfulness Meditation (3)

PSYB301e Research Methods and Statistics (3)

Take twice for 2 credits

COL299e Special Topics workshops (1)

Milestone: Mindfulness Track

PSYB325e Awakening Compassion: Working with Others (3)

Milestone: Science Track

PSYB368e Psychology and Neuroscience of Emotion (3)

Self-Selected Courses (choose at least one course from each set)

Set A

PSYB304e Somatic Intelligence (3)

PSYB329e Approaches to Healing (3)

PSYB354e Transpersonal Psychology (3)

PSYB359e Learning from Trauma (3)

Set B

PSYB345e Developmental Psychology (3)

PSYB357e Cognitive Science (3)

PSYB373e Social Psychology (3)

PSYB420e Abnormal Psychology (3)

Electives

Choose three additional Psychology courses (9 credits)

Capstone: Mindfulness Track

PSYB415e Maitri: Working with Emotions (3)

Capstone: Science Track

PSYB462e Contemplative Neuroscience (3)

All Students

COL450e Internship (3)

COR340e Capstone I (3)

COR440e Capstone II (3)

Total Credits: 41

Psychology Course Listings (PSYB)

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.

PSYB101e

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

Embodiment 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 introduces the history of family therapy and 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.

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.

PSYB301e

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: PSYB101e.

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 more than 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.

PSYB304e

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: PSYB101e and any 300-level PSYB course.

PSYB314

Psychology of 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 teachings of sacred warriorship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101. Open to Psychology, Contemplative Art Therapy, and Interdisciplinary Studies students with 45+ credits only. Others by permission of instructor.

PSYB314e

Psychology of 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 teachings of sacred warriorship. By exploring the many ways ego fixation creates suffering and confusion in our lives, students are trained to develop inner tranquility, insight, and loving-kindness. This develops an essential ground for working effectively with personal life challenges and those of others. Co-requisite: PSYB101e. Open to Psychology, Contemplative 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 the bodhisattva path of Mahayana Buddhism and Contemplative Psychology. Students learn and practice relational, social, and psychological skills, including embodied presence, deep listening, empathic attendance, compassionate inquiry, and metta and tonglen meditation. Students are required to engage in an attending relationship to apply

learned skills. This course explores compassion in various cultural contexts. Prerequisite: PSYB314 or meditation experience with permission of instructor.

PSYB325e

Awakening Compassion: Working with Others (3.0)

An in-depth examination of the principles of compassionate action as taught in the bodhisattva path of Mahayana Buddhism and Contemplative Psychology. Students learn and practice relational, social, and psychological skills, including embodied presence, deep listening, empathic attendance, compassionate inquiry, and metta and tonglen meditation. Students are required to engage in an attending relationship to apply learned skills. This course explores compassion in various cultural contexts. 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.

PSYB329e

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, 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).

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. Prerequisite: PSYB325 or PSYB359 or PSYB255 or PSYB208 or PSYB304.

PSYB343W

Contemplative Community Retreat (1.0)

This two-day retreat 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 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.

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.

PSYB345e**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: PSYB101e.

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, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens.

PSYB354e**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, Grof, Wilber, Walsh, Vaughan, and others to introduce students to transpersonal theory and practice. Students also explore their personal journey through a transpersonal lens.

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.

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.

PSYB357e**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: PSYB101e.

PSYB359**Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)**

Unresolved trauma affects our psychological and physical wellbeing. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the

symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Prerequisite: PSYB101.

PSYB359e

Learning from Trauma: Understanding Its Effects and Building Personal Resources (3.0)

Unresolved trauma affects our psychological and physical wellbeing. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, emotional problems, and negative beliefs that often follow traumatic experiences. An experiential class, we explore somatic resources for dealing with trauma and work with the effects of trauma in a group setting. The primary focus is on accessing the body and developing somatic resources to help a person cope with and resolve the symptoms of trauma. This encourages mastery over helpless and overwhelming feelings. Prerequisite: PSYB101e.

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 introduces 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.

PSYB368e

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 introduces 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: PSYB101e 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.

PSYB373e

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: PSYB101e.

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.

PSYB415e

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: PSYB325e.

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.

PSYB420e

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: PSYB345e or PSYB357e

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.

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 courses: 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 neuroscience study to investigate a contemplative practice or experience, including practices or experiences not yet well-represented in scientific literature. Prerequisite: PSYB357 or PSYB368.

PSYB462e

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 neuroscience study to investigate a contemplative practice or experience, including practices or experiences not yet well-represented in scientific literature. Prerequisite: PSYB357e or PSYB368e.

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.

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.

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: PSYB101 and any 300-level PSYB course. May be repeated.

PSYB490e**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: PSYB101e and any 300-level PSYB course. May be repeated.

PSYB495**Advanced Practicum in Psychological Research (3.0)**

An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include literature search, study design, data collection, data entry, data analysis, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites: PSYB101 and any one of the

following courses: PSYB301, PSYB345, PSYB357, PSYB371, PSYB373; or by permission of the instructor.

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 coursework 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 (24 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 37-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 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 Major 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: Flash of the Spirit (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 & Compassion: A Buddhist Path (3)

- REL355 Introductory Sanskrit: The Language of the Gods (3)
- TRA453 Yoga History, Theory, and Philosophy (3)

Contemporary Issues in Religion Courses:

Choose 6 credits

- REL190 Special Topics in Religious Studies (1–3)
- REL212 Queer Theory, Feminism, and Religion (3)
- PAX335 Socially Engaged Spirituality (3)

Contemplative Practice Courses: Choose 9 credits

- REL158W The Breeze of Simplicity: Meditation Weekend (1)
- REL160 Meditation Practicum I: Freeing the Mind (3)
- REL250 Spirituality and Creative Expression (3)
- REL255W Opening the Heart: Meditation Weekend (1)
- 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: Foundations (3)
- TRA463 Yoga Meditation (3)

Capstone

- TRA485 BA Wisdom Traditions Retreat (1)
- COR440 Capstone II (3)

Total Credits: 37

Religious Studies Course Listings (REL)

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.

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, daily meditation practice, midterm, and final oral exams.

REL190

Special Topics in Religious Studies (1.0–3.0)

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.

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.

REL210e

Religion and Mystical Experience (3.0)

This online 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 REL529.

REL229e

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 REL529e.

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.

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 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 REL571.

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.

REL287

Sanskrit II (4.0)

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

REL314

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 REL545.

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 REL535.

REL321e

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 REL535e.

REL323

Religious Experience in Africa: Flash of the Spirit (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. Co-requisite or prerequisite: COR130. Cross-listed as REL623.

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: 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 & 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 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: COR130. Cross-listed as REL540.

REL346

Wisdom and Compassion: A 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: COR130.

REL348

Buddhism and Modernity (3)

This course examines the intertwined ideological and imaginative encounters with Buddhism to understand the multiple agents who have shaped and are shaping Buddhism in a variety of modern and postmodern contexts. Course topics introduce methods and issues in the study of religion, An awareness of issues of cultural appropriation and cultural "othering" (for example, "orientalism") is emphasized. Historical analysis is provided to examine Vipassana (Insight) and mindfulness meditation movements, as well as Zen and Tibetan Buddhism, from their Asian roots, to their dissemination in the United States. The course aims to deepen students' ability to understand and constructively engage with how intersectional issues of race, caste, gender, ecological imperatives, and social justice issues affect the ways Buddhism is practiced in the present day in the United States. This course invites students to learn about this multivalent tradition and examine our constructs of what we think Buddhism is or is not. Cross-listed as REL546.

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/outsider problem, sociological and anthropological approaches to religion. Materials covered may include history of American spirituality, entheogens 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.

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 onward 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: REL287. Cross-listed as REL557.

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 Warriorship: the tradition of human bravery, not being afraid of who you are. This path shows how to take the challenges of daily life in our modern society as opportunities for contemplative practice. Shambhala Training is inspired by the ancient legend of the Kingdom of Shambhala, said to be an enlightened society based on gentle and fearless action. The Shambhala Training path of study and practice begins with a series of weekend levels known as the Heart of Warriorship, which provides the tools you need to establish a personal discipline of meditation practice and to discover the basic principles of warriorship in your daily life.

REL391W

Shambhala Training Level II: Birth of the Warrior (1.0)

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.

REL392W

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.

REL393W

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.

REL394W

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.

REL499

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 coursework 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.

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.

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 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.

Visual Arts Major (BA)

A Bachelor of Arts degree (120 credits) consists of Core Curriculum (24 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, ceramics, 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 and Warrior Artist. 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 with critical thinking to express that vision.

Visual Arts Major Requirements

Required Courses

Gateway

ART101 2-D Design: Art Techniques & 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–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)

ART285 New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3)

ART311 Mixed Media (3)
ART325 Drawing II: Precision, Perception & Form (3)
ART345 Painter's Laboratory (3)
ART355 Eco-Art (3)
ART360 Contemplative Photography (3)
ART455 Making Conscious Media (3)
ART490 Special Topics in Visual Arts (3)
ART499 Independent Study (0.5–4)
TRA120 Ikebana/Kado I (3)
TRA220 Ikebana/Kado II (3)

Milestone

ART385 Advanced Studio Practice (3)

Capstone

ART440 Warrior Artist: Risk & Revelation in Studio Art (3)
COR440 Capstone II (3)

Total Credits: 36

Visual Arts Course Listings (ART)

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.

ART101e

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.

ART102

Contemplative Ceramics: Form & 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.

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.

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.

ART125e

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.

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.

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.

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.

ART180e

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.

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, how perceptions are affected by culture, and how these two streams of the personal and the public join in an individual's aesthetic sense and artistic statement. Cross-listed as ART500.

ART215

Watercolor (3.0)

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.

ART215e

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.

ART245

Introduction to Painting: Realism (3.0)

Students develop technical ability as painters and increase their creative options for artmaking. With 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.

ART285

New Forms in Ceramics: Advanced Skills in Historical Clay Techniques (3.0)

This course examines the cultural aspects of anthropological, historical, mythical, and divination practices in clay. Students explore the properties, preparation, and methods for forming and firing clay. Aspects of form, design, and decoration will also be examined. Prerequisite: ART102 or by instructor permission.

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.

ART311

Mixed Media (3.0)

Students engage in the creation of art made from mixing materials and media. Investigations include formal, technical, philosophical, and experiential aspects of artmaking. 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.

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.

ART340

Contemporary Art History 1945 to Present (3.0)

This course is 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 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, develop subject matter, build on and incorporate previous training and experience (including nonvisual), and engage the vastness of contemporary and historical arts. This is a hands-on lab. The medium is acrylic paint.

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.

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 using 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.

ART385**Advanced Studio Practice (3.0)**

In this course, 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. Prerequisite: Open to Visual Arts majors with 60+ credits only. Others with instructor permission.

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. BA Visual Arts and Contemplative Art Therapy seniors only; others by permission of the instructor.

ART455**Making Conscious Media (3.0)**

This course is an 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.

ART490**Special Topics in Visual Arts (3.0)**

The Special Topics seminar investigates application 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 undergraduate and graduate students.

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 coursework 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 (24 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 the transformative teachings of yogic traditions while gaining the necessary knowledge and skills to teach yoga safely and effectively.

The curriculum systematically covers the rich and diverse history, literature, and philosophies of traditions of yoga, 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 Naropa 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.

Traditional Eastern Arts Certificate Program—Yoga Teacher Training

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

Yoga Studies Major Requirements

Required Courses

Gateway

TRA133 Yoga I: Foundations (3)

Milestone

TRA233 Yoga II: The Subtle Body (3)

TRA333 Yoga III: Synthesis (3)

TRA453 Yoga History, Theory, and Philosophy (3)

TRA463 Yoga Meditation (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 5 credits

PSYB304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)

REL158W The Breeze of Simplicity: Meditation Weekend (1)

REL210 Religion & Mystical Experience (3)

REL247 Embodying Sacred Wisdom: Modern Saints (3)

REL255W Opening the Heart: Meditation Weekend (1)

REL277 Sanskrit I (4)

REL334 Hindu Tantra (3)

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

TRA114 Indian Devotional and Raga Singing (3)

TRA314 Indian Devotional and Raga Singing II (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)

COR440 Capstone II (3)

Total Credits: 36

Yoga Studies Course Listings (TRA)

TRA100

Mindfulness and Beginners Mind: A Meditation Practicum (3.0)

The Shambhala tradition, taught by Chögyam Trungpa Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing, and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to 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; svaras—seven 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 discovering the elegance and creativity of being human. Ikebana is also called "kado, the way of flowers" because it is a meditative practice as well as an art form. We study the classical and improvisational forms of the Sogetsu School of Ikebana, founded by Sofu Teshigahara, as well as Japanese culture. Ikebana teaches you that everyone has the gentleness and courage of artistic expression. Cross-listed as TRA520.

TRA133

Yoga I: Foundations (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 dharana and dhyana (meditation practices). Cross-listed as TRA515.

TRA133e

Yoga I: Foundations (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 dharana 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. Cross-listed as TRA540.

TRA233

Yoga II: The Subtle Body (3.0)

This course focuses on the experiential and academic study of the energetic-body in the yoga traditions. Utilizing asana, pranayama, meditation, and psychological inquiry, students will engage in an experiential exploration of the subtle body, namely the chakra system. Drawing from early tantric literature and philosophy as well as both its antecedents and later developments, students will gain an understanding of the original views and functions of the chakra system, as well as how they were adapted through history. Prerequisite: TRA133 or by permission of instructor. Cross-listed as TRA535.

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.

TRA333**Yoga III: Synthesis (3.0)**

This course integrates the breadth of yoga practice. In addition to deepening the practice of asana, students study 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), Ayurveda, and more of yoga's rich literature and philosophy. Prerequisite: TRA233. Cross-listed as TRA555.

TRA414**Indian Devotional and Raga Singing III (3.0)**

This course is a continuation of TRA314, Indian Devotional and Raga Singing II. We sing deeper into rāga, exploring Indian classical song forms including improvisation within rhythmic cycles (*tāla*). Indian devotional songs are taught with increasing melodic and rhythmic complexity. More advanced classical vocal exercises are taught to aid in stabilizing the voice and to begin to develop micro-tonal ornamentation. Students continue to develop tone, rhythm, flexibility, and range of expression in their voices and abilities as a kīrtan leader. Though this class focuses on kīrtan in devotion to Hindu deities, *Nirguni* ('Formless') Bhajans and Sufi *Qawwali* will be sung as well. Singing with the Whole Self (releasing tension, accessing freedom and support in the voice) is reinforced. Students practice accurately producing Hindi and Sanskrit sounds and learn more musical vocabulary in these languages. Students also participate in kīrtan events at Naropa where students, faculty, and professional Indian classical musicians support each other in sharing kīrtan, bhajan, and rāga. We read excerpts from texts on the mysticism of Indian music, Nāda Yoga, Bhakti Yoga, and poetry by India's Saint-Singers (Kabīr, Mirabai, Tulsidās, etc.). Daily home practice is required.

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.

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 teach asana and pranayama safely and effectively; 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. Co-requisite: TRA433. Cross-listed as TRA574.

TRA453**Yoga History, Theory, and Philosophy (3.0)**

In this course, we will explore the historical arc of major premodern Indian Yogic traditions. In addition to an analysis of the myriad psycho-somatic practices for

liberation that came to be designated as “yoga,” we will track the development of the major philosophies and views that animated these embodied disciplines. The course will shift between a close reading of primary sources and secondary scholarship. Regarding the former, we will read classic yogic works in their entirety, such as the Kaṭha Upaniṣad, the Bhagavadgītā, the Yogasūtra, and the Haṭhapradīpikā. However, we will also study and historicize lesser-known textual masterpieces on yoga.

TRA463

Yoga Meditation (3.0)

This meditation practicum will be grounded in the mind training originally taught by Patañjali in the Yogasūtras, particularly using the eight supports to gradually cultivate one-pointed concentration and deep meditative absorption. We will then explore how the meditative systems of Haṭhayoga, which include more nuanced body-based practices. The course culminates with a deep study and immersion in Self-inquiry as taught in Vedānta.

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. Cross-listed as REL485.

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 as REL489.

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 coursework 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

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

Contemplative Art Therapy Minor

Required Courses

ATH230 Introduction to Art Therapy (3)
ATH330 Art Therapy Theory and Applications (3)
ATH430 Art Therapy Studio Methods (3)
PSYB314 Psychology of Mindfulness Meditation (3)

Total Credits: 12

Contemplative Education Minor

Required Courses

EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)
EDU330 Holistic & Contemplative Teaching Traditions (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)

EDU345 Elementary Literacy I: Foundations of Reading (3)
EDU355 Elementary Literacy II: Development of Oral and Written Language (3)
EDU370 Teaching the Exceptional Student in the General Education Classroom (3)
EDU375 Assessment for the Diverse Learner (3)
EDU425 Elementary Social Studies Methods (3)
EDU445 Elementary Literacy III: Foundations of Literature (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

Creative Writing & Literature Minor

Required Course

WRI210 Experimental and Activist Literatures (3)

Choose 9 credits

WRI312 Poetry & Poetics (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

Ecology & Systems Science Minor

Required Courses

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

Required Courses

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

Total Credits: 12

Environmental Sustainability Minor

Required Courses

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

Total Credits: 12

Food Justice Minor

Required Courses

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

Total Credits: 12

Gender & Women's Studies Minor

Required Courses

INTD210 Introduction to Gender & Women's Studies (3)
INTD310 Feminist & Queer Theory Methods of Inquiry (3)

Choose 6 credits

PSYB355 Dynamics of Intimate Relationships (3)
REL212 Queer Theory, Feminism, and Religion (3)
REL334 Hindu Tantra (3)
WRI441 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

Required Courses

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 & 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.

