

MASTER OF ARTS IN CONTEMPLATIVE EDUCATION 2010–11

Program Description

The Master of Arts in Contemplative Education is a low-residency degree program intended for practicing teachers interested in transforming teaching, learning, curriculum and educational community. Teachers from pre-k through higher education are welcome in the two-year, 36-credit degree program. This program is also open to others interested in a nonsectarian, contemplative approach to teaching and learning. Professional enrichment options are also available. The yearly schedule consists of two three-week summer sessions and online course work during the fall and spring semesters.

This program brings together the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness, the curriculum offers paths for personal nourishment, effective contemplative pedagogy and meaningful educational reform. Students study a variety of nonsectarian spiritual approaches to teaching, learning, human development and community building. Some students may be interested in our new one-year Alternative Teacher Licensure Program, which can be taken separately or combined with the MA program, on a case-by-case basis.

Education Beyond the Classroom (EBC) welcomes nonteachers to apply to the MA Contemplative Education program. This option is open to those interested in directing their study beyond the program's existing central emphasis on pedagogy and curriculum design. While EBC students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. EBC students are required, as are all students in the program, to integrate contemplative personal experience, daily life applications and relationship skills into their course work.

Curriculum

Summer Sessions

During the three-and-a-half-week summer retreat sessions that form the core of the program, faculty, first- and second-year students create a contemplative learning community within a carefully woven full-day schedule of study, practice, observation and contemplation. The summer schedule is very rigorous. The curriculum in the first summer session emphasizes the contemplative transformation of oneself as teacher. In addition, academic studies of holistic, sacred and artistic perspectives on teaching provide the conceptual basis for the teaching relationship. The second summer, also in a retreat setting, deepens students' experiences of contemplative education through Maitri Space Awareness, a holistic and spiritual model for teaching and learning. Strategies are presented for creating a contemplative approach to curriculum, environmental design and instruction.

Online Sessions

Between the summer sessions, students return to their teaching jobs, which could be anywhere in the world, and continue their program studies online. The online courses are designed to help students apply contemplative learning directly to their home teaching situations. Courses

provide individualized instruction for joining contemplative studies with students' daily teaching experiences. The online courses in human spiritual development and approaches to spiritual education broaden the program's scope to include diverse contemporary and historical sources.

Concluding Session

The program concludes with the summer thesis weekend during which graduating students present their theses, which combine research with their personal application of contemplative education in their own classrooms.

MA CONTEMPLATIVE EDUCATION REQUIREMENTS*

The program is a two-year degree of 38 credits, 24 of which are offered as online courses. All program courses should be taken sequentially. Because the summer courses are interconnected, students must take the entire summer curriculum as a whole. In certain cases, selected online courses may be taken out of sequence by permission of the department. Since it is an integral part of the program, students are required to maintain regular mindfulness/awareness sitting meditation practice.

First year, summer

| | |
|-----------------|----------------------------------|
| EDU 600 | Presence in Teaching (2) |
| EDU 605 | The Contemplative Teacher (4)** |
| EDU 625 | Community Practice Seminar I (1) |
| SUBTOTAL | 7 |

First year, fall (online)

| | |
|-----------------|-------------------------------------|
| EDU 615e | Perspectives in Sacred Learning (3) |
| EDU 635e | Contemplative Teaching (3)** |
| SUBTOTAL | 6 |

First year, spring (online)

| | |
|-----------------|------------------------------------|
| EDU 530e | Emotional Roots of Development (3) |
| EDU 665e | Compassionate Teaching (3)** |
| SUBTOTAL | 6 |

Second year, summer

| | |
|-----------------|-----------------------------------|
| EDU 700 | Contemplative Curriculum (2) |
| EDU 705 | Maitri in Education (4)** |
| EDU 715 | Community Practice Seminar II (1) |
| SUBTOTAL | 7 |

Second year, fall (online)

| | |
|-----------------|---|
| EDS 720e | Spiritual Roots of Development (2) [†] |
| EDU 735e | Buddhist Educational Heritage (3)** |
| EDU 850e | Thesis Seminar I (1) |
| SUBTOTAL | 6 |

Second year, spring (online)

| | |
|-----------------|-----------------------------------|
| EDU 780e | Educational Leadership (2)** |
| EDU 880e | Thesis Seminar 2 (4) [†] |
| SUBTOTAL | 6 |

Third year, summer

Thesis Weekend/Thesis Presentation
(part of EDU880e)

TOTAL CREDITS 38

**This fact sheet describes the 2009–10 curriculum for the MA in Contemplative Education. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and understandings in the field, feedback from alumni and the professional community, and faculty expertise. Please inquire with the Office of Admissions and/or the Department of Contemplative Education for any curricular changes that are being considered for future academic years.*

***These courses have a sitting meditation requirement.*

†Final approval for this credit configuration within the 38 credits of the program is pending. Check the website for the most up-to-date information.

