

MASTER OF ARTS IN ENVIRONMENTAL LEADERSHIP 2010–11

"The greatest revolution of our time is in the way we see the world... We belong to a living, self-organizing cosmos... The earth is alive, mind is pervasive, all beings are our relations. This realization changes everything."

—Joanna Macy

Program Description

The Environmental Leadership degree prepares the next generation of innovative thinkers and activists to transform and guide communities and organizations toward an environmentally just and sustainable society. Employing an integrated, living-systems perspective and infused with insights from ecopsychology and contemplative traditions, the program offers a balance of theory, skills, inner development and experiential application.

Naropa's Environmental Studies Department has been training effective leaders at the master's level since 1995. The MA in Environmental Leadership is a two-year, 39-credit residential program comprised of semester-long courses and an eight-day summer field course that includes a three-day wilderness solo. In the final year, students apply their leadership skills to a collaborative project within an organizational or community setting. Most classes are scheduled in the late afternoon and evening and on occasional weekends to accommodate working students. The MA in Environmental Leadership trains students to lead creatively and compassionately from a strong inner foundation of self-knowledge. Under this new paradigm of leadership, our MA students are empowered to direct and manifest an emerging future that integrates multicultural perspectives, collaborative decision making and cutting-edge environmental thinking on behalf of the earth and all living beings.

Theoretical Perspectives

The department acknowledges the profound interdependence of the ecological, cultural, economic, political, social and technological dimensions of environmental issues. The Environmental Leadership program draws upon cutting-edge theoretical foundations in each of these spheres. Students become effective leaders who are aware of the critical policies, issues and theories in the environmental field through the study of political ecology, systems thinking, sustainability policy and practice, and emerging scientific paradigms.

Leadership Skills

Training in leadership skills is central to the program. Students develop effective leadership skills for organizational and community transformation based on living systems models. Students experience cutting-edge leadership models and engage in hands-on applications in practical contexts.

Human-Nature Relationship

At the heart of our vision is the art of developing strong human-nature relationships through contemplative and ecopsychological practices that foster students' personal capacity for reflective and participatory leadership. These skills and insights offer inner sustainability for one's life

work, as well as pathways to an open heart that are essential for highly effective leadership.

Applied Leadership Project

Students integrate their learning in the three areas of theoretical perspectives, contemplative practice and leadership skills in an applied project in an organizational or community setting. This allows students to directly apply their skills, develop professional experience and contacts, and create a professional report that demonstrates their leadership.

Goals and Objectives

The goals of the MA in Environmental Leadership align with four programmatic categories: theoretical perspectives; effective leadership skills; strong human-nature relationships; and practical applications of this learning.

Goal 1: Graduates understand key theoretical perspectives in environmental justice and diversity issues and the cultural, economic, and scientific dimensions of environmental topics. Students become effective leaders trained in the critical policies, issues and theories in the environmental field.

Courses include Transforming Systems; Political Ecology for Global Environmental Leadership; The New Science and its Cultural Applications; Sustainability: Policy and Practice.

Learning Outcomes

- Explain living systems theory and its applications.
- Analyze and explain global and national environmental justice and diversity issues.
- Apply new science perspective and explain its cultural applications.
- Apply sustainability policies and practices.

Goal 2: Graduates demonstrate effective leadership skills for organizational and community transformation based on living systems models. Students develop the capacity to lead transformational change toward a just and sustainable society, as well as gain experience with cutting-edge leadership models.

Courses include Groups as Living Systems; Matrixworks; Authentic Leadership; Leadership Skills Seminar.

Learning Outcomes

- Demonstrate working with groups as living systems.
- Apply conflict intervention and resolution.
- Recognize group dynamics.
- Demonstrate understanding of organizational change management.
- Demonstrate skill in project planning.
- Apply collaborative problem solving.
- Use mindful communication and inquiry skills.
- Use council practice.

Goal 3: Graduates sustain strong human-nature relationships through contemplative and ecopsychological practices that foster students' personal capacity for reflective and participatory leadership. Students develop a set of contemplative and ecopsychological practices; they use these practices to explore and deepen the human nature relationship; and they use these practices as a foundation for reflective and participatory leadership.

Courses include Inner Work for Environmental Leaders I and II; Wilderness Solo.

Learning Outcomes

- Use mindfulness/awareness skills.
- Engage in ecopsychological perspectives and practices.
- Demonstrate capacity for deep listening.
- Demonstrate appreciation of sacred world views.
- Use ability to work with strong emotions.
- Experience deepening human/nature relationship.
- Recognize empathetic presence in working with others.
- Discover and explain personal leadership vision.

Goal 4: Graduates demonstrate integration of theoretical perspectives and leadership skills in an applied project in an organizational or community setting. Students demonstrate competency in applying the skills, theoretical perspectives and methods taught in the program in an organizational or community setting.

Courses include Applied Environmental Leadership Project; Authentic Leadership; Capstone Seminar.