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 & Practice (3)
- PAX345 Skills for Peacebuilding: Leadership, Restorative Justice, and Dialog (3)
- PAX360 Global Studies Seminar (3)
- PAX370 Social Innovation & Entrepreneurship (3)

Total Credits: 12

Performance Minor

Required Courses

History and Context of Performance: Choose 3 credits

- PAR240 Rethinking the History of Performance: From Antiquity to 1700s (3)
- PAR241 Art Movements of the 20th Century: The Movers, Shakers, and Rule-Breakers (3)

Performance Exploration: Choose 9 credits

It is recommended that 3 credits be in a production project course, either PAR301 or PAR302.

Total Credits: 12

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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.

Permaculture Minor

Required Courses

- ENVI00 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

Psychology Minor

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

Total Credits: 12

Religious Studies Minor

Required Courses

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)
- 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)
- REL314 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
- REL321 Kabbalah and Consciousness (3)
- REL323 Religious Experience in Africa: Flash of the Spirit (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: A Buddhist Path (3)
- REL351 Theories of Alternate Spiritualities and New Religious Movements (3)
- REL355 Introductory Sanskrit: Language of the Gods (3)
- Shambhala Training Levels I–V (1)
- REL390W Shambhala Training Level I: The Art of Being Human (1)

REL391W Shambhala Training Level II: Birth of the Warrior (1)
REL392W Shambhala Training Level III: Warrior in the World (1)
REL393W Shambhala Training Level IV: Awakened Heart (1)
REL394W Shambhala Training Level V: Open Sky (1)

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. The additional meditation courses, including REL345: Zen Buddhism, can be taken at any time.

Sacred Ecology Minor

Required Courses

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

Total Credits: 12

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 & Entrepreneurship (3)

Choose 9 credits

COL215 Leadership & 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

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 1-credit course, taken for pass/fail credit, 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.

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 9 credits of the licensure 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 coursework. 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. This endorsement increases both the marketability of graduates and their capacity to teach in our diverse society.

Authentic and Intentional Technology Integration

Technology, as it has become increasingly common in public and private schools, is woven into each course with opportunities for instruction and experience with 1:1 Google Chromebooks, Apple iPads, and technology applications that support best practices. Students will grow in skillfully blending their use of digital tools with contemplative pedagogy.

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:

EDU150 Foundations of Education for a Diverse Society (3)

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EDU245 Multicultural Education and Contemplative Critical Pedagogy (3)
EDU220 Theories, Strategies, and Assessment for Culturally & Linguistically Diverse Students K–12 (3)

You also need to complete your background check and fingerprinting and include a copy of the Philosophy of Education project. 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 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 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.

Application for Continuance in the Teacher Licensure documents can be found in the [Elementary Education site in MyNaropa](#).

Licensure Requirements Elementary Teacher Licensure Program with Culturally and Linguistically Diverse Endorsement Requirements

Gateway: 9 credits

EDU150 Foundations of Education for a Diverse Society (3)

EDU220 Theories, Strategies, and Assessment for Culturally & Linguistically Diverse students K–12 (3)

EDU245 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 credits

EDU370 Teaching the Exceptional Student in the General Education Classroom (3)

EDU375 Assessment for the Diverse Learner (3)
EDU385 Observing Childhood Growth and
Development (3)
EDU425 Elementary Social Studies Methods (3)

Contemplative Practice & Study: 3 credits

TRA133 Yoga I: Foundations (3) or physical education
equivalent

Language and Communication: 12 credits

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 credits

EDU315 Math for Teachers: Content, Curriculum and
Mathematics Education (3)
COL330 Numerical Literacy (3) OR
COL330e Numerical Literacy (3)–online
COL370 Math for the Real World (3) OR
COL370e Math for the Real World (3)–online

Systems and Cycles: 6 credits

EDU300 Nature and Education (3)
COL260 Integrated Science: Fundamentals of
Contemplative Scientific Observation and the
Physical World (3)

Artistic Process: 3 credits

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

Our Place in the World: 6 credits

EDU348 U.S. History of Immigration (3)
ENV253 Environmental Economics (3)

World Language: 6 credits

COL150 Spanish I: Language and Cultural Literacy (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: 13 credits

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

Total Credits: 79

** 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.*

Other Undergraduate Courses

Music Course Listings (MUS)

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 nonstylistic 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 Expression and
Creative Practice 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.

MUS230

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!

MUS245

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

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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.

MUS248

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 Nalanda. 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.

MUS250

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.

MUS260

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.

MUS263

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.

MUS270

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.

MUS275

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, etc.

MUS280

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 and in the recording studio. Areas of study include audio/video recording, live sound, and stagecraft. Through hands-on experience in Naropa's Recording Studio and event spaces, students explore the weaving together of technology and creativity in service of artmaking.

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 cord-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 diversify 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.

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.

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 coursework 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.

Peace Studies Course Listings (PAX)

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 peace builders from diverse backgrounds articulate their vision for a more peaceful, just, and sustainable world? What can we learn from historical and contemporary peace builders 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

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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.

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.

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 coursework 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 Course Listings

(PAR)

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 nondualistic 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™, 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, rhythm, intention, and creative imagination will be honed. Students will also be exposed to various lineages of contemporary performance.

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 both classical dance vocabulary and exercises, as well as less conventional techniques for preparatory and extended dance training. Strong attention is given to strength, body placement, space, shape, relaxed precision rhythm, sequence memory, and the ongoing interplay between self and other.

PAR222

Dance of Africa (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.

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, muscularity of articulation, the speaker, and the text and voice as action. Through class work and individual coaching in Fitzmaurice Voicework, actors gain a stronger sense of focus, intention, functionality, and structure in voice production and text interpretation. The course concentrates on assimilating the concept of voice as action, acquiring resonance and a deeper somatic awareness in voice production, and strengthens the relationship of the actor and the text.

PAR240

Rethinking the History of Performance: From Antiquity to the 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.

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 regular class meeting times. Prerequisites: Two 200-level PAR courses, or by audition, or instructor approval.

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 Naropa's fusion of contemplative traditions. The semester culminates in performances for the larger Naropa University audience. Prerequisite: PAR210 or permission of the instructor.

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 material 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. Prerequisite: 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.

PAR499

Independent Study: Performing 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 coursework 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.

Master's Degree Programs

MA in Clinical Mental Health Counseling
Contemplative Psychotherapy and Buddhist Psychology
Mindfulness-Based Transpersonal Counseling (on-campus or low-residency)
Somatic Counseling: Body Psychotherapy
Somatic Counseling: Dance/Movement Therapy
Transpersonal Art Therapy
Transpersonal Wilderness Therapy
MFA in Creative Writing (low-residency)
MFA in Creative Writing & Poetics
MA in Ecopsychology (low-residency)
Master of Divinity (on-campus or low-residency)
MA in Religious Studies: Yoga Studies (low-residency)

MA in Clinical Mental Health Counseling

The Clinical Mental Health Counseling degree in the Graduate School of Counseling & Psychology prepares 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 Counseling: Body Psychotherapy
- Somatic Counseling: Dance/Movement Therapy
- Mindfulness-Based Transpersonal Counseling
- Transpersonal Art Therapy
- Transpersonal Wilderness Therapy

Each concentration has its own admissions process and requires completion of concentration-specific coursework. 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 coursework 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 GSCP 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 coursework.

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.

MA in Clinical Mental Health Counseling: Contemplative Psychotherapy and Buddhist Psychology Concentration

The Contemplative Psychotherapy and Buddhist Psychology Concentration 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, the Contemplative Psychotherapy and Buddhist Psychology Concentration has challenged and supported students for more than forty years to recognize "brilliant sanity" in themselves and others and to discover compassionate presence as a ground for their clinical work. A strong value of the program is training counselors to work skillfully across cultural difference with awareness and humility.

Students in the Contemplative Psychotherapy and Buddhist Psychology Concentration move through their studies as a cohort and changes to course sequencing (outlined in the degree requirements) are only permitted in extenuating circumstances. To change course sequencing, students must apply for an Exception to Policy with the Contemplative Psychotherapy and Buddhist Psychology graduate advisor.

Students 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 Contemplative Psychotherapy and Buddhist Psychology Concentration is the five maitri meditation retreats. Maitri is a Sanskrit term that can mean "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 Contemplative Psychotherapy and Buddhist Psychology Concentration 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 yearlong 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 Contemplative Psychotherapy and Buddhist Psychology Concentration 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.

Contemplative Psychotherapy & Buddhist Psychology Degree Requirements

First year, fall

CNSC600 Opening Retreat (noncredit)
CNSC603 Buddhist Psychology I: Foundations of Practice (2)
CNSC609 Group Process I (0.5)
CNSC620 Human Growth and Development: Contemplative View (3)
CNSC638 Professional Orientation (3)
CNSC660 Maitri I (1)
CNSC711 Career Development: Work, Transition, and Path (3)

SUBTOTAL 12.5

First year, spring

CNSC610 Social and Multicultural Foundations (3)
CNSC623 Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
CNSC629 Group Process II (0.5)
CNSC631 Counseling Skills/Theories I (3)
CNSC665 Maitri II (1)
CNSC700 Assessment (3)
CNSC728 Large Group Process (0.5)

SUBTOTAL 13

Second year, fall

CNSC703 Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
CNSC709 Group Process III (0.5)
CNSC751 Group Counseling: Theory and Practice (3)
CNSC760 Maitri III (1)
CNSC770 Family Systems (3)
CNSC790 Counseling Practicum (3)

SUBTOTAL 12.5

Second year, spring

CNSC710 Research/Program Evaluation (3)
CNSC723 Buddhist Psychology IV: The Practice of
Counseling and the Path of the Bodhisattva (2)
CNSC729 Group Process IV (0.5)
CNSC738 Diagnosis & Treatment Planning (3)
CNSC765 Maitri IV (1)
CNSC801 Counseling Skills/Theories II (3)
CNSC828 Large Group Process II (0.5)

SUBTOTAL 13

Second year, summer (optional)

CNSG871 Extended Internship I (noncredit)

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)

SUBTOTAL 6

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)

SUBTOTAL 6

Third year, summer (optional)

CNSG891 Extended Internship II (noncredit)

Total Credits: 63

Contemplative Psychotherapy & Buddhist Psychology Course Listings (CNSC)

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.

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. 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.

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 lifespan. Topics include impact of key events, life stages, human nature, biopsychosocial needs, and the feminist views on relational development. Seminal theories of Western psychology are explored and critiqued through a multicultural lens and the contemplative view of human development is considered through Buddhist teachings on the development of ego and interdependence.

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. Pratiyasamutpada 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. Prerequisite: CNSC603, Buddhist Psychology I: Foundations of Practice.

CNSC629

Group Process II (0.5)

This is a continuation of Group Process I.

CNSC631

Counseling Skills/Theories I (3.0)

As an introduction to the professional practice of counseling, this course presents both essential skills and current theories. It utilizes experiential training and practice in clinical skills, and students are observed and given faculty and peer feedback. Current counseling theories are presented including Humanistic-Existential theories and Transpersonal approaches. In addition, the Contemplative approach to counseling, the specialty of this program, is explored. The course emphasizes how the practice of mindfulness-awareness can inform skillful therapeutic presence which, in turn, fosters healing relationships. In addition, the course presents a culturally sensitive orientation to working with human suffering and cultivating wellness.

CNSC638

Professional Orientation (3.0)

Contemplative counseling professional orientation serves as an introduction to the Counseling Profession and explores history and philosophy of the profession and its specialty areas, including counselor identity, advocacy, professional counseling organizations, credentialing, certification, licensure, ethical standards, technology's impact, self-evaluation, and supervision. It further explores what is meant by mental health as concept and experiences that have evolved over the last hundred years of formalized counseling, while also considering cultural and Buddhist perspectives on these fundamental questions. The possibility of working with self and other within a larger contemplative view of "basic goodness" is considered.

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.

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. Prerequisite: CNSC660, Maitri I.

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 coursework 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 approaches to clinical assessment and evaluation with application through the lens of contemplative counseling. Topics include standardized and non-standardized testing and interpretation, psychometric statistics, factors related to diverse populations, case conceptualization, and diagnosis. Ethical and legal considerations are integrated throughout the course. The course also provides an understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for referrals and identification of side effects.

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. Prerequisite: CNSC623, Buddhist Psychology II: Abhidharma and the Psychology of Confusion.

CNSC709

Group Process III (0.5)

This course is a continuation of CNSC629.

CNSC710**Research/Program Evaluation (3.0)**

A survey of research methods and program evaluation as it applies to counseling, the course introduces evidence-based counseling practices including qualitative, quantitative, and mixed methods approaches to research. Topics include philosophical issues, rigor, statistical methods, clinical trials, needs assessments, program evaluation, research ethics, participatory approaches, structure of research reports, and strategies for literature searches. With a focus on ethical and culturally responsive approaches which mitigate harm, the course considers ways that research has been a site of oppression. Students become familiar with the concepts of positionality and reflexivity, learning how social locations of researchers shape kinds of knowledge produced.

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 Counseling 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. Prerequisite: CNSC703, Buddhist Psychology III: Compassion and the Heart of Emptiness.

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**Diagnosis & Treatment Planning (3.0)**

This course examines psychopathology through clinical material and discussions on mindfulness and contemporary counseling theories and approaches to mind, emotion, and behavior. A subjective experience of pathology is explored with autobiographical accounts, classical and contemporary readings, film, experiential exercises, and group discussion. Students will gain emergent proficiency in the use of the Diagnostic Statistical Manual 5 (DSM-5) in counseling and assessing pathology including spectrums of schizophrenia, depression, bipolar, trauma, dissociative disorders, anxiety, personality, neurodevelopmental disorders, substance abuse and addictions. Etiology, symptoms, treatment planning, and diagnosis of psychopathology are included along with psychosocial modalities, recovery strategies, and basic psychopharmacology.

CNSC751**Group Counseling: Theory and Practice (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. Prerequisite: CNSC665, Maitri II.

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. Prerequisite: CNSC760, Maitri III.

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)

Counseling Practicum is designed to provide a supportive and instructional forum for students' initial experiences in clinical placement through the introduction of counseling skills, consultation, and group and triadic supervision. On-site supervision is supplemented in this class with a contemplative model of case presentation: Body, Speech, and Mind. Topics include theoretical orientation, case conceptualization and planning, clinical interventions, as well as dynamics of the student-supervisory relationship, organizational issues at the site, and self-care. The course also provides a systemic overview of mental health service delivery, policy, and access to community resources. Prerequisite: CNSC631, Counseling Skills/Theories I.

CNSC801

Counseling Skills/Theories II (3.0)

As continuation to Counseling Skills/Theories I, this course presents both essential skills and current theories. It utilizes experiential training and practice in clinical skills, and students are observed and given faculty and peer feedback. Counseling theories are presented including Psychoanalytic/Psychodynamic, Contemporary (Sexuality, Somatic, Feminist theories), Behavioral (CBT/DBT), and Contemplative approaches. The course emphasizes the professional practice of counseling as the joining of the personal discipline of mindfulness-awareness practice which cultivates self-understanding with the interpersonal discipline of cultivating healing relationships.

CNSC803

Buddhist Psychology V: The Way of the Contemplative Counselor (3.0)

In this course, students review the Buddhist psychological teachings and practices that they have studied in Buddhist Psychology I through IV, and they also study further Buddhist teachings drawn from the

Vajrayana tradition of Tibet. The emphasis is on deepening students' understanding of all these teachings and practices as potent resources for counselors engaged in clinical work. Some counseling approaches that have an affinity with a contemplative approach are also introduced, e.g., Focusing, Gestalt Therapy, and Feeding Your Demons. The format of the class includes mindfulness, awareness, and compassion meditations; lecture; discussion; and counseling skills practice. Prerequisite: CNSC723, Buddhist Psychology IV: The Practice of Counseling & the Path of the Bodhisattva.

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 experience. Students present clinical issues arising with clients and examine ways to integrate Buddhist, clinical, social justice, and other contemporary approaches to the art of practicing contemplative clinical mental health counseling. The course culminates in a master's paper and presentation designed to further the conceptual and clinical acumen of the developing counselor. Prerequisites: CNSC871, Internship I: Placement & Contemplative Supervision and CNSC803, Buddhist Psychology V: The Way of the Contemplative Counselor.

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. Prerequisite: CNSC765, Maitri IV.

CNSC871

Internship I: Placement and Contemplative Supervision (2.0)

Internship I provides a supportive and instructional forum for students' continued experiences in clinical placement. Students engage in weekly Contemplative Supervision groups in order to present client cases from

their internship site. This style of presentation is a phenomenological approach to clinical supervision directed toward a deeper understanding and integration of the complexities arising within the therapeutic relationship. Prerequisite: CNSC790, Counseling Practicum; CNSC801, Counseling Skills/Theories II.

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: Trauma-Informed Care (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. Topics vary by semester and section. Prerequisites: CNSC723, CNSC738, and CNSC700 or permission of instructor.

CNSC891

Internship II: Placement and Contemplative Supervision (2.0)

This course is a continuation of CNSC871. Prerequisite: CNSC871, Internship I: Placement and Contemplative Supervision.

MA in Clinical Mental Health Counseling: Somatic Counseling

The 60-credit Somatic Counseling Dance/Movement Therapy Concentration and Body Psychotherapy Concentration 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 coursework or is completing clinical internship hours at a site during the summer, the student must enroll in CNSS877, 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

coursework, the student must enroll in CNSS882 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 coursework.

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).

MA in Clinical Mental Health Counseling: Somatic Counseling: Body Psychotherapy

The Somatic Counseling: 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 Counseling: 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.