Professional Enrichment Program

This option is for teachers, at any level, who wish to participate in the program but who do not need an advanced degree. Nondegree students can take selected courses in the program for credit or noncredit on a space-available basis. Nondegree students can take the summer session and most online courses.

Alternative Teacher Licensure Program

The Alternative Teacher Licensure Program (ATLP) is designed as an alternative track to getting teacher certification in the state of Colorado. Certification is available at four levels: early childhood (birth–second grade); elementary (K–5); middle school (6–8); or high school (9–12). To be eligible for the ATLP, you must already possess a bachelor's degree. This program can also be done as part of your master's degree in Contemplative Education, on a case-by-case basis.

Naropa's ATLP program is unique in the field and is designed to be a holistic and contemplative-based program that prepares teachers for both the inner and outer challenges of teaching

There are two starting times for this program: August and January. One has to have employment guaranteed for one year from entrance into the program.

Candidates for the ATLP are evaluated by the Colorado Department of Education, pass a content exam and then seek full-time employment. Once approved and while seeking employment, candidates then contract with Naropa University to be their agency of choice. Each candidate has a professional support team—a principal, an experienced, licensed mentor teacher and a coach from Naropa University—to provide instruction, supervision and performance evaluations.

Upon successful completion of the ATLP, the candidate is eligible for a three-year initial teacher license, the standard entry-level license in Colorado.

SEQUENCE OF COURSE WORK

(August Entrance)

Fall

EDU 560 Jumpstart: Classroom Management Intensive (2)
EDU 570 Teacher Training and Community Building I (2)
SUBTOTAL 4

Spring

EDU 580 Teacher Training and Community Building II (3)
SUBTOTAL 3

TOTAL CREDITS 7

SEQUENCE OF COURSE WORK

(January Entrance)

Spring

EDU 580 Teacher Training and Community Building II (3)
SUBTOTAL 3

Fall

EDU 560 Jumpstart: Classroom Management Intensive (2)
EDU 570 Teacher Training and Community Building I (2)
SUBTOTAL 4

TOTAL CREDITS 7

The program cost is \$5,500, which includes 7 credits of graduate-level course work. For more information, contact Michael Girodo, program administrator, at 303-546-5288 or mgirodo@naropa.edu; or visit www.naropa.edu/spirited.

Careers

The majority of our graduates enter the program already in the teaching profession. Some are just beginning, and some are well-established in their careers. There are also those who enter our program to make a career shift into the field of education. Here is a sampling of the careers of our graduates:

- Director of preschool, Boulder, CO
- Teacher of middle school Spanish, Seattle, WA
- Director of tutoring/home schooling program, San Diego, CA
- Elementary school music teacher, Asheville, NC
- English and Spanish teacher, New York, NY
- K-8 principal, Denver, CO
- High school English teacher, Carlisle, PA
- Middle school teacher in an international school, South India
- Assistant principal, Sacramento, CA
- High school math teacher, Hoboken, NJ

MA Contemplative Education Department

Ranked Faculty

Richard Brown, Co-Chair, Contemplative Education
BA, Knox College; Graduate Study, Earlham School of Religion;
Certificate in Elementary Education, University of Denver;
MA, Naropa University.

A practicing Buddhist since 1978, Richard integrates Tibetan contemplative principles and practices into contemporary teaching and learning. Richard has been an educational therapist, a public elementary teacher and a K–8 teacher in a Buddhist-inspired school. He led in establishing the contemplative Shotoku School at Rocky Mountain Shambhala Center. In 1990 he founded the Department of Education at Naropa University, including an undergraduate degree in Early Childhood Education and a master's degree in Contemplative Education. He has been actively involved in holistic and spirituality in education movements since 1990.

Lee Worley

BA, Mount Holyoke College; MA, The Naropa Institute.