Learning Outcomes

- Apply program skills and tools in an organization.
- Design, implement and assess environmental/sustainability projects.
- Use professional-level skills in report writing and presentation.

MA ENVIRONMENTAL LEADERSHIP REQUIREMENTS*

First year, fall

ENV 600	Inner Work for Environmental Leaders I (3)
ENV 610	Groups as Living Systems: Matrixworks (3)
ENV 630	Transforming Systems (3)

SUBTOTAL 9

First year, spring

ENV 635	Political Ecology for Global Environmental Leadership (3)
ENV 645	The New Science and its Cultural Applications (3)
ENV 650	Inner Work for Environmental Leaders II (3)

SUBTOTAL 9

First year, summer

ENV 665	Wilderness Solo (3)
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SUBTOTAL 3

Second year, fall

ENV 705	Leadership Skills Seminar (3)
ENV 710	Sustainability: Policy and Practice (3)
ENV 725	Applied Environmental Leadership Project (3)

SUBTOTAL 9

Second year, spring

MAR 500e	Authentic Leadership (6)
ENV 785	Environmental Leadership Capstone Seminar (3)

SUBTOTAL 9

TOTAL CREDITS 39

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 Environmental Studies for any curricular changes that are being considered for future academic years.

MA Completion

This is a professional skill-based degree, which does not require a thesis. Students take two exams to determine competency in skills: one comprehensive written exam and one oral exam (in a Naropa University tradition known as a "warrior exam") designed to help integrate one's intellectual and personal understanding of the material. Students also complete documentation, presentation and formal assessment of their applied leadership project. Graduating students also receive a certificate in Authentic Leadership from Naropa University's Marpa Center for Business and Economics.

Careers

- Founder and owner, Boulder's Best Organics, Boulder, CO
- Board of Directors, Naturally Boulder, a task force of the Boulder Economic Council
- Founder, Veterans Green Jobs Alliance, Nationwide
- Teacher, Rape & Domestic Violence Crisis Center, NH
- Founder, SEED Designs, Portland, OR
- National outreach coordinator, Northwest Earth Institute, Portland, OR
- Director, Community Cycles, Boulder, CO
- Lecturer, Ecotherapy and Ecopsychology: Transformative Practices towards a Sustainable Future, Psychology-Ecology-Sustainability Conference, Lewis and Clark College, Portland, OR
- Steward, Shambhala Mountain Center, Red Feather Lakes, CO
- Associate consultant, Client Development, Earth Based Institute, Boulder, CO

Ranked Faculty

Suzanne Benally

BA, University of Colorado; MA, University of Colorado.

Suzanne Benally has extensive experience in higher education policy, assessment and diversity. Formerly she directed an Institute on Ethnic Diversity at the Western Interstate Commission for Higher Education. Ms. Benally has also worked as interim executive director and director of education with the American Indian Science and Engineering Society to address the concerns and needs of American Indian education K-12 and postsecondary. Her special interests and research have focused on the relationship between land and place as expressed through written and oral literature. In addition to her many activities, she has a consulting practice that has included work with foundations, including the Ford Foundation, Packard Foundation and James Irvine Foundation. She is a member of the board of trustees of the Western States Arts Federation. Ms. Benally is Navajo and Santa Clara Tewa.

Jeanine M. Canty, PhD

BA, Colgate University; MA, Prescott College; PhD, California Institute of Integral Studies.

Education, awareness and transformation are revered processes for Jeanine. Her work addresses the ecological crisis through critical thinking, unraveling of worldviews, connecting with all of life and changing our practices to be aligned with ecologically healthy modes of being. Her areas of passion include ecopsychology, consciousness, transformative learning, environmental and social justice, and cultural studies. She is interested in the process individuals go through to reach heightened awareness of environmental and social justice. Jeanine is involved with multiple social justice and consciousness-based organizations. Much of her understanding has come through her experience as an African American woman living in privileged communities.

*This fact sheet describes the 2009-10 curriculum for the MA in Environmental Leadership. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and

Sherry Ellms, Interim Chair

BA, University of California, Los Angeles; MA, Naropa University.

Sherry Ellms teaches a variety of contemplative practices and facilitates earth-based experiences and their application to leadership, earth stewardship and personal sustainability. She leads wilderness solos and other nature-based programs that facilitate a deep connection with the power and insight of the natural world. For the past twenty-five years, she has been conducting retreats and teaching meditation in secular settings such as Outward Bound, as well as in spiritual settings throughout the country. She teaches an online course, Meditation for Social Change Leaders in the MA Transpersonal Psychology: Ecopsychology program. Sherry is a longtime meditation practitioner and student of the university's founder, Chöygam Trungpa. In addition to her contemplative scholarship, she served as Naropa University's dean of students for twelve years. She has studied with Joanna Macy and trained at the School of Lost Borders. She is committed to investigating the interdependence of landscape and the psyche and facilitating activities that transform human consciousness.