Body Psychotherapy Degree Requirements

First year, fall

- CNSS500 Somatic Counseling Orientation Seminar (noncredit)
- CNSS610 Social and Multicultural Foundations I (1)
- 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)
- CNSB626 Foundations of Body Psychotherapy (2)

SUBTOTAL 13

First year, spring

- CNSS611 Social and Multicultural Foundations II (2)
- CNSS637 Body/Movement Observation and Assessment II (2)
- CNSS657 Applied Anatomy and Neuroscience (3)
- CNSS661 Counseling & Helping Relationships II: Verbal & Nonverbal Skills (3)
- CNSS751 Group Counseling (3)

SUBTOTAL 13

Second year, fall

- CNSS605 Advanced Counseling Skills I (2)
- CNSS620 Human Growth and Development (3)
- CNSS649 Contemplative Practices for Somatic Counseling Contexts II (1)
- CNSB716 Specialized Approaches in Body Psychotherapy (2)
- CNSS790 Counseling Practicum (3)

SUBTOTAL 11

Second year, spring

- 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)

SUBTOTAL 11

Second year, summer (optional)

CNSG871 Extended Internship I (noncredit)

Third year, fall

CNSS801 Professional Counseling Orientation & Ethical Practice (3)

CNSS834 Master's Paper Seminar I (1)

CNSB871 Internship Seminar I: Body Psychotherapy (2)

SUBTOTAL 6

Third year, spring

CNSS810 Career Development (3)

CNSS835 Master's Paper Seminar II (1)

CNSB891 Internship II: Body Psychotherapy (2)

SUBTOTAL 6

Third year, summer (optional)

CNSG891 Extended Internship II (noncredit)

Total Credits: 60

Somatic Counseling Course Listings (CNSB, CNSD, CNSS)

PLEASE NOTE: All available Somatic Counseling courses are listed below. The following key shows which course designators are associated with each major. Please refer to your degree requirement page for the individual courses required.

Course Designator Key

- **CNSB:** Somatic Body Psychotherapy concentration courses only
- **CNSD:** Somatic Dance/Movement Therapy concentration only
- **CNSS:** Somatic Counseling general courses

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 considers 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 (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 addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only. Prerequisite: CNSS790.

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 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 (2.0)

This course focuses on the relationship of Dance/Movement Therapy (DMT) to other creative arts modalities and is designed to offer students various methodologies for working with developmental and traumatic wounding. Through readings, discussions, and experientials students gain a somatic understanding of trauma and its physiological and psychological effects. Creative and practical approaches combining DMT with other creative modalities are taught for contacting, accessing, deepening, processing, transforming, and integrating trauma. 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 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)

An orientation to the Somatic Counseling Program: A daylong retreat immerses new students in opportunities to get acquainted with each other, with the master's degree, and with our mission as a professional counseling program from an experiential perspective.

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. 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™ /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**Applied Anatomy and Neuroscience (3.0)**

This course investigates anatomical, physiological, and neurological structures and functioning as they apply to cognitive, emotional, and behavioral processes. Students will gain confidence in applying the science of understanding the body to the practice of Body Psychotherapy and Dance Movement Therapy. Particular attention will be paid to the embodiment aspects of learning about anatomy and neuroscience, and how they inform working with somatic awareness and body- and movement-based interventions in a clinical setting.

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)**

This course explores family systems theory and practice through somatic, multicultural, social justice

perspectives. Students work experientially with genograms.

CNSS699

Independent Study: Somatic 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 coursework 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 non-standardized 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.

CNSS710

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.

CNSS736

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 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 groups. These skills include an understanding of group formation, the developmental stages of groups, group norms, multicultural, social justice issues in groups, methods for soliciting and integrating diverse member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity.

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. The course will also include a basic introduction to the use of medication in mental health treatment by 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 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 CNSB871.

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.

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.

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.

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 coursework 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.

MA in Clinical Mental Health Counseling: Somatic Counseling: Dance/Movement Therapy

Approved by the American Dance Therapy Association since 1987, the Somatic Counseling: 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 Counseling: 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 sociocultural locations influence the body, expression, and the therapeutic relationship. Somatic Counseling: 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).

Dance/Movement Therapy Degree Requirements

First year, fall

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)

SUBTOTAL 13

First year, spring

CNSS611 Social and Multicultural Foundations II (2)
CNSS637 Body/Movement Observation and Assessment II (2)
CNSS657 Applied Anatomy and Neuroscience (3)
CNSS661 Counseling & Helping Relationships II: Verbal & Nonverbal Skills (3)
CNSS751 Group Counseling (3)

SUBTOTAL 13

Second year, fall

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 (2)
CNSS790 Counseling Practicum (3)

SUBTOTAL 11

Second year, spring

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)

SUBTOTAL 11

Second year, summer (optional)

CNSG871 Extended Internship I (noncredit)

Third year, fall

CNSD871 Internship I: Dance/Movement Therapy (2)
CNSS834 Master's Paper Seminar I (1)
CNSS801 Professional Counseling Orientation & Ethical Practice (3)

SUBTOTAL 6

Third year, spring

CNSS810 Career Development (3)
CNSS835 Master's Paper Seminar II (1)
CNSD891 Internship II: Dance/Movement Therapy (2)

SUBTOTAL 6

Third year, summer (optional)

CNSG891 Extended Internship II (noncredit)

Total Credits: 60

Somatic Counseling Course Listings (CNSB, CNSD, CNSS)

Course Designator Key

- **CNSB:** Somatic Body Psychotherapy concentration courses only
- **CNSD:** Somatic Dance/Movement Therapy concentration only
- **CNSS:** Somatic Counseling general courses

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 (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: CNSS790.

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 (2.0)

This course focuses on the relationship of Dance/Movement Therapy (DMT) to other creative arts modalities and is designed to offer students various methodologies for working with developmental and traumatic wounding. Through readings, discussions, and experientials students gain a somatic understanding of trauma and its physiological and psychological effects. Creative and practical approaches combining DMT with other creative modalities are taught for contacting, accessing, deepening, processing, transforming, and integrating trauma. 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)

An orientation to the Somatic Counseling Program: A daylong retreat immerses new students in opportunities to get acquainted with each other, with the master's degree, and with our mission as a professional counseling program from an experiential perspective.

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. 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™ /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
Applied Anatomy and Neuroscience (3.0)

This course investigates anatomical, physiological, and neurological structures and functioning as they apply to cognitive, emotional, and behavioral processes. Students will gain confidence in applying the science of understanding the body to the practice of Body Psychotherapy and Dance Movement Therapy. Particular attention will be paid to the embodiment aspects of learning about anatomy and neuroscience, and how they inform working with somatic awareness and body- and movement-based interventions in a clinical setting.

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)

This course explores family systems theory and practice through somatic, multicultural, social justice

perspectives. Students work experientially with genograms.

CNSS699
Independent Study: Somatic 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 coursework 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 non-standardized 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.

CNSS710
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.

CNSS736
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 can 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 groups. These skills include an understanding of group formation, the developmental stages of groups, group norms, multicultural, social justice issues in groups, methods for soliciting and integrating diverse member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity.

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. The course will also include a basic introduction to the use of medication in mental health treatment by 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 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 CNSB871.

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.

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.

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.

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 coursework 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 track of the MA Clinical Mental Health Counseling program offers four rigorous and personally transformative concentrations that cultivate learning through focused self-exploration, contemplative practice, individual support, small class size, and experiential activities. This three-year full-time track 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 Transpersonal Counseling track 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 track 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 needed to pass fall internship coursework.

Concentration Areas

There are three areas of concentration within the Transpersonal Counseling track: [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.

MA in Clinical Mental Health Counseling: Mindfulness-Based Transpersonal Counseling

The 60-credit Mindfulness-Based Transpersonal Counseling Concentrations offer 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's emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

There are two ways to attend: **Residential** and **low-residency**. The residential program starts in August on campus in Boulder, Colorado, and can be completed within three years. The low-residency program starts in May via a combination of online coursework and on-campus intensives.

Mindfulness-Based Transpersonal Counseling Degree Requirements: Low-Residency Program

Semester 1

Three-day online intensive, seven-day intensive in Colorado

CNST610e Social and Multicultural Foundations (3)
CNST621e Psychology of Meditation: Foundations of Mindfulness (3)

SUBTOTAL 6

Semester 2

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNST631e Counseling & Helping Relationships I (3)
CNST720e Extending Mindfulness: Cultivating Resilient Presence (1)
CNST710e Research and Program Evaluation (3)

SUBTOTAL 7

Semester 3

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNST661e Counseling & Helping Relationships II: Mindfulness-based Transpersonal Counseling (3)
CNST620e Human Growth and Development (3)
CNST671e The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (2)

SUBTOTAL 8

Semester 4

Three-day online intensive, seven-day intensive in Colorado

CNST670e Transpersonal Psychology I (3)
CNST740e Diagnostic Psychopathology (3)

SUBTOTAL 6

Semester 5

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNSM601e Gestalt I: Awareness (3)
CNST770e Compassion Training for Counselors (1)
CNST750e Group Counseling: Dynamics & Leadership (3)

SUBTOTAL 7

Semester 6

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNSM651e Gestalt II: Experiment (3)
CNST790e Counseling Practicum (3)

SUBTOTAL 6

Semester 7

Three-day online intensive, seven-day intensive in Colorado

CNSM801e Counseling Orientation I (1)
CNST700e Assessment (3)
CNST704 Addiction Counseling (3)

SUBTOTAL 7

Semester 8

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNSM802e Counseling Orientation II. (1)
CNST810e Mindfulness-based Counseling: Diagnosis and Interventions (2)
CNSM871e Internship I: Mindfulness-based Transpersonal Counseling (1.5)
CNST775e Advanced Topics in Transpersonal Psychology (2)

SUBTOTAL 6.5

Semester 9

Three-day online intensive, seven-day intensive in Colorado, plus online learning

CNSM803e Counseling Orientation III (2)
CNST711e Career Development (3)
CNSM891e Internship II: Mindfulness-based Transpersonal Counseling (1.5)

SUBTOTAL 6.5

Total Credits: 60

Mindfulness-Based Transpersonal Counseling Degree Requirements: Three-Year On-campus Program

First year, fall

CNST610 Social and Multicultural Foundations (3)
CNST620 Human Growth and Development (3)
CNST621 Psychology of Meditation: Foundations of Mindfulness (3)
CNST631 Counseling & Helping Relationships I (3)

First year, spring

CNST661 Counseling & Helping Relationships II (3)
CNST670 Transpersonal Psychology (3)
CNST740 Diagnostic Psychopathology (3)
CNST720 Extending Mindfulness: Cultivating Resilient Presence (1)

First year, summer

Electives: Intensives and/or others (0–2)

Second year, fall

CNSM601 Gestalt I: Awareness (3)
CNST671 The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (2)
CNST750e Group Counseling (3)
CNST790 Counseling Practicum (3)

Second year, spring

CNSM651 Gestalt II: Experiment (3)
CNST710 Research and Program Evaluation (3)
CNST700 Assessment (3)
CNST770 Compassion Training for Counselors (1)
Elective(s) (0–3)

Second year, summer (optional)

Electives: Intensives and/or others (0–3)
CNST871 Extended Internship I (noncredit)

Third year, fall

CNSM801 Counseling Orientation I (2)
CNSM871 Internship I: Mindfulness-based Transpersonal Counseling (2)
CNST810 Mindfulness-based Counseling: Diagnosis and Interventions (2)
Elective(s) (0–2)

Third year, spring

CNST711 Career Development (3)
CNSM802 Counseling Orientation II (2)
CNSM891 Internship II: Mindfulness-based Transpersonal Counseling (2)
Elective(s) (0–3)

Third year, summer (optional)

CNST891 Extended Internship II (noncredit)

Total Credits: 60

Transpersonal Counseling Course Listings (CNSA, CNSM, CNST, CNSW)

PLEASE NOTE: All available Transpersonal Counseling courses are listed below. The following key shows which course designators are associated with each Transpersonal Counseling concentration. Please refer to your major requirement page for the courses required for your major.

Course Designator Key

- **CNSA:** Transpersonal Art Therapy
- **CNSM:** Mindfulness-Based Transpersonal Counseling
- **CNST:** Transpersonal Counseling
- **CNSW:** Transpersonal Wilderness Therapy

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.

CNSA596

Special Topics in Art Therapy (1.0)

The topics in this course vary and are designed for Transpersonal Art Therapy students to provide focused topics of interest in the field of art therapy.

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 TAT students.

CNSA604

Foundations of Art Therapy: Studio and Practicum (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 coursework 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.

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. TAT only.

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. TAT 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. Prerequisites: CNSA604 and CNSA634. TAT only.

CNSA734

Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)

This course provides 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. TAT only. 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, CNSA631, and CNSA634. TAT 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 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: CNSA661.

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. Prerequisites: CNSA631, CNSA661, and CNSA665.

CNSA801

Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.0)

Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. 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. TAT 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. TAT 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, artmaking, self-care, ethics, and professional role identity. TAT only.

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. TAT only. Prerequisite: CNSA824.

CNSA871

Internship I: Transpersonal Art Therapy (3.5)

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.

CNSA891

Internship II: Transpersonal Art Therapy (3.5)

A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. TAT Only.

CNSM601

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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. Prerequisite: CNST661.

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. Prerequisite: CNST661e.

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.

CNSM801

Counseling Orientation I (2.0)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive

forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790.

CNSM801e
Counseling Orientation I (1.0)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790e.

CNSM802
Counseling Orientation II (2.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801.

CNSM802e
Counseling Orientation II (1.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801e.

CNSM803e
Counseling Orientation III (2.0)

This course is a continuation of CNSM802e.

CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)

The student works a total of 700 hours in community agency settings. Prerequisite: CNST790 and CNST750.

CNSM871e
Internship I: Mindfulness-based Transpersonal Counseling (1.5)

The student works a total of 700 hours in community agency settings. Prerequisite: CNST790e and CNST750e.

CNSM890
Special Topics in Mindfulness-Based Transpersonal Counseling (2.0)

A course with variable topics for Mindfulness-Based Transpersonal Counseling in-residence students.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)

A continuation of CNSM871.

CNSM891e
Internship II: Mindfulness-based Transpersonal Counseling (1.5)

A continuation of CNSM871e.

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.

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. This class meets online for the full semester and includes in-person meetings.

CNST543

Human Sexuality (3.0)

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.

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: Foundations of Mindfulness (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: Foundations of Mindfulness (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 wellbeing. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

CNST631

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.

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 issues of countertransference connected with particular vocal qualities and will experiment with "shadow" (not me) vocal sounds in order to develop a wider range of expression. Previous singing experience not required.

CNST653

Authentic Movement (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 and 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 and 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 (3.0)

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 that 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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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.

CNST691

Counseling and Helping Relationships III (0.0)

This is an optional continuation of CNST661.

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 coursework 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

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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.

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

Addictions Counseling (3.0)

Substance Use Disorder and Treatment. 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.

CNST704e

Addictions Counseling (3.0)

Substance Use Disorder and Treatment. The physical, mental, emotional, and spiritual aspects of alcohol and drug dependency and other addictive behaviors are

explored. Assessment, therapeutic techniques, intervention, and treatment modalities are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationships of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma are 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

Extending Mindfulness: Cultivating Resilient Presence (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.

CNST720e

Extending Mindfulness: Cultivating Resilient Presence (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.

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 (3.0)

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 (3.0)**

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.

CNST750**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661.

CNST750e**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661e.

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**Compassion Training for Counselors (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**Compassion Training for Counselors (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. This course meets online for the full semester and includes in-person meetings.

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 low-residency 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 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 or CNSA631 or CNSW631.

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, client transference and therapist countertransference, case presentations, agency

structure and organization, and community resources. Prerequisite: CNST661e.

CNST791

Advanced Child and 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.

CNST810

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671.

CNST810e

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671e.

CNSW609

Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)

This course will examine the distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program. 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. TWT only.

CNSW627

Contemplative Perspectives & Practice (1.0)

This 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 to deepen mindfulness in wilderness settings. TWT 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. TWT 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. TWT only.

CNSW635

Group Process I (0.5)

Group Process I provides theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will be introduced to group process models and theories of groups and group development.

CNSW661

Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)

In the second semester of this yearlong course, students continue to gain a framework for understanding and practicing counseling and consultation, including 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. TWT only. Prerequisite: CNSW631.

CNSW665

Group Process II (0.5)

Group Process II provides further theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will deepen their understanding of the experiential nature of group process, theories of groups, and group development.

CNSW707

Clinical Considerations in Outdoor Settings (2.0)

This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. TWT only.

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. TWT only.

CNSW719**Ecopsychology: Transpersonal Perspectives (2.0)**

This course examines the field of ecopsychology through a transpersonal lens. Major themes of ecopsychology are explored, including how culture and social structures influence 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. TWT only.

CNSW728**Person, Plants, and Land: Horticulture Therapy (2.0)**

This course focuses on the therapeutic modality of Horticulture as a tool for growth and healing. Topics include use of plants and gardening in therapeutic settings, food justice and equity, and themes of geography and land as related to personal history and psychology.

CNSW731**Career Development II: Transpersonal Wilderness Therapy (1.5)**

In the second semester of this yearlong course, students continue to gain an understanding of career development. 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. TWT only.

CNSW743**Transitions Throughout the Life Span (3.0)**

This course provides a clinical foundation for working with 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. TWT only.

CNSW751**Group Counseling: Transpersonal Wilderness Therapy (2.0)**

This course 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. TWT only.

CNSW761**Group Counseling II: Transpersonal Wilderness Therapy (3.0)**

In the second semester, this yearlong course 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. Prerequisite: CNSW751. TWT only.

CNSW790**Counseling Practicum (3.0)**

This course provides students secondary group supervision and ethical training to support the counseling practicum. 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. In this course, students also study ethical guidelines relating to the counseling profession. 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. TWT only.

CNSW801**Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (1.5)**

This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790. TWT only.