Lee Worley founded the Theatre Studies program at Naropa in 1974. She has developed contemplative exercises for arts in education and contemplative education programs throughout her career at Naropa. She also taught theatre at a Buddhist-inspired middle school in Boulder for many years. She is one of a very few holders of the Mudra Space Awareness lineage—a performance training derived from Tibetan Yoga. She was a founding member, actress and teacher in Joseph Chaikin's Open Theater and is a senior student of Tibetan Buddhism. Her recent book, *Coming from Nothing: The Sacred Art of Acting*, outlines her contemplative acting method.

Deborah Young, Co-Chair, Early Childhood Education
BA/BFA/BS, University of Colorado; MA, University of Colorado;
PhD, University of Colorado.

Deborah Young has taught in numerous settings ranging from preschool through high school and co-founded and directed a private, service learning-based middle school for a number of years. She has co-founded, facilitated or designed three preschool initiatives in Boulder, Colorado; two charter school programs in Routt County, Colorado; and has worked throughout Central America on various community-based educational projects. Currently, in addition to administering her nonprofit organization serving Nicaragua, she serves as education coach and trainer with the Colorado Department of Education.

Adjunct Faculty

Michelle Blumberg, Michael Girodo, Gene Hooley, Mary Lanza, Darlene Lorrain, Laurene Phillips, Alexandra Shenpen, Genet Simone, Mindy Upton

CONTEMPLATIVE EDUCATION ADMISSION REQUIREMENTS

You are strongly encouraged to visit Naropa University. Events for prospective students are scheduled every fall and spring. See www.naropa.edu/admissions/grad_events.cfm for more information. The visitation coordinator will be happy to arrange for you to meet with an admissions counselor or a faculty member, visit a class or take a campus tour. Arapahoe Campus tours are offered Monday through Friday at 2 p.m. in the main lobby of the Administration Building. The visitation coordinator can be contacted at 303-546-3548 or 1-800-772-6951 (within North America) or at admissions@naropa.edu. You can also use the online Visitation Request form or you may view our campus from the online tour.

If you decide you would like to apply for admission, we prefer that you do so electronically via www.naropa.edu/apply.

Suggested Deadline

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

- January 15 for summer semester admission

Graduate Admission Requirements

A bachelor's degree from an accredited institution is required for admission to all graduate programs.

A completed graduate application for Contemplative Education consists of the following:

1. Completed application form.
2. A \$60 nonrefundable application fee in the form of a check or money order, payable to "Naropa University." The applicant's name must be clearly indicated on the check.
3. Three-to-five-page typed, double-spaced statement of interest.
4. Resumé.
5. Three letters of recommendation (all must be on the forms provided and not from family members or current therapists).
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor's degree, sent directly to Naropa's Admissions Office from the registrar of previous institutions or in a sealed envelope with the application.
7. Supplemental application (see next page).

8. Technology checklist (see next page).
9. A phone or in-person interview.
10. A basic academic background in the areas of child and/or human development (except for EBC applicants).
11. Previous teaching experience at any level of instruction or commitment to work in the field of education (except for EBC applicants).
12. A willingness to participate in mindfulness meditation and related awareness exercises as an integral part of the academic journey.

Online Education Technical Requirements

Before or during the admissions process, students need to make sure that their computer meets the minimum hardware requirements, and that they have the appropriate level and version of software programs to access the online course materials. Occasionally, unanticipated upgrades are necessary and may take extra time. Also, students are expected to have Internet navigation skills. The supplemental application technology checklist is required before being admitted to a low-residency program.

MINIMUM TECHNOLOGY REQUIREMENTS

1. An Internet Service Provider (for example, AOL, Earthlink, MSN).
Most ISP companies charge \$20 per month for unlimited access. Some ISP companies offset this price by allowing ads.
2. A valid email address.
3. The following hardware:
PC
Windows 2000, XP or Vista
62 MB RAM
28.8 kbps modem (56K Recommended)
Sound Card and Speakers
MAC
Mac OS X or higher (in classic mode)
32 MB RAM (64 recommended)
28.8 Modem (56k recommended)
Sound Card and Speakers
4. Real Player Basic free software downloaded and installed.
5. **PC**
Internet Explorer 6.0 (supported), 7.0 (recommended);
Firefox 3.0 (supported) or 2.0 (recommended)
MAC
Safari 2.0 or 3.0; Firefox 3.0 or 2.0
6. Adobe Acrobat Reader downloaded and installed.

Instructions for downloading and installing the free software plug-ins may be received from the 24-hour, 7-day-a-week technical support helpdesk. They may be reached at 303-873-0005 or by email at helpdesk@ecampus.naropa.edu.