Anne Zonne Parker, PhD

BS, University of California, Berkeley; MA, Indiana University; MA, University of Oregon; PhD, University of Oregon.

Anne Parker has lived, traveled and studied extensively throughout the Himalayas and Central Australia. Before coming to Naropa, she taught geography and international studies at the University of Oregon, was the program director at Interface in Boston and directed the national Buddhist organization, the Dzogchen Foundation. She has received Fulbright and NSF grants for her work on traditional agriculture in Bhutan, Nepal and India. Anne led wilderness expeditions for many years with the Sierra Club and Marble Mountain Expeditions, and she leads pilgrimages in Tibet, Bhutan and the Himalayan region. Anne has studied and practiced for more than thirty years in the Tibetan Buddhist tradition. In addition, she has devoted the last six years to extensive study in European earth-based traditions of wicca, druidry and the art of geomancy. She currently consults and teaches in the European tradition of the Master Builders in the Boulder area and via her website www.latitudewithattitude.com. Her new book, *Stories from the Origin*, a series of stories from her life in Australian aboriginal communities, is available at www.amazon.com. She teaches innovative classes in physical and cultural geography in Naropa University's BA in Environmental Studies. In the MA in Environmental Leadership, she teaches leadership skills, the new science, applied leadership and a wilderness solo course. She is passionate about serving life and renewing our connection and deep reverence for the Earth.

Visiting Faculty

Silas Binkley

BA, Colorado State University; MA, University of Queensland; PhD (cand.), Prescott College.

Silas Binkley is a fifth-generation Boulder County native who has spent the past six years studying the complex and emergent field of sustainability. Silas devoted four years to leading field courses in the southwest region of the United States and in Mexico for Colorado Mountain College. He has traveled and studied extensively throughout Nepal, India, Indonesia, Australia, Latin America and Western Europe. In his doctoral studies, Silas is working toward developing a new model of education, one that synthesizes the experiential and sustainability education models and that emphasizes the interdependence of ecological, social and economic balance. He terms this holistic and ecological approach as Experiential Sustainability Education (ESE). Silas is inspired by the ever evolving disciplines of human rights, international relations and transformative education and is interested in how these elements can be brought together to cultivate a more sustainable future.

Adjunct Faculty

Mukara Meredith

BA, University of New Orleans; MSW, West Virginia University.

Mukara Meredith has more than twenty-five years of experience teaching, consulting and working with the healing arts. A certified Hakomi trainer and therapist, as well as student of the Biodynamic Cranial System, Mukara integrates universal principles of healing into a new model of leadership called MATRIXWORKS. This model allows us to understand groups as living systems and to facilitate the change and transformation inherent in groups. Mukara has been teaching group process and group dynamics since 1993 at Naropa. Consulting internationally with businesses to help teams become more creative and able to function as living systems, Mukara is devoted to the practical application of world wisdom teachings in everyday life.

Susan Skjei

MS, American University; PhD candidate, Fielding Graduate University.

Susan Skjei is president of SaneSystems, a management consulting firm specializing in organizational change, coaching and leadership development. Formerly a vice-president and chief learning officer in the high-tech industry, she designs and facilitates participative approaches to strategic planning and organizational transformation. A long-time practitioner of meditation inspired by Naropa's founder, Trungpa Rinpoche, Susan also teaches meditation workshops for leaders in the United States, Canada and Europe.

Mark Wilding

BS, State University of New York and Syracuse University; MA, Naropa University.

Mark Wilding is executive director of PassageWorks, a nonprofit organization dedicated to transforming the culture of classrooms, schools and districts so that the inner life of students and teachers is safe, nurtured and welcomed. Mark formerly served as director of Naropa's Marpa Center for Business and Economics, and has worked in various capacities at Naropa University since 1995, including director of advancement and human resources, and systems officer. Mark has taught graduate courses at Naropa since 1997 and assisted with the launch of the MA in Environmental Leadership program in 1995. In 1985, he helped found a public computer software company and served in several roles until he left as president in 1993.

ENVIRONMENTAL LEADERSHIP 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 member of our faculty, 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. Use the online Visitation Request form or 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 fall 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 Environmental Leadership consists of the following:

1. Completed application form.
2. \$60 nonrefundable application fee.
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).
The Environmental Studies Department requests that your three letters of recommendation be from former teachers, professionals in your field or in the environmental field, employers, etc. Letters may also be from people who have worked with you in community volunteer work and organizing.
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. Phone or in-person interview.

Desired qualities:

- Strong written and oral communication skills
- Organizational leadership experience such as volunteer work and training, e.g. Student Union, Greenpeace, PIRG work, summer camp leadership, etc.
- Clear motivation in this work and understanding of the program
- Some experience with environmental issues (practical or academic)
- Appreciation of the complex nature of environmental issues
- Passion for earth stewardship