CNSW802

Professional Counseling Orientation & Ethical Practice II: Wilderness Therapy (1.5)

In the second semester of this yearlong course, students continue to receive support in the internship placement. This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. TWT only. Prerequisite: CNSW801.

CNSW871

Internship I: Transpersonal Wilderness Therapy (3.0)

The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW 801, Professional Orientation and Ethical Practice I, at the same time.

CNSW881

Nature-Based Facilitation Experience (0.0)

This course supports Transpersonal Wilderness Therapy students who are completing their required 150-hour nature-based facilitation experience in an approved setting. Students must have successfully completed all second-year classes to enroll. TWT only.

CNSW891

Internship II: Transpersonal Wilderness Therapy (3.0)

This is a continuation of the yearlong course. The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is

directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW 802, Professional Orientation and Ethical Practice I, at the same time.

MA in Clinical Mental Health Counseling: Transpersonal Art Therapy

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 63-credit Transpersonal Art Therapy concentration, approved by the American Art Therapy Association, consists of specific art therapy coursework combined with counseling and contemplative studies training to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Throughout the program, students also participate in 190 direct art contact hours of studio-based work.

Transpersonal Art Therapy 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: Foundations of Mindfulness (3)
- CNSA631 Counseling & Helping Relationships I: Transpersonal Art Therapy (3)
- CNSA634 History and Theory of Art Therapy (3)

SUBTOTAL 12

First year, spring

- CNSA661 Counseling & Helping Relationships II: Transpersonal Art Therapy (3)
- CNST610 Social & Multicultural Foundations (3)
- CNST670 Transpersonal Psychology (3) or CNST673 Jungian Psychology: Transpersonal Foundations and Central Concepts (3)
- CNSA665 Civic Engagement Studio Practicum (noncredit)
- CNST720 Extending Mindfulness: Cultivating Resilient Presence (1)
- CNSA596 Special Topics in Art Therapy (1)

SUBTOTAL 11

Second year, fall

- CNST620 Human Growth and Development (3)
- CNSA751 Group Counseling: Transpersonal Art Therapy (3)
- CNSA754 Counseling for Adult Populations: Transpersonal Art Therapy (3)
- CNSA801 Professional Counseling Orientation and Ethical Practice: Transpersonal Art Therapy (3)

SUBTOTAL 12

Second year, spring

- CNSA624 Art Therapy Studio: Process & Materials (2)
- CNST700 Assessment (3)
- CNSA734 Counseling for Child & Adolescent Populations: Transpersonal Art Therapy (3)
- CNSA790 Counseling Practicum (3)

SUBTOTAL 11

Second year, summer (optional)

- CNSG871 Extended Internship I (noncredit)

Third year, fall

- CNST710 Research and Program Evaluation (3)
- CNSA871 Internship I: Transpersonal Art Therapy (3.5)
- CNST740 Diagnostic Psychopathology (3)
- CNSA824 Internship Studio Methods I (0.5)

SUBTOTAL (10)

Third year, spring

- CNST711 Career Development (3)
- CNSA844 Internship Studio Methods II (0.5)
- CNSA891 Internship II: Transpersonal Art Therapy (3.5)

SUBTOTAL (7)

Third year, summer (optional)

- CNSG891 Extended Internship II (noncredit)

Total Credits: 63

Transpersonal Counseling Course Listings (CNSA, CNSM, CNST, CNSW)

PLEASE NOTE: All available Transpersonal Counseling courses are listed below. The following key shows which course designators are associated with each Transpersonal Counseling concentration. Please refer to your major requirement page for the courses required for your major.

Course Designator Key

- **CNSA:** Transpersonal Art Therapy
- **CNSM:** Mindfulness-Based Transpersonal Counseling
- **CNST:** Transpersonal Counseling
- **CNSW:** Transpersonal Wilderness Therapy

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.

CNSA596

Special Topics in Art Therapy (1.0)

The topics in this course vary and are designed for Transpersonal Art Therapy students to provide focused topics of interest in the field of art therapy.

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 Transpersonal Art Therapy students.

CNSA604

Foundations of Art Therapy: Studio and Practicum (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 coursework 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, 149 Naropa Course Catalog 2021–2022

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.

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. TAT only.

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. TAT 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. Prerequisites: CNSA604 and CNSA634. TAT only.

CNSA734

Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)

This course provides 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. TAT only. 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, CNSA631, and CNSA634. TAT 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 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: CNSA661.

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. Prerequisites: CNSA631, CNSA661, and CNSA665.

CNSA801

Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.0)

Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. 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. TAT 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. TAT 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, artmaking, self-care, ethics, and professional role identity. TAT only.

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. TAT only. Prerequisite: CNSA824.

CNSA871

Internship I: Transpersonal Art Therapy (3.5)

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.

CNSA891

Internship II: Transpersonal Art Therapy (3.5)

A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. TAT 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. Prerequisite: CNST661.

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. Prerequisite: CNST661e.

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.

CNSM801

Counseling Orientation I (2.0)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790.

CNSM801e
Counseling Orientation I (1.0)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790e.

CNSM802
Counseling Orientation II (2.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801.

CNSM802e
Counseling Orientation II (1.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801e.

CNSM803e
Counseling Orientation III (2.0)

This course is a continuation of CNSM802e.

CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)

The student works a total of 700 hours in community agency settings. Prerequisites: CNST790 and CNST750.

CNSM871e
Internship I: Mindfulness-based Transpersonal Counseling (1.5)

The student works a total of 700 hours in community agency settings. Prerequisite: CNST750e and CNST790e.

CNSM890
Special Topics in Mindfulness-Based Transpersonal Counseling (2.0)

A course with variable topics for Mindfulness-Based Transpersonal Counseling in-residence students.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)

A continuation of CNSM871.

CNSM891e
Internship II: Mindfulness-based Transpersonal Counseling (1.5)

A continuation of CNSM871e.

CNSM895e
Internship III: Mindfulness-based Transpersonal Counseling (1.0)

This course is a continuation of CNSM891e.

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.

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. This class meets online for the full semester and includes in-person meetings.

CNST543

Human Sexuality (3.0)

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.

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: Foundations of Mindfulness (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: Foundations of Mindfulness (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 wellbeing. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

CNST631

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.

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 to access and express the full range of the authentic voice. Students explore issues of countertransference 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 (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 and 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 and 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 (3.0)

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 that 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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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.

CNST691

Counseling and Helping Relationships III (0.0)

This is an optional continuation of CNST661.

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 coursework 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
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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.

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 low-residency format, partially online and partially in-residence.

CNST704

Addictions Counseling (3.0)

Substance Use Disorder and Treatment. 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.

CNST704e

Addiction Counseling (2.0)

Substance Use Disorder and Treatment. The physical, mental, emotional, and spiritual aspects of alcohol and

drug dependency and other addictive behaviors are explored. Assessment, therapeutic techniques, intervention, and treatment modalities are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationships of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma are 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

Extending Mindfulness: Cultivating Resilient Presence (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.

CNST720e

Extending Mindfulness: Cultivating Resilient Presence (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.

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 (3.0)

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 (3.0)**

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.

CNST750**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661.

CNST750e**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661e.

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**Compassion Training for Counselors (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**Compassion Training for Counselors (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. This course meets online for the full semester and includes in-person meetings.

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 low-residency 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 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 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 or CNSA631 or CNSW631.

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, client transference and therapist countertransference, case presentations, agency

structure and organization, and community resources. Prerequisite: CNST661e.

CNST791

Advanced Child and 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.

CNST810

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The main focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671.

CNST810e

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671e.

CNSW609

Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)

This course will examine the distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program. 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. TWT only.

CNSW627

Contemplative Perspectives & Practice (1.0)

This 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 to deepen mindfulness in wilderness settings. TWT 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. TWT 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. TWT only.

CNSW635

Group Process I (0.5)

Group Process I provides theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will be introduced to group process models and theories of groups and group development.

CNSW661

Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)

In the second semester of this yearlong course, students continue to gain a framework for understanding and practicing counseling and consultation, including 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. TWT only. Prerequisite: CNSW631.

CNSW665

Group Process II (0.5)

Group Process II provides further theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will deepen their understanding of the experiential nature of group process, theories of groups, and group development.

CNSW707

Clinical Considerations in Outdoor Settings (2.0)

This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. TWT only.

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. TWT only.

CNSW719**Ecopsychology: Transpersonal Perspectives (2.0)**

This course examines the field of ecopsychology through a transpersonal lens. Major themes of ecopsychology are explored, including how culture and social structures influence 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. TWT only.

CNSW728**Person, Plants, and Land: Horticulture Therapy (2.0)**

This course focuses on the therapeutic modality of Horticulture as a tool for growth and healing. Topics include use of plants and gardening in therapeutic settings, food justice and equity, and themes of geography and land as related to personal history and psychology.

CNSW731**Career Development II: Transpersonal Wilderness Therapy (1.5)**

In the second semester of this yearlong course, students continue to gain an understanding of career development. 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. TWT only.

CNSW743**Transitions Throughout the Life Span (3.0)**

This course provides a clinical foundation for working with 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. TWT only.

CNSW751**Group Counseling: Transpersonal Wilderness Therapy (2.0)**

This course 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. TWT only.

CNSW761**Group Counseling II: Transpersonal Wilderness Therapy (3.0)**

In the second semester, this yearlong course 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. Prerequisite: CNSW751. TWT only.

CNSW790**Counseling Practicum (3.0)**

This course provides students secondary group supervision and ethical training to support the counseling practicum. 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. In this course, students also study ethical guidelines relating to the counseling profession. 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. TWT only.

CNSW801**Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (1.5)**

This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790. TWT only.

CNSW802

Professional Counseling Orientation and Ethical Practice II: Wilderness Therapy (1.5)

In the second semester of this yearlong course, students continue to receive support in the internship placement. This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. TWT only. Prerequisite: CNSW801.

CNSW871

Internship I: Transpersonal Wilderness Therapy (3.0)

The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW801, Professional Orientation and Ethical Practice I, at the same time.

CNSW881

Nature-Based Facilitation Experience (0.0)

This course supports Transpersonal Wilderness Therapy students who are completing their required 150-hour nature-based facilitation experience in an approved setting. Students must have successfully completed all second-year classes to enroll. TWT only.

CNSW891

Internship II: Transpersonal Wilderness Therapy (3.0)

This is a continuation of the yearlong course. The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is

directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW802, Professional Orientation and Ethical Practice II, at the same time.

MA in Clinical Mental Health Counseling: Transpersonal Wilderness Therapy

The Transpersonal Wilderness Therapy concentration (a 60-credit, three-year program) synthesizes clinical and theoretical coursework in counseling, transpersonal psychology, contemplative practice, ecotherapy, 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 on-campus intensives each semester support the internship experience and the completion of the capstone project.

Transpersonal Wilderness Therapy 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: Foundations of Mindfulness (3)
CNSW631 Counseling & Helping Relationships I: Transpersonal Wilderness Therapy (3)
CNST700 Assessment (3)
CNSW635 Group Process I (0.5)

SUBTOTAL 14.5

First year, spring

CNST610 Social & Multicultural Foundations (3)
CNSW661 Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3)
CNST710 Research and Program Evaluation (3)
CNST720 Extending Mindfulness: Cultivating Resilient Presence (1)
CNST740 Diagnostic Psychopathology (3)
CNSW665 Group Process II (0.5)

SUBTOTAL 13.5

Second year, fall

CNSW707 Clinical Considerations in Outdoor Settings (2)
CNSW728 Person, Plants & Land: Horticulture Therapy (2)
CNSW719 Ecopsychology: Transpersonal Perspectives (2)

CNSW751 Group Counseling I: Transpersonal Wilderness Therapy (2)

SUBTOTAL 8

Second year, spring

CNSW629 Family Systems Interventions: Equine-Assisted Settings (2)
CNSW790 Counseling Practicum (3)
CNSW627 Contemplative Perspectives & Practice (1)
CNSW743 Transitions Throughout the Life Span (3)
CNSW761 Group Counseling II: Transpersonal Wilderness Therapy (3)

SUBTOTAL 12

Second year, summer (optional)

CNSG871 Extended Internship I (noncredit)
CNSW881 Nature-Based Facilitation Experience (noncredit)

Third year, fall

CNSW711 Career Development I: Transpersonal Wilderness Therapy (1.5)
CNSW801 Professional Counseling Orientation and Ethical Practice I: Transpersonal Wilderness Therapy (1.5)
CNSW871 Internship I: Transpersonal Wilderness Therapy (3)

SUBTOTAL 6

Third year, spring

CNSW731 Career Development II: Transpersonal Wilderness Therapy (1.5)
CNSW802 Professional Counseling Orientation and Ethical Practice II: Transpersonal Wilderness Therapy (1.5)
CNSW891 Internship II: Transpersonal Wilderness Therapy (3)

SUBTOTAL 6

Third year, summer (optional)

CNSG891 Extended Internship II (noncredit)
CNSW881 Nature-Based Facilitation Experience (noncredit)

Total Credits: 60

Transpersonal Counseling Course Listings (CNSA, CNSM, CNST, CNSW)

PLEASE NOTE: All available Transpersonal Counseling courses are listed below. The following key shows which course designators are associated with each Transpersonal Counseling concentration. Please refer to your major requirement page for the courses required for your major.

Course Designator Key

- **CNSA:** Transpersonal Art Therapy
- **CNSM:** Mindfulness-Based Transpersonal Counseling
- **CNST:** Transpersonal Counseling
- **CNSW:** Transpersonal Wilderness Therapy

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.

CNSA596

Special Topics in Art Therapy (1.0)

The topics in this course vary and are designed for Transpersonal Art Therapy students to provide focused topics of interest in the field of art therapy.

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 Transpersonal Art Therapy students.

CNSA604

Foundations of Art Therapy: Studio and Practicum (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 coursework 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, 164 Naropa Course Catalog 2021–2022

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.

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. TAT only.

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. TAT 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. Prerequisites: CNSA604 and CNSA634. TAT only.

CNSA734

Counseling for Child and Adolescent Populations: Transpersonal Art Therapy (3.0)

This course provides 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. TAT only. 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, CNSA631, and CNSA634. TAT 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 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: CNSA661.

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. Prerequisites: CNSA631, CNSA661, and CNSA665.

CNSA801

Professional Counseling Orientation & Ethical Practice I: Transpersonal Art Therapy (3.0)

Professional Counseling Orientation and Ethical Practice provides an instructional, supportive forum for students practicing counseling and art therapy in agency settings. 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. TAT 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. TAT 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, artmaking, self-care, ethics, and professional role identity. TAT only.

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. TAT only. Prerequisite: CNSA824.

CNSA871

Internship I: Transpersonal Art Therapy (3.5)

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.

CNSA891

Internship II: Transpersonal Art Therapy (3.5)

A continuation of CNSA871. If one fails to successfully complete this class, both Internship I and II must be retaken in sequence. TAT 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. Prerequisite: CNST661.

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. Prerequisite: CNST661e.

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.

CNSM801

Counseling Orientation I (2)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790.

CNSM801e
Counseling Orientation I (1.0)

Professional Counseling Orientation and Ethical Practice I: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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 application of counseling skills and theory, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790e.

CNSM802
Counseling Orientation II (2.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801.

CNSM802e
Counseling Orientation II (1.0)

Professional Counseling Orientation and Ethical Practice II: Mindfulness-based Transpersonal Counseling is designed to provide an instructional and supportive forum for students in regard to practicing counseling in agency and other settings. The course 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: CNSM801e.

CNSM803e
Counseling Orientation III (2.0)

This course is a continuation of CNSM802e.

CNSM871
Internship I: Mindfulness-based Transpersonal Counseling (2.0)

The student works a total of 700 hours in community agency settings. Prerequisite: CNST790 and CNST750.

CNSM871e
Internship I: Mindfulness-based Transpersonal Counseling (1.5)

The student works a total of 700 hours in community agency settings. Prerequisite: CNST790e and CNST750e.

CNSM890
Special Topics in Mindfulness-Based Transpersonal Counseling (2.0)

A course with variable topics for Mindfulness-Based Transpersonal Counseling in-residence students.

CNSM891
Internship II: Mindfulness-based Transpersonal Counseling (2.0)

A continuation of CNSM871.

CNSM891e
Internship II: Mindfulness-based Transpersonal Counseling (1.5)

A continuation of CNSM871e.

CNSM895e
Internship III: Mindfulness-based Transpersonal Counseling (1.0)

This course is a continuation of CNSM891e.

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.

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. This class meets online for the full semester and includes in-person meetings.

CNST543

Human Sexuality (3.0)

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.

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: Foundations of Mindfulness (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: Foundations of Mindfulness (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 wellbeing. We practice gentle Hatha yoga and cultivate a felt sense of the quality of life force through each chakra.

CNST631

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.

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 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 (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 and 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 and 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 (3.0)

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 that 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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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

The Mindful Counselor: Applying Mindfulness in the Therapeutic Context (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.

CNST691

Counseling and Helping Relationships III (0.0)

This is an optional continuation of CNST661.

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 coursework 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

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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.

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 low-residency format, partially online and partially in-residence.

CNST704

Addictions Counseling (3.0)

Substance Use Disorder and Treatment. 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.

CNST704e

Addictions Counseling (2.0)

Substance Use Disorder and Treatment. The physical, mental, emotional, and spiritual aspects of alcohol and drug dependency and other addictive behaviors are

explored. Assessment, therapeutic techniques, intervention, and treatment modalities are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationships of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma are 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

Extending Mindfulness: Cultivating Resilient Presence (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.

CNST720e

Extending Mindfulness: Cultivating Resilient Presence (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.

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 (3.0)

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 (3.0)**

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.

CNST750**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661.