Supplemental Application

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

For MA Contemplative Education Applicants (Teachers)

In addition to the university's standard graduate application requirements, the Master of Arts in Contemplative Education requires the following supplemental application:

1. A full description of your previous and current teaching experience, if any. (We recommend that applicants have an established teaching background.)
2. A statement of whether you will be working as a teacher during your two years in the MA program. If so, what instructional level will you be teaching? State the name, address, phone and principal or director of that school. (Part-time teaching at any instructional level, pre-k through higher education, is acceptable.)

If you anticipate that you will not be working as a teacher during your enrollment in the MA program, is there a school or learning environment in your area where you will be serving as a volunteer? If so, please state the name, address, phone and principal or director of that school. Also include the instructional level at which you will be involved, the number of hours per week and your responsibilities. (While preference is given to employed, qualified or licensed teachers, enrollment is also open to those without a current teaching position. [See Education Beyond the Classroom below.] Please contact the Contemplative Education Department if you have questions.)

3. A description of your academic background in the areas of child and human development.
4. A description of your meditation experience and why you think meditation is a useful practice for improving your teaching. Formal meditation, as well as a variety of mindfulness/awareness activities, is a required part of the program. Prior experience with mindfulness meditation is highly recommended, but not required. What has been your mindfulness meditation experience, if any? How do you see meditation as important to your teaching experience?
5. This program is challenging mentally, psychologically and emotionally. The experiential, community practice environment of the summer programs can be emotionally demanding. In particular, the rigor of Maitri Space Awareness during the second summer requires substantial psychological stability. Individuals who are struggling with serious emotional or psychological obstacles have found that they are not able to meet the program's demands. In order to help us assess your suitability to commence with this rigorous course of practice and study, are you aware of anything in your background that might make it challenging for you to be successful in this aspect of the program?
6. A telephone or in-person interview is required. Please state the times you are most easily reached by phone or when you plan to be on the Boulder campus.

For MA Contemplative Education: Education Beyond the Classroom Applicants (Nonteachers):

1. Based on your understanding of the MA in Contemplative Education program, how do you foresee the Education Beyond the Classroom program contributing to your work and life?
2. What is your background, if any, with mindfulness and awareness meditation?
3. Do you understand that this program encourages the practice of contemplative techniques in your daily life and work environment? Are you able to commit to this?
4. The summer programs can be particularly demanding both physically and emotionally, because of the combination of awareness practices, the intensive schedule and learning in community. Sometimes students find these conditions unexpectedly challenging. Do you see any reasons that you would be unable to meet these emotional and physical challenges? How do you work with challenging situations? Please give an example.
5. A telephone or in-person interview is required. Please state the times you are most easily reached by phone or when you plan to be on the Boulder campus.

NAROPA UNIVERSITY LOW-RESIDENCY DEGREE PROGRAMS
MA IN CONTEMPLATIVE EDUCATION
2010-11

Supplemental Application Technology Checklist

- _____ I am an independent learner, have good writing skills and am able to learn independently without the context of a live classroom.
- _____ I am aware that taking classes online may be more time consuming than attending classes on campus, and I am prepared to engage in that commitment thoughtfully.
- _____ I have my own computer or access to one that I may use regularly (6-10 hours/week).
- _____ I am familiar with the Internet and am able to navigate websites easily.
- _____ I have an email account, and I have used this account for communications and know how to send an email with an attachment.
- My email address is _____

HARDWARE REQUIREMENTS

- _____ I have been to the online campus and checked the minimum technical requirements for accessing online classes at Naropa University.
My computer meets the minimum technical requirements for access through the online delivery system.
- The processor speed in my computer is _____MHz
- The amount of RAM Memory available in my computer is _____MB
- The software operating system that I am using is by _____ version _____
(Microsoft Windows 2000, XP or Vista or Macintosh OS X)
- My browser is _____ version _____
- I have taken and passed the BROWSER TEST available at the online campus, Technical Requirements Page.
- _____ I have downloaded and installed the current browser necessary for access to the online campus.
- _____ I have downloaded and installed the free Real Player from www.real.com.
- _____ I have downloaded and installed the free Adobe Acrobat Reader from www.adobe.com.

Student Signature _____

Date _____

If you have questions about these guidelines, please email Jirka Hladiš, director of online curriculum development, at inquiry@ecampus.naropa.edu or call 303-245-4702.