CNST750e**Group Counseling (3.0)**

Group Counseling: Dynamics and Leadership. This clinical mental health counseling course examines the history, theories, models, and research of group counseling and group dynamics. Emphasis is placed on clinical mental health group counseling skills and techniques. The course includes at least 20 hours experiential participation as a group member. Additionally, students will also gain experience and practice as a group leader with supervision, feedback, and guidance. Students critically examine of group counseling approaches through lenses including diversity, power, and social narratives. Students are exposed to panoptic and inclusive interventions towards developing group approaches to fit context, needs, and goals of group counseling participants. The integration of group counseling with Mindfulness and Transpersonal perspectives incorporated throughout the course. Prerequisite: CNST661e.

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**Compassion Training for Counselors (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**Compassion Training for Counselors (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. This course meets online for the full semester and includes in-person meetings.

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 low-residency 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 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 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 or CNSA631 or CNSW631.

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, client transference and therapist countertransference, case presentations, agency

structure and organization, and community resources. Prerequisite: CNST661e.

CNST791

Advanced Child and 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.

CNST810

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671.

CNST810e

Mindfulness-based Counseling: Diagnosis & Interventions (2.0)

Required of all third-year students, this course provides students with an in-depth experience of mindfulness applications in therapy. Students are required to offer and apply mindfulness with clients, as part of their internship placement, while contemplating the impact and relevance of the practice. This course is designed to provide a supportive and instructional forum for students' experience of mindfulness applications in therapy while observing ethical, therapeutic, and practical challenges that are part of the process. The focus of this course is to provide students with a practical and reflective space in which they can observe their own practice of mindfulness and the way this practice transforms into an offering for their clients. Prerequisite: CNST671e.

CNSW609

Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2.0)

This course will examine the distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling program. 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. TWT only.

CNSW627

Contemplative Perspectives & Practice (1.0)

This 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 to deepen mindfulness in wilderness settings. TWT 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. TWT 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. TWT only.

CNSW635

Group Process I (0.5)

Group Process I provides theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will be introduced to group process models and theories of groups and group development.

CNSW661

Counseling & Helping Relationships II: Transpersonal Wilderness Therapy (3.0)

In the second semester of this yearlong course, students continue to gain a framework for understanding and practicing counseling and consultation, including 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. TWT only. Prerequisite: CNSW631.

CNSW665

Group Process II (0.5)

Group Process II provides further theoretical and experiential understanding of group process, development, dynamics, counseling theories, approaches, methods, and skills. Students will deepen their understanding of the experiential nature of group process, theories of groups, and group development.

CNSW707

Clinical Considerations in Outdoor Settings (2.0)

This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers. TWT only.

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. TWT only.

CNSW719**Ecopsychology: Transpersonal Perspectives (2.0)**

This course examines the field of ecopsychology through a transpersonal lens. Major themes of ecopsychology are explored, including how culture and social structures influence 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. TWT only.

CNSW728**Person, Plants, and Land: Horticulture Therapy (2.0)**

This course focuses on the therapeutic modality of Horticulture as a tool for growth and healing. Topics include use of plants and gardening in therapeutic settings, food justice and equity, and themes of geography and land as related to personal history and psychology.

CNSW731**Career Development II: Transpersonal Wilderness Therapy (1.5)**

In the second semester of this yearlong course, students continue to gain an understanding of career development. 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. TWT only.

CNSW743**Transitions Throughout the Life Span (3.0)**

This course provides a clinical foundation for working with 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. TWT only.

CNSW751**Group Counseling: Transpersonal Wilderness Therapy (2.0)**

This course 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. TWT only.

CNSW761**Group Counseling II: Transpersonal Wilderness Therapy (3.0)**

In the second semester, this yearlong course 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. Prerequisite: CNSW751. TWT only.

CNSW790**Counseling Practicum (3.0)**

This course provides students secondary group supervision and ethical training to support the counseling practicum. 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. In this course, students also study ethical guidelines relating to the counseling profession. 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. TWT only.

CNSW801**Professional Counseling Orientation & Ethical Practice I: Wilderness Therapy (1.5)**

This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: CNST790. TWT only.

CNSW802**Professional Counseling Orientation & Ethical Practice II: Wilderness Therapy (1.5)**

In the second semester of this yearlong course, students continue to receive support in the internship placement. This course 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. Focus is on professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference. TWT only. Prerequisite: CNSW801.

CNSW871**Internship I: Transpersonal Wilderness Therapy (3.0)**

The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW801, Professional Orientation and Ethical Practice I, at the same time.

CNSW881**Nature-Based Facilitation Experience (0.0)**

This course supports Transpersonal Wilderness Therapy students who are completing their required 150-hour nature-based facilitation experience in an approved setting. Students must have successfully completed all second-year classes to enroll. TWT only.

CNSW891**Internship II: Transpersonal Wilderness Therapy (3.0)**

This is a continuation of the yearlong course. The MA Clinical Mental Health Counseling program in the Graduate School of Counseling and Psychology is

directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical internships (field placements) are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, weekly peer and group supervision, and classroom seminars provide support and opportunities for self-examination and supervision. 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. Internship (I and II) allows students to experience a nine-month internship at an approved site, obtaining 700 hours of practical experience. The placement will include 300 supervised direct client contact hours and 400 hours of related activities such as supervision, case presentations, team meetings, in-services, trainings, paperwork, and process notes. 700 hours must all be at one site. Student must be enrolled in CNSW802, Professional Orientation and Ethical Practice II, at the same time.

MFA in Creative Writing (Low-Residency Program)

Naropa's Master of Fine Arts degree in Creative Writing is a low-residency 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 fifteen annual days of residency (fall, spring, and summer). Participation in Naropa's renowned Summer Writing Program serves as the summer 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 fifteen annual 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

Creative Writing (Low-Residency) Degree Requirements

Fall and Spring Residencies: 4 credits

Over the course of two years, a total of fourteen days of residencies, divided between spring and fall, 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.

WRI880e MFA Thesis (6)

Total Credits: 40

Creative Writing (Low-Residency) and Creative Writing & Poetics Course Listings (WRI)

Note: Course numbers ending in "e" designate Creative Writing MFA low-residency courses. All others are Creative Writing & Poetics MFA courses.

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI382.

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI383.

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 MFA Creative Writing & 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 MFA Creative Writing & 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 MFA Creative Writing & Poetics 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. Students in this course must also be registered for WRI789We, Fall Writer's Practicum. Open to MFA Creative Writing low-residency students only.

WRI640

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 MFA Creative Writing & Poetics students only.

WRI648e

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. Students in this course must also be registered for WRI791We, Spring Writer's Practicum. Open to MFA Creative Writing (low-residency) students only.

WRI656

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 MFA Creative Writing & Poetics students only.

WRI671

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?

WRI672

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. Cross-listed with WRI387.

WRI677

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI455.

WRI678e

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. Students in this course must also be registered for one week of the Summer Writing Program. Open to MFA Creative Writing (low-residency) students only.

WRI699

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 coursework 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.

WRI700

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 several major works by the author as well as critical theory on and related to the author's work. Cross-listed as WRI457.

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 MFA Creative Writing & Poetics 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 nonnormative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

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 MFA Creative Writing & 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 to expand narrative, poetic lyric, meaning, and structure. We interrogate the third space between collaborators and question notions of authority in authorship. The confluence between two or more writers sparks new developments in the creative process.

WRI730**Multigenre Workshop: Performance Art & 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 MFA Creative Writing & Poetics 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. Students in this course must also be registered for WRI789We, Fall

Writer's Practicum. Open to MFA Creative Writing (low-residency) 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 MFA Creative Writing & Poetics 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 One of the Summer Writing Program. SWP 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 weeklong study with visiting faculty during Week Two of the Summer Writing Program. SWP 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 Three of the Summer Writing Program. SWP 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. Students in this course must also be registered for one week of the Summer Writing Program. Open to MFA Creative Writing (low-residency) 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 MFA Creative Writing & Poetics 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 MFA Creative Writing & Poetics 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 MFA Creative Writing & Poetics 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 BA Creative Writing & Literature and MFA Creative Writing & Poetics 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.

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 (low-residency) 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 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 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 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 (low-residency) 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.

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 critical analysis of literature.

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.

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, poetics journals, writers conferences, and submission processes. Open to MFA Creative Writing & Poetics 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. Students in this course must also be registered for WRI791We, Spring Writer's Practicum.

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.

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.

MFA in Creative Writing & Poetics

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)

Creative Writing & Poetics 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 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 poetics 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 w/ 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

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

The Creative Writing 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

Creative Writing & Poetics and Creative Writing (Low-Residency) Course Listings (WRI)

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI382.

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI383.

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 MFA Creative Writing & 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 MFA Creative Writing & 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 MFA Creative Writing & Poetics 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. Students in this course must also be registered for WRI789We, Fall Writer's Practicum. Open to MFA Creative Writing low-residency) students only.

WRI640**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 MFA Creative Writing & Poetics students only.

WRI648e**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. Students in this course must also be registered for WRI791We, Spring Writer's

Practicum. Open to MFA Creative Writing (low-residency) students only.

WRI656

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 MFA Creative Writing & Poetics students only.

WRI671

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?

WRI672

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. Cross-listed with WRI387.

WRI677

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 MFA Creative Writing & Poetics students only; others by permission of the program. Cross-listed as WRI455.

WRI678e

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. Students in this course must also be registered for one week of the Summer Writing Program. Open to MFA Creative Writing (low-residency) students only.

WRI699

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 coursework 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.

WRI700

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 as WRI457.

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 MFA Creative Writing & Poetics 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 nonnormative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

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 MFA Creative Writing & 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, meaning, and structure. We interrogate the third space between collaborators and question notions of authority in authorship. The

confluence between two or more writers sparks new developments in the creative process.

WRI730

Multigenre Workshop: Performance Art & 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 MFA Creative Writing & Poetics 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. Students in this course must also be registered for WRI789We, Fall Writer's Practicum. Open to MFA Creative Writing (low-residency) 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 MFA Creative Writing & Poetics 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
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Week One of the Summer Writing Program. SWP 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 weeklong 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 Three of the Summer Writing Program. SWP 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. Students in this course must also be

registered for one week of the Summer Writing Program. Open to MFA Creative Writing (low-residency) 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 MFA Creative Writing & Poetics 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 MFA Creative Writing & Poetics 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 MFA Creative Writing & Poetics 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 BA Creative Writing & Literature and MFA Creative Writing & Poetics 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.

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 (low-residency) 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 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 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 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 (low-residency) 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.

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 critical analysis of literature.

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.

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, poetics journals, writers' conferences, and submission processes. Open to MFA Creative Writing & Poetics 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.

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. Students must also be registered for WRI791We, Spring Writer's Practicum.

WRI881

Extended MFA Thesis (0.5)

Students wanting to apply for an additional semester to complete their MFA thesis must contact their advisor.

WRI881e

Extended MFA Thesis (0.5)

Students wanting to apply for an additional semester to complete their MFA thesis must contact their advisor.

MA in Ecopsychology (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 ten-day residential intensive at Shambhala Mountain Center. It then continues with students learning from their own home places online during the fall and spring semesters. Students also attend a five-day intensive course in Boulder each January and begin the second year with a two-week summer intensive that includes a rites of passage wilderness camping trip. Coursework integrates theory, experiential learning, and contemplative practice in the study of ecopsychology, including ecoresilience strategies. This is not a clinical program and does not lead to licensure. Students complete both written and service-learning projects.

Ecopsychology (Low-Residency) Degree Requirements

First year, fall

PSYE600 Initiatory Contemplative Ecopsychology Intensive (4)

PSYE630e Transpersonal Psychology (3)

PSYE640e Ecopsychology (3)

SUBTOTAL 10

First year, spring

PSYE650 Winter Ecopsychology Intensive I (2)

PSYE680e Ecology: Concepts and Applications for Ecopsychology (3)

PSYE690e Ecopsychology Applied in Context (3)

SUBTOTAL 8

First year, summer

PSYE700 Ecopsychology Training Intensive (2)

PSYE750 Psychology of Wilderness Experience Intensive (4)

SUBTOTAL 6

Second year, fall

PSYE800e Transpersonal Service Learning (3)

PSYE850e Master's Project I (3)

SUBTOTAL 6

Second year, spring

PSYE780 Winter Ecopsychology Intensive II (2)

PSYE790e Topics in Ecopsychology (3)

PSYE890e Master's Project II (3)

SUBTOTAL 8

Total Credits: 38

Ecopsychology Course Listings (PSYE)

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 building the learning community 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. Along with the residential component, this course includes a semester-long component of online support for meditation practice.

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. 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.

PSYE640e

Ecopsychology (3.0)

The emerging field of ecopsychology is concerned with the psychospiritual side of human and ecological health, proposing that the wellbeing of both is inextricably linked. Ecopsychology places psychology in an ecological context and draws on psychological insights for effective and sustainable environmental action. This course introduces and examines various aspects of ecopsychological theory and practices through an integration of intellectual exploration, experiential practices, and contemplative self-reflection.

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.

PSYE680e

Ecology: Concepts & 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 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.

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.

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. Prerequisite: PSYE650.

PSYE790e

Topics in Ecopsychology: Transitions and Rites of Passage (3.0)

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.

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 connect them.

PSYE850e

Master's Project I (3.0)

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.

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 topic 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 if a student does not complete the paper within the given time. Prerequisite: PSYE890e.

Master of Divinity: Low-Residency or On-Campus, with Residential Retreats

The 72-credit Master of Divinity degree prepares students for a professional role in spiritual leadership for the fields of chaplaincy, religious vocations, spiritual teaching, change agency, social entrepreneurship, and academia. This program is firmly grounded in Buddhist philosophy and meditation practice, while emphasizing an interreligious, contemplative approach to the care of individuals and communities. Beginning in the fall of 2020, students can choose to complete the MDiv either as an online or on-campus student, both of which share residential retreats. On-campus students can complete this program within three years. Online students can expect to complete the MDiv degree in three years plus one semester. This MDiv degree meets the requirements for chaplaincy board certification (see <http://bcciprofessionalchaplains.org>).

Four Streams of Learning

The MDiv degree emphasizes four streams of learning: 1) theological study—an in-depth understanding of contemplative Buddhist teachings in historical and present-day contexts; 2) socially engaged spiritual leadership—professional formation that affirms the potential for spiritual care to foster transformative healing with persons and communities in significant crisis; 3) interreligious spiritual care courses that prepare students to serve in diverse interreligious contexts while maintaining a deep rootedness in their own tradition(s); and 4) practice and meditation—instruction in Buddhist and other forms of spiritual practice as a foundation for compassionate and wise spiritual care leadership.

Through these four streams, along with their inherent intelligence and goodness, students will cultivate knowledge, insight, mindfulness, a compassionate presence, deep listening and communication skills, practical tools for transforming habitual patterns, emotional maturity, self-confidence, and a capacity to respond to crises with equanimity. Students learn these skills through engaging with ongoing meditation, systematic meaningful study of Buddhism and pastoral theology, and experiential self-reflection.

Clinical Pastoral Education (ACPE-accredited) Internship Experience

An ACPE-accredited contemplative Clinical Pastoral Education (CPE) program offered on campus or online by the Naropa Center for Contemplative Chaplaincy provides a context for integrating all four streams of learning in a structured internship where students learn

the art of spiritual care in hospitals, hospices, community agencies, and emerging, innovative settings for chaplaincy such as eco-chaplaincy and movement chaplaincy contexts. Students gain 6 academic credits in addition to one unit of CPE through completing the internship program.¹

Four Residential Practice and Study Retreats

Both the hybrid and on-campus degree options share four residential retreats that bring all the students together with their faculty to build community and provide a face-to-face, intensive engagement with contemplative education.

Three of the four retreats are nine-day retreats that will typically occur the week before the regularly scheduled semester starts, in the fall and spring of the first year, and the spring of the second year. These retreats consist of seven retreat days and two travel days. Typically, there is a travel day on the first Saturday, the retreat begins Saturday night and continues for the next seven days through the following Saturday. The final Sunday is a travel day, and there can be a closing event that morning. These dates and retreat format may be subject to change. The courses that start during these three retreats continue in the regular semester that follows, and typically end several weeks before the end of the semester.

The fourth residential retreat extends over seven days and occurs in the summer of odd-number years (2021, 2023, and so on). This retreat involves two courses that focus on the art of teaching and of creating rituals for personal and community healing and transitions (REL658e and REL763e). These two courses start as eight-week online courses for both online and on-campus MDiv students, and end with a joint seven-day retreat (five days of retreat and two days of travel that will typically begin and end on weekends), for which students prepare to give a spiritual teaching and lead a ritual they created for the class, receiving feedback from students and faculty.

Contemplative Practice

The MDiv degree program has four meditation practicum courses that complement the core courses on the Buddhist teachings. Students are paired with personal Meditation Instructors and are asked to meditate five hours each week. The combined month of practice and study in the four retreats also contribute to the contemplative practice dimension of the degree program. The degree also includes a noncredit, seven-day Contemplative Practice Intensive requirement

available as a substitute in such extenuating circumstances.

¹ If students are unable to qualify for participation in CPE, a separate 3-credit Field Education course is

(REL651e) completed with a retreat center or practice lineage of the student's choosing.

Master of Divinity Core Courses on the Buddhist Teachings: Choose between On-Campus and Low-Residency

On-Campus Master of Divinity Program

With five core courses on Buddhist teachings supported by four meditation courses, the on-campus MDiv offers a systematic grounding in the teachings, meditative practices, and history of Buddhism that utilizes a contemplative pedagogy and combines a scholarly, experiential, and meditative approach with an open, nonsectarian perspective.

On-campus students have some courses that start during a retreat and some that do not. Courses that begin in retreat start the week before the regular semester and continue during the semester as “flipped” on-campus courses (see below) and may conclude several weeks before the semester ends. Courses that start at the beginning of the semester, rather than on a retreat, are also “flipped” courses that run the full duration of the semester.

Low-Residency Master of Divinity Program

What to Expect for Low-Residency MDiv Courses

Low-residency students will have some courses that start during a retreat and some that do not. Courses that begin in retreat start the week before the regular semester and continue during the semester in an asynchronous online format, with synchronous meetings as needed. These courses may conclude several weeks before the semester ends. Courses that start at the beginning of the semester, rather than on a retreat, are asynchronous courses, with as-needed synchronous meetings, and run the full duration of the semester.

Flipped Classroom Format

On-campus students will have a “flipped classroom” format during the regular semester. In a flipped format, instructional content (such as lectures) is placed online asynchronously. Additional activities for integrating the content (such as discussions), take place in on-campus classes. In these courses, the lecture content is provided in online videos, podcasts, written material, etc. (shared with the low-residency students) that the on-campus students engage online. Each week the on-campus students have a live, on-campus class for each course, which is devoted to integrating the content presented online that week. The on-campus classes will use various combinations of live group discussions, experiential exercises, contemplative practices, small group work, student presentations, and so on.

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Having a flipped classroom, with lectures, audio podcasts, and so on online, gives on-campus students a more flexible schedule, e.g., for work, childcare, etc., while still having a live on-campus class each week for each course. On-campus students can also choose elective courses that are 100% on-campus and are not available online, e.g., on-campus Religious Studies courses in a range of spiritual traditions and courses in on-campus programs of other departments. Up to 6 credits of electives can be taken in other Naropa graduate programs, with permission of instructor (see below).

Additional Fees

CPE Internship

The Clinical Pastoral Education chaplaincy internship course (REL747) may include fees of up to \$200, depending on the requirements of the specific clinical placement site. These costs are estimates based on current costs, are determined by the clinical placement sites, and are subject to change.

Optional Specialties

The Nitartha Institute Summer Shedra-Gomdra Option

Students can choose to use 6 credits of electives to attend the monthlong Nitartha Institute Residential Summer Program. This consists of two main courses: an intensive course of Mahamudra meditation from the Meditation School (Gomdra) and an in-depth course on Madhyamaka (the Middle Way School) from the School of Learning (Shedra). Students also take an advanced course with Dzogchen Ponlop Rinpoche, and choose an elective, such as Thangka painting, Mudra Space Awareness, Introductory Tibetan, and so on. (For more information, see <https://summer.nitarthainstitute.org/>). For the Nitartha Institute option, Naropa covers the tuition cost of the Nitartha summer residential program, but not the room and board, texts, or other items, which cost approximately \$1,650.

Mindfulness Instructor Training

A three-weekend residential series that trains students to offer instruction in Shamatha (calm abiding) meditation as an authorized mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. There are two prerequisite courses as well as a Buddhist monthlong meditation intensive (two weeks of which must be completed before the class begins) required for this series.

Degree Requirements

Students have the option of a low-residency or on-campus degree program. The sequence of courses for the two options is outlined below. Some courses are only offered in alternate years; please consult your academic advisor for specific course offerings.

Low-Residency Master of Divinity Degree Requirements

Takes three years and one fall semester to complete.

First year, fall

All courses begin in a nine-day retreat intensive setting just before the start of the semester.

REL600e Meditation Practicum I: Seeds of Peace (3)
REL611e First Turning of the Wheel: Nature of Mind and Emotions (3)
REL602e Contemplative Communication in Spiritual Caregiving (3)
REL616e Integration Lab I (1)

SUBTOTAL 10

First year, spring

All courses begin in a nine-day retreat intensive setting just before the start of the semester.

REL615e Power, Privilege, and Diversity (3)
REL620e Meditation Practicum II: Self & No-Self (3)
REL654e Integration Lab II (1)
REL661e Second Turning of the Wheel: The Bodhisattva Path (3)

SUBTOTAL 10

First year, summer

Odd Years: Both courses end in a seven-day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)

Or Even Years: Both courses are online only.

REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

Or Every Year: Nitartha Institute Shedra-Gomdra Residential Option only: *

REL547 Contemplative Practice Intensive—Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 6

Second year, fall

REL635e Meditation Practicum III: Mind-Training (3)
REL710e Third Turning of the Wheel: Yogacara and Buddha Nature (3)
REL728e Integration Lab III (1)
REL651e Contemplative Meditation Intensive (noncredit)

SUBTOTAL 7

Second year, spring

Some courses begin in a nine-day retreat intensive setting just before the start of the semester.

REL780e Meditation Practicum IV: Maitri and Mandala (3)
REL714e Introduction to Spiritual Care (3)
REL768e Integration Lab IV (1)
Religious Studies Electives (3)

SUBTOTAL 10

Second year, summer

Odd Years: Both courses end in a seven-day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)
OR Even Years: Both courses are online only.
REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

OR Every Year: Nitartha Institute Shedra-Gomdra Residential Option only: *

REL547 Contemplative Practice Intensive—Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 6

Third year, fall

REL614e Mind and Its World (3)
REL779e Interreligious Dialog (3)
REL853e MDiv Capstone Seminar (2)

SUBTOTAL 8

Third year, spring

REL747e Master of Divinity Clinical Pastoral Education (6) *
Religious Studies Electives (3) **

SUBTOTAL 6

Third year, summer

Odd Years: Both courses end in a seven-day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)

Or Even Years: Both courses are low residency only.

REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

Or Every Year: Nitartha Institute Shedra-Gomdra Option only, Monthlong Residential Summer program *

REL547 Contemplative Practice Intensive—Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 0–6

Fourth year, fall

REL880e Comprehensive Exam (noncredit)
REL885e Master's Project (noncredit)
Religious Studies Electives (6)

SUBTOTAL 6

Total Credits: 72

Fall Online Electives

REL577e The History and Philosophies of Yoga (3)
REL617e Meditation in Yogic and Tantric Traditions (3)
REL634e Hindu Tantra (3)
REL507/507e Sanskrit I (4)
TRA515e Yoga I (3)
REL645/645e Methods and Issues in the Study of Religion (3)
REL699 Independent Study (0.5–4)

Fall Residential Electives

REL590 Special Topics in Religious Studies: Queer Theory (3)
REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3) (SP23)
TRA503 Yoga History/Theory/Philosophy (3)
TRA505 Taijiquan I (3)
TRA520 Ikebana/Kado I (3)
REL504W Breeze of Simplicity: Meditation Weekend (1)
REL609W Mindfulness Instructor Training I (1)^
REL809W Mindfulness Instructor Training III (1)^

Spring Online Electives

PSYE790e Topics in Ecopsychology (3) SP
REL530e Yoga and Globalization: The Inception of Postural Yoga (3)
REL535e Kabbalah and Consciousness (3)
REL672e Non-Dualism in Theory and Practice (3) (SP23)
TRA515e Yoga I (3)
REL546/546e Buddhism and Modernity (3)
REL655/655e Trends in Religious Studies (3)
REL699 Ind Study
REL751/ REL751e Buddhism in Tibet (3) even years
REL760/760e Buddhist Tantra (3) (prerequisite REL661 or REL614) Odd years

Spring Residential Electives

REL540 Zen Buddhism (3)
TRA512 Yoga Meditation (3)
REL554W Opening the Heart: Meditation Weekend (1)
REL525 Contemplative Christianity (3)
REL529 Contemplative Judaism (3)
REL701 The Middle Way School (3)
REL709W Mindfulness Instructor Training II (1)^

Residential Intensives

REL544 Sufism: An Introduction to its History, Thought, and Practice (3)
REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)

^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.

On-Campus Master of Divinity Degree Requirements

Takes three years to complete.

First year, fall

All courses begin in a nine-day retreat intensive setting just before the start of the semester.

REL600 Meditation Practicum I: Seeds of Peace (3)
REL611 First Turning of the Wheel: Nature of Mind and Emotions (3)
REL602 Contemplative Communication in Spiritual Caregiving (3)
REL614 Mind and Its World (3)
REL616 Integration Lab I (1)

SUBTOTAL 13

First year, spring

All courses begin in a nine-day retreat intensive setting just before the start of the semester.

REL615 Power, Privilege, and Diversity (3)
REL620 Meditation Practicum II: Self and No-Self (3)
REL654 Integration Lab II (1)
REL661 Second Turning of the Wheel: The Bodhisattva Path (3)
REL714 Introduction to Spiritual Care (3)

SUBTOTAL 13

First year, summer

Odd Years: Both courses are online and end in a seven-day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)

Or Even Years: Both courses are online only.

REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

Or Every Year: Nitartha Institute Shedra-Gomdra residential Option only: *

REL547 Contemplative Practice Intensive—
Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 6

Second year, fall

REL635 Meditation Practicum III: Mind-Training (3)
REL710 Third Turning of the Wheel: Yogacara and
Buddha Nature (3)
REL728 Integration Lab III (1)
Religious Studies Electives (3)
REL651e Contemplative Meditation Intensive
(noncredit)**

SUBTOTAL 10

Second year, spring

Some courses begin in a nine-day retreat intensive
setting just before the start of the semester.

REL780 Meditation Practicum IV: Maitri and
Mandala (3)
REL768 Integration Lab IV (1)
Religious Studies Electives (6)

SUBTOTAL 10

Second year, summer

Odd Years: Both courses are online and end in a seven-
day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)

Or Even Years: Both courses are online only.

REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

Or Every Year: Nitartha Institute Shedra-Gomdra Option
residential only: *

REL547 Contemplative Practice Intensive—
Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 6

Third year, fall

REL779 Interreligious Dialog (3)
REL853 MDiv Capstone Seminar (2)
Religious Studies Electives (3)

SUBTOTAL 8

Third year, spring

REL747 Master of Divinity Clinical Pastoral Education (6)
REL880 Comprehensive Exam (noncredit)
REL885 Master's Project (noncredit)

SUBTOTAL 6

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Third year, summer

Odd Years: Both courses end in a seven-day retreat.

REL763e Art of Spiritual Teaching and Formation (3)
REL658e Ritual Arts (3)

Or Even Years: Both courses are online only.

REL749e Contemporary American Religion (3)
REL804e Ethics and Spiritual Caregiving (3)

Or Every Year: Nitartha Institute Shedra-Gomdra Option
only, Monthlong Summer program *

REL547 Contemplative Practice Intensive—
Mahamudra Meditation (3)
REL701 The Middle Way School (3)

SUBTOTAL 0–6

Total Credits: 72

Fall Online Electives

REL577e The History and Philosophies of Yoga (3)
REL617e Meditation in Yogic and Tantric Traditions (3)
REL634e Hindu Tantra (3)
REL507/507e Sanskrit I (4)
TRA515e Yoga I (3)
REL645/645e Methods and Issues in the Study of
Religion (3)
REL699 Independent Study (0.5–4)

Fall Residential Electives

REL590 Special Topics in Religious Studies: Queer
Theory (3)
REL623 Religious Experience in Africa: Sacred Cosmos,
Ritual, and Community (3) (SP23)
TRA503 Yoga History/Theory/Philosophy (3)
TRA505 Taijiquan I (3)
TRA520 Ikebana/Kado I (3)
REL504W Breeze of Simplicity: Meditation Weekend (1)
REL609W Mindfulness Instructor Training I (1)^
REL809W Mindfulness Instructor Training III (1)^

Spring Online Electives

PSYE790e Topics in Ecopsychology (3) SP
REL530e Yoga and Globalization: The Inception of
Postural Yoga (3)
REL535e Kabbalah and Consciousness (3)
REL672e Non-Dualism in Theory and Practice (3) (SP23)
TRA515e Yoga I (3)
REL546/546e Buddhism and Modernity (3)
REL655/655e Trends in Religious Studies (3)
REL699 Independent Study (0.5–4)
REL751/ REL751e Buddhism in Tibet (3) even years
REL760/760e Buddhist Tantra (3) (prerequisite REL661 or
REL614) Odd years

Spring Residential Electives

REL540 Zen Buddhism (3)
TRA512 Yoga Meditation (3)
REL554W Opening the Heart: Meditation Weekend (1)
REL525 Contemplative Christianity (3)
REL529 Contemplative Judaism (3)
REL701 The Middle Way School (3)
REL709W Mindfulness Instructor Training II (1)^

Residential Intensives

REL544 Sufism: An Introduction to its History, Thought, and Practice (3)
REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)

^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.

Religious Studies & Master of Divinity Course Listings (REL)

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.

REL507e

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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 REL229.

REL530e

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 Kavalayananda, 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.

REL537

Sanskrit II (4.0)

This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL537e**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. Cross-listed as REL345.

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. This is a five-day course scheduled the week before spring classes start. 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**Buddhism and Modernity (3.0)**

This course examines the intertwined ideological and imaginative encounters with Buddhism to understand the multiple agents who have shaped and are shaping Buddhism in a variety of modern and postmodern contexts. Course topics introduce methods and issues in the study of religion, an awareness of issues of cultural appropriation and cultural "othering" (for example, "orientalism") is emphasized. Historical analysis is provided to examine Vipassana (Insight) and mindfulness meditation movements, as well as Zen and Tibetan Buddhism, from their Asian roots, to their dissemination in the United States. The course aims to deepen students' ability to understand and constructively engage with how intersectional issues of race, caste, gender, ecological imperatives, and social justice issues affect the ways Buddhism is practiced in the present day in the United States. This course invites students to learn about this multivalent tradition and examine our constructs of what we think Buddhism is or is not. Cross-listed as REL348.

REL546e**Buddhism and Modernity (3.0)**

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REL554W**Opening the Heart: 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 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 (samāsas). We move onwards through the Goldman and Goldman primer, Devāvanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gīta are introduced, as well as the Heart Sūtra. 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.

REL557e**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 (samāsas). We move onwards through the Goldman and Goldman primer, Devāvanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad-gīta are introduced, as well as the Heart Sūtra. 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: REL537e. Cross-listed as REL377.

REL577e**The History and Philosophies of Yoga (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 Yogasūtras of Patañjali and its commentaries, the Purānas, the Tantras, medieval Jain and Islamic texts, and the Hathayoga text tradition.

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 Devāvanipravesika, 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.

REL587e**Sanskrit IV (4.0)**

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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.

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.

REL600e**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)**

This course examines human communication as the foundation for relational and ethical practice in the field of spiritual care. Insights from phenomenology, linguistics, philosophy of communication, and Buddhist contemplative practice will address and deconstruct theories of communication that emphasize separateness and the priority of speaking over listening. Through practicing mindful communication and examining communication biases, students will develop foundational contemplative skills and attitudes that contribute to the spiritual health and wellbeing of persons in crisis. Course themes will include listening as

empowerment, listening and responding as an ethical responsibility, and “listening the other into being” as an act of love.

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REL609W
Mindfulness Instructor Training I: Weekend (1.0)

The first in a three-course series that trains 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.

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
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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 nonexistent 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.

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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. Runs as an online semester (S+O) course for MA in Religious Studies, Yoga Studies concentration.

REL615e
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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 to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

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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 Shodra traditions. Prerequisite: REL600 or 600e or permission of instructor.

REL620e

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REL623

Religious Experience in Africa: Flash of the Spirit (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.

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.

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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 620e or permission of the instructor.

REL635e

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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.

REL645e

Methods and Issues in the Study of Religion (3.0)

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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 Master of Divinity program. 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 (0.0)

This seven-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 the Master of Divinity program.

REL654

Integration Lab II (1.0)

A continuation of REL616. Prerequisite: REL616 or 616e.

REL654e

Integration Lab II (1.0)

A continuation of REL616. Prerequisite: REL616 or 616e.

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.

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religion with race, class, and gender through the social sciences.

REL658e

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. This is an online summer course offered in odd-number years that ends with seven-day summer retreat shared with REL763e.

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.

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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.

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REL681e

Living Traditions: Pure Land Buddhism (1.5)

Pure Land Buddhism, a form of Mahāyāna Buddhism, is focused on Amitābha Buddha who resides in the Pure Land of Bliss (Sukhāvātī). These Indian teachings spread widely in East Asia—China, Japan, etc.—and on to the West. Its practices, such as reciting the name of Amitābha, are used to bring about rebirth in Sukhāvātī, where conditions are ideal for attaining enlightenment for the benefit of all beings. The course will study the history, teachings, and practices of this tradition, taught by a contemporary master of the tradition.

REL683e

Living Traditions: Theravada (1.5)

Theravāda, "Teaching of the Elders," is the oldest surviving branch of Buddhism. Centered primarily in Sri Lanka and Southeast Asia, it is growing in the West in Asian communities and among Westerners. It emphasizes insight meditation (vipassanā) and the classic teachings shared by all Buddhist traditions, such as the Four Noble Truths and the Eightfold Noble Path. The course will study the history, teachings, and practices of this tradition, including the challenges of adapting to the West, and will be taught by a contemporary master of the tradition.

REL684e

Living Traditions: Buddhism in Tibet (1.5)

Buddhism in Tibet developed from Indian influences during two major disseminations in the 8th and 10th centuries. These brought MANY forms of Buddhism into Tibet, and while it self-identifies primarily as Mahayana, Tibetan Buddhism is best known for its Vajrayana or tantric practice, which has also been influenced by pre-existing traditions such as Bon. This class will explore the history, theory, practice, and ritual of the fascinating and colorful mix that is Tibetan Buddhism, both as it was in Tibet for so many centuries and as it is found now in the diaspora all over the world.

REL685e

Living Traditions: Zen (1.5)

Zen Buddhism developed out of Chinese Chan Buddhism and is practiced in Japan, Korea, Vietnam and now almost everywhere in the world. Zen emphasizes

meditation practice and direct insight into the nature of mind rather than scholarship, although it has an extensive literature and studies important sūtras for contemplation. Many lineages have developed with various emphases, such as “just sitting” (zazen) and koan practice, all designed to invoke experiences of direct awareness. Zen has also become a household word with broad, popular implications. A contemporary Zen master will teach the course.

REL698

Special Topics: Contemplative Practice Intensive—Mahamudra Meditation (3.0)

REL690W

Shambhala Training Level I: The Art of Being Human—Weekend (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—Weekend (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—Weekend (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—Weekend (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—Weekend (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 coursework 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.

REL699e

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

coursework 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. Runs during the monthlong Nitartha Institute Summer Program. Prerequisite: REL661 or REL661e.

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. Student meets once a week with the faculty member for the full semester.

REL703e

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. Student meets once a week with the faculty member for the full semester.

REL705

Mind Only School (1.5)

The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL614.

REL709W

Mindfulness Instructor Training II: Weekend (1.0)

Second in a three-course series that trains students to offer instruction in shamatha mindfulness meditation, 208 Naropa Course Catalog 2021–2022

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.

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.

REL710e

Third Turning of the Wheel: Yogacara & Buddha (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: REL661e.

REL714

Introduction to Spiritual Care (3.0)

The discipline of professional spiritual care is both a quality of being in the world and a collection of techniques and skills. Spiritual care is neither science nor art, but a craft that combines theoretical, technical, theological, spiritual, and philosophical principles with inner intuition and guidance. This course will offer an introduction to professional spiritual care through a consideration of current theories and practices that inform the field. Through engaging case review, contemplative practice, classic and contemporary conceptions of spirituality, and clinical approaches to chaplaincy in diverse contexts, students will develop a representation of professional spiritual caregiving as a vocation of spiritual leadership that is congruent with their values, beliefs, and ethical commitments. Prerequisite: REL602.

REL714e

Introduction to Spiritual Care (3.0)

The discipline of professional spiritual care is both a quality of being in the world and a collection of techniques and skills. Spiritual care is neither science nor art, but a craft that combines theoretical, technical,

theological, spiritual, and philosophical principles with inner intuition and guidance. This course will offer an introduction to professional spiritual care through a consideration of current theories and practices that inform the field. Through engaging case review, contemplative practice, classic and contemporary conceptions of spirituality, and clinical approaches to chaplaincy in diverse contexts, students will develop a representation of professional spiritual caregiving as a vocation of spiritual leadership that is congruent with their values, beliefs, and ethical commitments. Prerequisite: REL602e.

REL717e

Meditation in Yogic & Tantric Traditions II: A Practicum (3)

A continuation of Meditation in Yogic and Tantric Traditions: A Practicum, this course will continue to guide students through a comprehensive curriculum of meditative practice as formulated in Patanjali's Yogasutra, tantra, and hatha yoga. While continuing to utilize Patanjali's yogic system as a foundation for the practicum, this curriculum will further explore working with the breath and subtle body as illuminated in hatha yoga and tantra, while 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. Teachings on meditative praxis will be supplemented by a study of the ways of seeing and knowing advanced by the source traditions, i.e., the dynamism of their fundamental views as well as their articulations of the purpose and goal of meditation. Prerequisite: REL617e.

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' bhūmis, 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.

REL728e

Integration Lab III (1.0)

A continuation of REL654e. Prerequisite: REL654e.

REL744

Master of Divinity Field Education I (1.5)

Field education is a supervised training experience in which students enhance their learning in spiritual care 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 spiritual care. ACPE application and permission from the instructor is required.

REL745

Master of Divinity Field Education II (1.5)

A continuation of REL744.

REL747

Master of Divinity Clinical Pastoral Education (6.0)

Clinical Pastoral Education (CPE) is an interreligious, experiential method of learning that brings students into supervised encounters with persons in crisis. Through lectures, open group process, theological reflection, onsite clinical instruction, and individual supervision, students learn the techniques, skills, and self-awareness needed for the competent practice of spiritual care. CPE invites student to grow in awareness of the ways that beliefs, values, family of origin dynamics, and major orienting life events present both resources and challenges to effectively supporting the spiritual health and wellbeing of others. CPE students are assigned to clinical or community site placements such as hospices, hospitals, religious communities, and nonprofits for the duration of the course, where they serve as student chaplains. ACPE application and permission from the instructor is required.

REL749e

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. This is an online-only summer course offered in even-numbered years that can be taken with REL804e.

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

Buddhist Tantra (3.0)

Buddhist Tantra: History, Symbol, and Magic. This course explores the development of Buddhist tantra in medieval India and its transmission to the Himalayas from the 7th–10th century C.E. Emphasis is on tantric wizards, or, mahāsiddhas, yogic communities, Buddhist magic, and the tantric goddess, or dākinī. Readings from several genres include social, 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 or REL661. (The instructor will consider alternative fulfillment of the prerequisite on a case-to-case basis.)

REL760e

Buddhist Tantra (3.0)

Buddhist Tantra: History, Symbol, and Magic. This course explores the development of Buddhist tantra in medieval India and its transmission to the Himalayas from the 7th–10th century C.E. Emphasis is on tantric wizards, or, mahāsiddhas, yogic communities, Buddhist magic, and the tantric goddess, or dākinī. Readings from several genres include social, 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 REL614e or REL661e. (The instructor will consider alternative fulfillment of the prerequisite on a case-to-case basis.)

REL763e

Art of Spiritual Teaching and Formation (3.0)

This course examines how individuals and communities understand religious and spiritual principles and practices of spiritual formation, 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.

REL768e

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.

REL779e

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: REL635/635e or permission of the instructor.

REL780e

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: REL635/635e or permission of the instructor.

REL804e

Ethics and Spiritual Caregiving (3.0)

This course explores the ethics of spiritual caregiving in diverse contexts within the field of professional spiritual care, with a particular focus on empowerment and change agency. Readings and discussions will engage current and abiding ethical considerations such as healthy professional boundaries, the role of chaplains in guiding and supporting ethical deliberation, and complex ethics dilemmas in healthcare such as physician assisted dying, resource allocation, and end-of-life decision-making. Students will examine the varieties of human suffering in light of ethical theories that speak to the role of the professional caregiver as a source of empowerment and healing. This is an online-only summer course offered in even-numbered years that can be taken with REL749e.

REL809W

Mindfulness Instructor Training III (1.0)

Third in a three-course series that trains 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.

REL853

MDiv Capstone Seminar (2.0)

This course is designed to prepare MDiv 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.

REL853e

MDiv Capstone Seminar (2.0)

This course is designed to prepare MDiv 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.

REL880e

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.

REL885e

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.

REL886e

Extended Master's Project (0.5)

Students who have not completed the master's project may qualify for an extension of the master's project semester. May be repeated. MA and MDiv only.

MA in Religious Studies: Yoga Studies (Low-Residency Program)

This 43-credit Religious Studies MA concentration offers comprehensive training in Yoga Studies. The program is designed for both students interested in doctoral programs as well as yoga teachers and practitioners.

The MA in Yoga Studies serves as a foundation for continued study in doctoral programs in South Asian religious studies and Indology, as well as disciplines that study the development and globalization of modern postural yoga. For yoga teachers and practitioners, this program provides a deep immersion in the dynamic and diverse history of yogic philosophies and embodied disciplines. The curriculum also provides students a foundation in the Sanskrit language. Students have the option of gaining a more comprehensive understanding of the language through four levels of Sanskrit, as well as optional translation projects, or completing one semester of Sanskrit and supplementing their degree with more elective classes.* The curriculum offered will empower students to not only historicize lineages of yoga practice, but also constructively engage them, based in a contemplative pedagogical approach that includes training in systems of yogic meditation. In this way, graduates of the program can serve as responsible and historically sensitive stewards of yogic traditions, with the knowledge and vision to help educate emergent leaders in yoga communities worldwide.

Two Residential Retreats

The residential component of this low-residency degree consists of two nine-day retreats that bring the online students together with their faculty to build community and provide a face-to-face experience of contemplative education. These retreats typically occur the week before the regularly scheduled semester starts, in the fall of your first and third years. The nine-day retreats begin Friday evening of the first day and end the Sunday morning of the final day to accommodate travel on those days.

Online Courses Beginning with Residential Retreats

The courses that start during these two retreats continue online in the regular semester that follows, and typically end three weeks before the end of the regular semester.

Online Courses without Residential Retreats

The other courses are online and run the full length of the regular semester.

What to Expect for the Online Courses

All online courses will include varying combinations of recorded lectures, audio podcasts, contemplative exercises, threaded discussions, and so on.

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Yoga Studies (Low-Residency) Degree Requirements

First year, fall

All three courses begin in an intensive nine-day retreat setting, the week before the start of the semester.

REL617e Meditation in Yogic and Tantric Traditions: A Practicum (3) [Begins in Retreat]

REL577e The Histories and Philosophies of Yoga (3) [Begins in Retreat]

REL611e First Turning of the Wheel (3) [Begins in Retreat]

SUBTOTAL 9

First year, spring (online only)

REL530e Yoga and Globalization: The Inception of Postural Yoga (3)

REL615e Power, Privilege, and Diversity (3)

SUBTOTAL 6

Second year, fall (online only)

REL645e Methods and Issues in the Study of Religion (3)

REL507e Sanskrit I (4)

SUBTOTAL 7

Second year, spring (online only)

REL717e Meditation in Yogic & Tantric Traditions II: A Practicum (3.0)

REL537e Sanskrit II (4) (or Elective)* (3)

SUBTOTAL 7 or 6

Third year, fall

One course begins in a nine-day retreat intensive setting just before the start of the semester.

REL634e Hindu Tantra (3) [Begins in Retreat]

REL557e Sanskrit III (4) (or Elective)* (3)
Elective (3)*

SUBTOTAL 7 or 9

Third year, spring (online only)

REL587e Sanskrit IV (4) (or Elective)* (3)

REL655e Trends in Religious Studies (3)

SUBTOTAL 7 or 6

Total Credits: 43

** See the list of possible electives by below. In addition to Religious Studies electives, students can take their elective credits in courses from several other Naropa graduate programs with permission of the faculty member. These programs include Ecopsychology (low-residency).*

Fall Online Electives

- REL703e Sanskrit Translation Project (1.5)
TRA515e Yoga I (3)
REL614e Mind and Its World (3)
REL710/710e Third Turning of the Wheel: Yogacara & Buddha Nature (3) (REL661e is a prerequisite)
REL779/779e Interreligious Dialog (3)

Fall Residential Electives

- REL590 Special Topics in Religious Studies: Queer Theory (3)
REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3) (SP23)
TRA505 Taijiquan I (3)
TRA520 Ikebana/Kado I (3)
REL504W Breeze of Simplicity: Meditation Weekend (1)

Spring Online Electives

- PSYE790e Topics in Ecopsychology (3)
REL535e Kabbalah and Consciousness (3)
REL672e Non-Dualism in Theory and Practice (3) (SP23)
TRA515e Yoga I (3)
REL546/546e Buddhism and Modernity (3)
REL661/661e The Second Turning of the Wheel (3)
REL751/751e Buddhism in Tibet (3) even years
REL760/760e Vajrayana: Symbol, Iconography, and Ritual (3) (Either REL661 or REL614 is a prerequisite) odd years

Spring Residential Electives

- REL540 Zen Buddhism (3)
REL554W Opening the Heart: Meditation Weekend (1)
REL525 Contemplative Christianity (3)
REL529 Contemplative Judaism (3)

Residential Intensives

- REL545 Contemplative Islam: An Introduction to Its History, Thought, and Practice (3)
REL544 Sufism: An Introduction to its History, Thought, and Practice (3)

Summer Online Electives

- REL749e Contemporary American Religion (3) even years
REL804e Applied Ethics & Service Learning (3) even years
REL763e Art of Spiritual Teaching and Formation (begins in retreat) odd years
REL658 Ritual Arts (begins in retreat) (3) (begins in retreat) odd years

Religious Studies & Master of Divinity Course Listings (REL)

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.

REL507e

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 REL229.

REL530e

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.

REL537

Sanskrit II (4.0)

This course is a continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL537e

Sanskrit II (4.0)

This course is a continuation of Sanskrit I. Prerequisite: REL507e. 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. Cross-listed as REL345.

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 to gain a firsthand experience of contemplative practices in Islamic culture. This is a five-day course scheduled the week before spring classes start. 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

Buddhism and Modernity (3.0)

This course examines the intertwined ideological and imaginative encounters with Buddhism to understand the multiple agents who have shaped and are shaping Buddhism in a variety of modern and postmodern contexts. Course topics introduce methods and issues in the study of religion, an awareness of issues of cultural appropriation and cultural "othering" (for example, "orientalism") is emphasized. Historical analysis is provided to examine Vipassana (Insight) and mindfulness meditation movements, as well as Zen and Tibetan Buddhism, from their Asian roots, to their dissemination in the United States. The course aims to deepen students' ability to understand and constructively engage with how intersectional issues of race, caste, gender, ecological imperatives, and social justice issues affect the ways Buddhism is practiced in the present day in the United States. This course invites students to learn about this multivalent tradition and examine our constructs of what we think Buddhism is or is not. Cross-listed as REL348.

REL546e

Buddhism and Modernity (3.0)

This course examines the intertwined ideological and imaginative encounters with Buddhism to understand

the multiple agents who have shaped and are shaping Buddhism in a variety of modern and postmodern contexts. Course topics introduce methods and issues in the study of religion, an awareness of issues of cultural appropriation and cultural “othering” (for example, “orientalism”) is emphasized. Historical analysis is provided to examine Vipassana (Insight) and mindfulness meditation movements, as well as Zen and Tibetan Buddhism, from their Asian roots, to their dissemination in the United States. The course aims to deepen students’ ability to understand and constructively engage with how intersectional issues of race, caste, gender, ecological imperatives, and social justice issues affect the ways Buddhism is practiced in the present day in the United States. This course invites students to learn about this multivalent tradition and examine our constructs of what we think Buddhism is or is not. Cross-listed as REL348.

REL554W

Opening the Heart: 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 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 (samāsas). 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.

REL557e

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 (samāsas). 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.

REL577e

The History and Philosophies of Yoga (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.

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.

REL587e

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.

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.

REL600e

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)

This course examines human communication as the foundation for relational and ethical practice in the field of spiritual care. Insights from phenomenology, linguistics, philosophy of communication, and Buddhist contemplative practice will address and deconstruct theories of communication that emphasize separateness and the priority of speaking over listening. Through practicing mindful communication and examining communication biases, students will develop foundational contemplative skills and attitudes that contribute to the spiritual health and wellbeing of persons in crisis. Course themes will include listening as empowerment, listening and responding as an ethical responsibility, and "listening the other into being" as an act of love.

REL602e

Contemplative Communication in Spiritual Caregiving (3.0)

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REL609W

Mindfulness Instructor Training I: Weekend (1.0)

The first in a three-course series that trains 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.

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 nonexistent 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.

REL614e

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. Runs as an online semester (S+O) course for MA in Religious Studies, Yoga Studies concentration.

REL615e

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. Runs as an online semester (S+O) course for MA in Religious Studies, Yoga Studies concentration.

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 to support students in vocational discernment and professional development in religious studies and/or spiritual leadership.

REL616e

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community engagement, the lab facilitates the integration of personal, communal, and theoretical domains of learning 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 600e or permission of instructor.

REL620e

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 600e or permission of instructor.

REL623

Religious Experience in Africa: Flash of the Spirit (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.

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.

REL634e

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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 620e or permission of the instructor.

REL635e

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 620e or permission of the instructor.

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.

REL645e

Methods and Issues in the Study of Religion (3.0)

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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 Master of Divinity program. 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 seven-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 in the Master of Divinity program.

REL654

Integration Lab II (1.0)

A continuation of REL616. Prerequisite: REL616 or 616e.

REL654e

Integration Lab II (1.0)

A continuation of REL616. Prerequisite: REL616 or 616e.

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.

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REL658e**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. This is an online summer course offered in odd-number years that ends with seven-day summer retreat shared with REL763e.

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.

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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.

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REL681e**Living Traditions: Pure Land Buddhism (1.5)**

Pure Land Buddhism, a form of Mahāyāna Buddhism, is focused on Amitābha Buddha who resides in the Pure Land of Bliss (Sukhāvātī). These Indian teachings spread widely in East Asia—China, Japan, etc.—and on to the West. Its practices, such as reciting the name of Amitābha, are used to bring about rebirth in Sukhāvātī, where conditions are ideal for attaining enlightenment for the benefit of all beings. The course will study the history, teachings, and practices of this tradition, taught by a contemporary master of the tradition.

REL683e**Living Traditions: Theravada (1.5)**

Theravāda, "Teaching of the Elders," is the oldest surviving branch of Buddhism. Centered primarily in Sri Lanka and Southeast Asia, it is growing in the West in Asian communities and among Westerners. It

emphasizes insight meditation (vipassanā) and the classic teachings shared by all Buddhist traditions, such as the Four Noble Truths and the Eightfold Noble Path. The course will study the history, teachings, and practices of this tradition, including the challenges of adapting to the West, and will be taught by a contemporary master of the tradition.

REL684e

Living Traditions: Buddhism in Tibet (1.5)

Buddhism in Tibet developed from Indian influences during two major disseminations in the 8th and 10th centuries. These brought MANY forms of Buddhism into Tibet, and while it self-identifies primarily as Mahayana, Tibetan Buddhism is best known for its Vajrayana or tantric practice, which has also been influenced by pre-existing traditions such as Bon. This class will explore the history, theory, practice, and ritual of the fascinating and colorful mix that is Tibetan Buddhism, both as it was in Tibet for so many centuries and as it is found now in the diaspora all over the world.

REL685e

Living Traditions: Zen (1.5)

Zen Buddhism developed out of Chinese Chan Buddhism and is practiced in Japan, Korea, Vietnam and now almost everywhere in the world. Zen emphasizes meditation practice and direct insight into the nature of mind rather than scholarship, although it has an extensive literature and studies important sūtras for contemplation. Many lineages have developed with various emphases, such as “just sitting” (zazen) and koan practice, all designed to invoke experiences of direct awareness. Zen has also become a household word with broad, popular implications. A contemporary Zen master will teach the course.

REL698

Special Topics: Contemplative Practice Intensive—Mahamudra Meditation (3.0)

REL690W

Shambhala Training Level I: The Art of Being Human—Weekend (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—Weekend (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—Weekend (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—Weekend (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—Weekend (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 coursework 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.

REL699e

Independent Study: Religious Studies (0.5–4.0)

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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. Runs during the monthlong Nitartha Institute Summer Program. Prerequisite: REL661 or REL661e.

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. Student meets once a week with the faculty member for the full semester.

REL703e

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. Student meets once a week with the faculty member for the full semesters.

REL705

Mind Only School (1.5)

The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Prerequisites: REL614.

REL709W

Mindfulness Instructor Training II: Weekend (1.0)

Second in a three-course series that trains 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.

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.

REL710e

Third Turning of the Wheel: Yogacara & Buddha (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: REL661e.

REL714

Introduction to Spiritual Care (3.0)

The discipline of professional spiritual care is both a quality of being in the world and a collection of techniques and skills. Spiritual care is neither science nor art, but a craft that combines theoretical, technical, theological, spiritual, and philosophical principles with inner intuition and guidance. This course will offer an introduction to professional spiritual care through a consideration of current theories and practices that inform the field. Through engaging case review, contemplative practice, classic and contemporary conceptions of spirituality, and clinical approaches to chaplaincy in diverse contexts, students will develop a representation of professional spiritual caregiving as a vocation of spiritual leadership that is congruent with their values, beliefs, and ethical commitments. Prerequisite: REL602.

REL714e

Introduction to Spiritual Care (3.0)

The discipline of professional spiritual care is both a quality of being in the world and a collection of techniques and skills. Spiritual care is neither science nor art, but a craft that combines theoretical, technical, theological, spiritual and philosophical principles with inner intuition and guidance. This course will offer an introduction to professional spiritual care through a consideration of current theories and practices that inform the field. Through engaging case review, contemplative practice, classic and contemporary conceptions of spirituality, and clinical approaches to chaplaincy in diverse contexts, students will develop a representation of professional spiritual caregiving as a vocation of spiritual leadership that is congruent with their values, beliefs, and ethical commitments. Prerequisite: REL602e.

REL717e

Meditation in Yogic & Tantric Traditions II: A Practicum (3.0)

A continuation of Meditation in Yogic and Tantric Traditions: a Practicum, this course will continue to guide students through a comprehensive curriculum of meditative practice as formulated in Patanjali's Yogasutra, tantra, and hatha yoga. While continuing to utilize Patanjali's yogic system as a foundation for the practicum, this curriculum will further explore working with the breath and subtle body as illuminated in hatha yoga and tantra, while 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. Teachings on meditative praxis will be supplemented by a study of the ways of seeing and knowing advanced by the source traditions, i.e., the dynamism of their

fundamental views as well as their articulations of the purpose and goal of meditation. Prerequisite: REL617e.

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' bhūmis, 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 Nitārtha 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.

REL728e

Integration Lab III (1.0)

A continuation of REL654e. 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 spiritual care 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 spiritual care. ACPE application and permission from the instructor is required.

REL745**Master of Divinity Field Education II (1.5)**

A continuation of REL744.

REL747**Master of Divinity Clinical Pastoral Education (6.0)**

Clinical Pastoral Education (CPE) is an interreligious, experiential method of learning that brings students into supervised encounters with persons in crisis. Through lectures, open group process, theological reflection, onsite clinical instruction, and individual supervision, students learn the techniques, skills, and self-awareness needed for the competent practice of spiritual care. CPE invites student to grow in awareness of the ways that beliefs, values, family of origin dynamics, and major orienting life events present both resources and challenges to effectively supporting the spiritual health and wellbeing of others. CPE students are assigned to clinical or community site placements such as hospices, hospitals, religious communities, and nonprofits for the duration of the course, where they serve as student chaplains. ACPE application and permission from the instructor is required.

REL749e**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. This is an online-only summer course offered in even-numbered years that can be taken with REL804e.

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**Buddhist Tantra (3.0)**

Buddhist Tantra: History, Symbol, and Magic. This course explores the development of Buddhist tantra in medieval India and its transmission to the Himalayas from the 7th–10th century C.E. Emphasis is on tantric wizards, or, mahāsiddhas, yogic communities, Buddhist

magic, and the tantric goddess, or dākinī. Readings from several genres include social, 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 or REL661. (The instructor will consider alternative fulfillment of the prerequisite on a case-to-case basis.)

REL760e**Buddhist Tantra (3.0)**

Buddhist Tantra: History, Symbol, and Magic. This course explores the development of Buddhist tantra in medieval India and its transmission to the Himalayas from the 7th–10th century C.E. Emphasis is on tantric wizards, or, mahāsiddhas, yogic communities, Buddhist magic, and the tantric goddess, or dākinī. Readings from several genres include social, 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 REL614e or REL661e. (The instructor will consider alternative fulfillment of the prerequisite on a case-to-case basis.)

REL763e**Art of Spiritual Teaching and Formation (3.0)**

This course examines how individuals and communities understand religious and spiritual principles and practices of spiritual formation, 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.

REL768e**Integration Lab IV (1.0)**

This course is a continuation of REL728e. 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.

REL779e**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: REL635/635e or permission of the instructor.

REL780e**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: REL635/635e or permission of the instructor.

REL804e**Ethics and Spiritual Caregiving (3.0)**

This course explores the ethics of spiritual caregiving in diverse contexts within the field of professional spiritual care, with a particular focus on empowerment and change agency. Readings and discussions will engage current and abiding ethical considerations such as healthy professional boundaries, the role of chaplains in guiding and supporting ethical deliberation, and complex ethics dilemmas in healthcare such as physician assisted dying, resource allocation, and end-of-life decision-making. Students will examine the varieties of human suffering in light of ethical theories that speak to the role of the professional caregiver as a source of empowerment and healing. This is an online-only summer course offered in even-numbered years that can be taken with REL749e.

REL809W**Mindfulness Instructor Training III (1.0)**

Third in a three-course series that trains students to offer instruction in Shamatha mindfulness meditation, the course 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.

REL853**MDiv Capstone Seminar (2.0)**

This course is designed to prepare MDiv 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.

REL853e**MDiv Capstone Seminar (2.0)**

This course is designed to prepare MDiv 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.

REL880e**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.

REL885e
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.

REL886e
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.

Other Graduate Courses

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.

CNSG871e
Extended Internship I (0.0)
This online course provides supervision for students who are starting their internship placement out of state or long distance, prior to classes starting in the Fall semester. Students are supported in the application of counseling knowledge and skills including methods unique to their concentration. Prerequisite: completion of CNSS790 Counseling Practicum, CNSC Counseling Practicum or CNST790 Counseling Practicum.

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.

CNSG891e
Extended Internship II (0.0)
This online course provides supervision for students who need additional time to complete their internship placement, out of state or long distance, 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.

Yoga Studies Courses

TRA500
Mindfulness and Beginners Mind: A Meditation Practicum (3.0)
The Shambhala tradition, taught by Chögyam Trungpa Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing, and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation

is also explored and would be of interest to 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)

In this course we will explore the historical arc of major pre-modern Indian Yogic traditions. In addition to an analysis of the myriad psycho-somatic practices for liberation that came to be designated as “yoga,” we will track the development of the major philosophies and views that animated these embodied disciplines. The course will shift between a close reading of primary sources and secondary scholarship. Regarding the former, we will read classic yogic works in their entirety, such as the Kaṭha Upaniṣad, the Bhagavadgītā, the Yogasūtra, and the Haṭhapradīpikā. However, we will also study and historicize lesser-known textual masterpieces on yoga.

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 Taijiquan (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

Yoga Meditation (3.0)

This meditation practicum will be grounded in the mind training originally taught by Patañjali in the Yogasūtras, particularly using the eight supports to gradually cultivate one-pointed concentration and deep meditative absorption. We will then explore how the meditative systems of Haṭhayoga, which include more nuanced body-based practices. The course culminates with a deep study and immersion in Self-inquiry as taught in Vedānta.

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 Brahma [word is god], Nada Brahma [sound is god], etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA114.

TRA515

Yoga I: Foundations (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.

TRA515e

Yoga I: Foundations (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 discovering the elegance and creativity of being human. Ikebana is also called "kado, the way of flowers" because it is a meditative practice as well as an art form. We study the classical and improvisational forms of the Sogetsu School of Ikebana, founded by Sofu Teshigahara, as well as Japanese culture. Ikebana teaches you that everyone has the gentleness and courage of artistic expression. Cross-listed as TRA120.

TRA524

Indian Devotional and Raga Singing II (3.0)

This course is a continuation of TRA514, 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: TRA514 or permission of instructor.

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.

TRA534

Indian Devotional and Raga Singing III (3.0)

This course is a continuation of TRA524, Indian Devotional and Raga Singing II. We sing deeper into rāga, exploring Indian classical song forms including improvisation within rhythmic cycles (*tālā*). Indian devotional songs are taught with increasing melodic and rhythmic complexity. More advanced classical vocal exercises are taught to aid in stabilizing the voice and to begin to develop micro-tonal ornamentation. Students continue to develop tone, rhythm, flexibility, and range of expression in their voices and abilities as a kīrtan leader. Though this class focuses on kīrtan in devotion to Hindu deities, *Nirguni* ('Formless') Bhajans and Sufi *Qawwali* will be sung as well. Singing with the Whole Self (releasing tension, accessing freedom and support in the voice) is reinforced. Students practice accurately producing Hindi and Sanskrit sounds and learn more musical vocabulary in these languages. Students also participate in kīrtan events at Naropa where students, faculty, and professional Indian classical musicians support each other in sharing kīrtan, bhajan, and rāga. We read excerpts from texts on the mysticism of Indian music, Nāda Yoga, Bhakti Yoga, and poetry by India's Saint-Singers (Kabīr, Mirabai, Tulsidās, etc). Daily home practice required.

TRA535

Yoga II: The Subtle Body (3.0)

This course focuses on the experiential and academic study of the energetic-body in the yoga traditions. Utilizing asana, pranayama, meditation, and psychological inquiry, students will engage in an experiential exploration of the subtle body, namely the chakra system. Drawing from early tantric literature and philosophy as well as both its antecedents and later developments, students will gain an understanding of the original views and functions of the chakra system, as well as how they were adapted through history. Prerequisite: TRA515 or by permission of instructor. Cross-listed as TRA233.

TRA540

Ikebana/Kado II (3.0)

This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. 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 TRA305.

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 TRA310.

TRA555

Yoga III: Synthesis (3.0)

This course integrates the breadth of yoga practice. In addition to deepening the practice of asana, students study 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), Ayurveda, and more of yoga's rich literature and philosophy. Cross-listed as TRA333.

TRA561**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. Cross-listed as TRA433.

TRA574**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 teach asana and pranayama safely and effectively, 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.

Other Programs/Opportunities

- Traditional Eastern Arts Certificate in Yoga Teacher Training
- Study Abroad
- Summer Writing Program

Traditional Eastern Arts Certificate: Yoga Teacher Training

The Naropa Traditional Eastern Arts Certificate—Yoga Teacher Training program is a one- or two-year, 30-credit program designed to give the student proficiency in teaching yoga (15 credits), the history and philosophy of yoga (3 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: The Subtle Body (3)
- TRA333 Yoga III: Synthesis (3)
- TRA433 Yoga IV: Yoga Teacher Training (3)
- TRA449 Yoga V: Yoga Teacher Training (3)
- TRA453 Yoga History, Theory, and Philosophy (3)
- TRA463 Yoga Meditation (3)
- PSYB332 Human Anatomy (3) OR PAR101 Experiential Anatomy (3)
- REL355 Introductory Sanskrit: 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 Mindfulness and Beginners Mind: A Meditation Practicum (3)
- TRA114 Indian Devotional and Raga Singing (3)

Total Credits: 30

For information about careers related to a Naropa 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>

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. Students 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 (the [School for International Training](#)). In special circumstances, a student may choose [unaffiliated programs](#), but limitations to financial aid and transferability of credit may apply. See [Naropa.edu](#) for more information.

Study Abroad in Bhutan Program

All students participating in Naropa's Bhutan study abroad program will take BSA325, BSA335, and BSA350, taught by Naropa's in-country faculty member and a faculty member from the Royal University of Bhutan (RUB). These courses will begin during the three-week in-country orientation. Students will work independently on these courses after moving to the RUB campus of their choice. For Naropa students, all three courses are considered "in-residence."

In addition to the three courses taught by Naropa's in-country faculty member, students will choose two elective courses from the RUB campus at which they are residing. Note that students can choose from any RUB course offered during their time abroad, with instructor approval. For Naropa students, these will be considered non-resident courses. Course offerings change each year. A sampling of courses that have been offered in the past can be found here:

<https://www.naropa.edu/academics/bachelors/study-abroad/bhutan/bhutan-course-descriptions.php>

Study Abroad Course Listings

ANTH325

Independent Study Project: Methods & 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 & 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.

BSA325

Traditional Culture & 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 about 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.

CHIN150

Mandarin I (4.0)

This course introduces students to standard Mandarin Chinese language and is designed for students with no or minimal previous background in spoken or written Mandarin. Students in this course focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares students to effectively communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China. 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.

CHIN250

Mandarin II (4.0)

This course introduces students to more challenging standard Mandarin Chinese language material 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 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 to develop skills to interpret and analyze their intercultural interactions. The first half of the course focuses on positivistic 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 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 Global Studies students.

GLOS320
Regional Seminar: Culture & 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 that 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 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 that 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 that 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 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 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 & 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 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.

NPL250

Nepali II (4.0)

This course introduces students to more challenging linguistic Nepali language material 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 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 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 (SWP) 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 legislator," 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 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
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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.

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.

EXTENDED CAMPUS

Naropa Extended Campus is dedicated to personal enrichment, continuing education, professional development, and public programs for the lifelong learner within us all. Extended Campus programs promote Naropa University's core mission and values in ways uniquely adapted to meet a range of diverse educational needs. Extended Campus brings the immersive quality and embodied richness of the on-campus experience into accessible, learner-centered online and hybrid learning formats.

Extended Campus offerings are primarily designed for adult learners, working professionals, and non-traditional students interested in contemplative education. Current Naropa degree-seeking students are welcome to take any Extended Campus programs for which they are

eligible, but it is not possible to earn degree credit from programs that are only offered on a noncredit basis.

There is no admission process for those wishing to take advantage of Extended Campus offerings. However, certain professional development and certificate programs do require an application process to ensure participant eligibility. Noncredit course participants will generally not receive course work evaluation or transcript services. Verification of attendance is available upon request for select programs.

To find current offerings and opportunities, visit the Extended Campus section on naropa.edu.

FACULTY LIST

Distinguished Faculty

Ven. Dzogchen Ponlop Rinpoche
Acharya Judith Simmer-Brown

Religious Studies
Contemplative and Religious Studies

Core Faculty

Allen, Wendy
Asrael, Dale, Acharya
Bacon, Jennifer
Beachy, Jamie
Black, Linda
Blohm, Elizabeth
Burggraf, Susan
Buser, Trevor
Canty, Jeanine
Carpenter, Jane
Casalino, Lauren
Chapin, Janneli
Cigrand, Clarissa
Clements, Carole
Cox, Travis
Dorian, Marina
Drake, Cynthia
Ellms, Sherry
Franklin, Michael
Friedman, Leah
Gonzalez, Lorenzo
Grossenbacher, Peter
Hall, Amelia
Ish-Shalom, Zvi, Rabbi
Kaklauskas, Francis J.
Kallio, Nataraja
Kocataskin, Ugur
Lewis, Sara
Mazuy, Katherine
Parish, Ramon
Parker, Anne
Pethybridge, Jeffrey
Pierce, Michelle Naka
Polk, Stephen
Quaglia, Jordan
Randol, Lindsey

Somatic Counseling
Mindfulness-based Transpersonal Counseling
Elementary Education
Religious Studies
Graduate School of Counseling & Psychology
Elementary Education
Psychology
Mindfulness-based Transpersonal Counseling
Environmental Studies
Psychology
Contemplative Psychotherapy & Buddhist Psychology
Contemplative Psychotherapy & Buddhist Psychology
Mindfulness-based Transpersonal Counseling
Psychology
Ecopsychology
Mindfulness-based Transpersonal Counseling
Interdisciplinary Studies
Environmental Studies
Transpersonal Art Therapy
Contemplative Art Therapy / Transpersonal Art Therapy
Performing Arts
Psychology
Religious Studies
Religious Studies
Mindfulness-based Transpersonal Counseling
Yoga Studies
Contemplative Psychotherapy & Buddhist Psychology
Contemplative Psychotherapy & Buddhist Psychology
Transpersonal Wilderness Therapy
Interdisciplinary Studies
Environmental Studies
Creative Writing & Poetics / Summer Writing Program
Creative Writing & Poetics
Environmental Studies
Psychology
Transpersonal Counseling & Psychology

Schelling, Andrew
Sherrell, Carla
Stanley, D. Phillip
Waldman, Anne
Walworth, Candace
Wickramasekera, Ian
Whitesel, Jessica
Vallejos, Xochitl
Wegela, Karen
West, Sue Hammond

Creative Writing & Poetics / Religious Studies
Somatic Counseling
Religious Studies
Creative Writing & Poetics / Summer Writing Program
Interdisciplinary Studies
Mindfulness-based Transpersonal Counseling
Transpersonal Art Therapy
Mindfulness-based Transpersonal Counseling
Contemplative Psychotherapy & Buddhist Psychology
Visual Arts