

MASTER OF ARTS IN TRANSPERSONAL PSYCHOLOGY

2010–11

The low-residency MA in Transpersonal Psychology integrates theoretical, experiential and service aspects of transpersonal psychology. In addition to using this degree for personal enrichment, graduates apply it in a variety of career areas including education, business, social services, health care, organizational development and community development. Professionals in clinical and counseling psychology may also use it to expand their understanding and practice. This program does not prepare students for careers in psychotherapy, counseling or clinical psychology. Those interested in training in counseling psychology should inquire about counseling programs offered by the Graduate School of Psychology.

A central feature of the program is its use of the Internet for distance learning. Especially exciting is the combination of Naropa's whole-person and contemplative educational approach with the benefits of online education. During the program, students come to Naropa's Boulder campus for a one-week period each summer. All other course work may be done at a distance using the Internet.

The MA Transpersonal Psychology programs begins in the summer with two courses: a hybrid course (including a three-day component in Boulder and five weeks of online work) and a one-week-intensive in Boulder. There is a second one-week intensive in Boulder at the beginning of the second year of course work. Students usually take two courses per semester, including summers, and complete the program in two years. In addition to required courses, students may draw from online courses or self-designed course work through independent study. See www.naropa.edu/distance for online course offerings. In some cases, students may begin the program in the fall. Please contact the Admissions Office for more information.

Transpersonal Psychology

Transpersonal psychology integrates spiritual wisdom and practices with the insights and methods of psychology. Its interests include optimal mental health, transformation and self-transcendence; mindfulness and meditative practices; ritual; mystical and shamanic states of consciousness; and the applications of spirituality in the helping professions, healing, the arts, community-building, business settings and environmental work. Transpersonal psychology is also interested in the difficulties, suffering and obstacles related to these states and practices.

Transpersonal psychology draws from world wisdom traditions and indigenous knowledge as well as modern psychological theory and research. It is not, itself, a religion, but it seeks to provide understanding and orientation to support the direct experience of the spiritual core of religions as well as secular expressions of spirituality. Overlaps between psychology and spirituality have been present in both psychology (for example, in the work of William James, Carl Jung, Roberto Assagioli and Abraham Maslow) and in the world wisdom traditions (which have their own sophisticated views of human development, psychological processes and healing). Ken Wilber and Stanislav Grof, among others, are at the forefront of transpersonal psychology today.

Its stance toward human nature is inclusive and optimistic. Transpersonal psychology offers both a fuller and richer understanding of psychology and a more psychologically sophisticated approach to spiritual development.

Program Description

This degree is designed as a 36-credit, two-year program. Students usually take two online courses (6 credit hours) each semester, including a weeklong, 3-credit intensive course each summer for two summers. The first summer also includes a three-day in-residence component in addition to the one-week intensive for a total of about two weeks in Boulder. The program includes required courses, electives, options for self-designed learning and the two residential intensives. While students are encouraged to complete the program in two years, it may be possible to complete the required 36 credits in three years.

The first year is devoted to in-depth study of transpersonal theories and practices, including meditation practice. The combination of required courses and elective courses gives a broad base of understanding. In addition to taking elective courses, students apply their learning in the second year of the program in two ways. The master's paper provides intellectual applications, exploring the contribution of transpersonal psychology in an area of the student's choice. Practical application is completed through a transpersonal service-learning course. In this course, students arrange for a service project in which they can apply and explore transpersonal principles. These two courses, along with the option of self-designed independent study courses, give students opportunities to direct their own learning in transpersonal psychology.

Online Education

Naropa's online classes use the latest interactive Internet technologies with private, password-protected web pages available exclusively for the students and instructors in each class. A variety of communication tools including written text, audio and video lectures, group discussions and private online journals, as well as the summer intensives, create a dynamic learning community of students in the MA Transpersonal Psychology program. Answers to frequently asked questions about distance learning may be found at www.naropa.edu/distancelearning/faq.cfm.

Contemplative Practices

As with other Naropa degree programs, the MA Transpersonal Psychology program integrates meditation and awareness practices into the learning process. Such contemplative practices are at the core of transpersonal psychology. They provide the foundation for understanding, which is grounded in experience, and also for more effective and compassionate application of transpersonal psychology. Students learn and practice meditation during the two summer intensives as well as through online course work with close supervision. Meditation practice courses are required in the first year of the program and may be included in a student's electives. Naropa's contemplative approach is found not only in meditation instruction and practice but throughout the program. A willingness to be in touch with one's present awareness with openness and sincerity is at the root of such a contemplative approach.

Summer Intensives

The purposes of the summer intensive courses are community building among students and faculty in the MA Transpersonal Psychology program, introduction to transpersonal psychology and participation in transpersonal practices such as meditation and ritual. There are also opportunities for students to meet with Student Affairs staff. These intensives create a deep sense of community, intimacy and connection that carries over into the following year's online courses and discussion. The schedule of the intensives also includes open time to explore Boulder and its beautiful mountain backdrop.

An Integrative Philosophy of Learning

Transpersonal psychology is, at its roots, strongly multicultural and pluralistic. It recognizes the universality of deeper dimensions of human experience while valuing and cultivating the diversity of its expressions. The MA in Transpersonal Psychology values diversity in its student body and faculty and includes explorations of diversity throughout its courses, preparing students for a rich and engaged life in a multicultural world.

Similarly, transpersonal psychologists recognize the essential role of a variety of disciplines. Transpersonal psychology has important overlaps with anthropology, sociology, religion, ecology, the arts and other fields.

The value of diversity is also reflected in the program's philosophy of learning. Our program relies on an integration of experience, theory and service. Students must demonstrate intellectual understanding and critical thinking through their participation in class discussions and written work. Sincere engagement and openness to the unfolding of personal process is also central. Students are expected to demonstrate a high level of openness, curiosity and respect for their own experience and for each other. Service is central in transpersonal psychology and in this program, providing the opportunity to deepen and expand both self-understanding and compassionate, effective action.

MA TRANSPERSONAL PSYCHOLOGY REQUIREMENTS*

First year, summer (begins in May)

PSYT 517e Multicultural Issues: Contemplative Approaches (3)
PSYT 608 Transpersonal Psychology Intensive I (3)

SUBTOTAL 6

First year, fall

PSYT 670e Transpersonal Psychology (3)
REL 500e Meditation Practicum I (3)

SUBTOTAL 6

First year, spring

PSYT 672e Transpersonal Psychology II: Theorists and Applications (3)
REL 510e Meditation Practicum II (3)

SUBTOTAL 6

Second year, summer

PSYT 618 Transpersonal Psychology Intensive II (3)

SUBTOTAL 3

Second year, fall

PSYT 738e Transpersonal Service Learning I (1.5)
PSYT 839e Master's Paper Online I (1.5)

SUBTOTAL 3

Second year, spring

PSYT 748e Transpersonal Service Learning II (1.5)
PSYT 880e Master's Paper Online II (1.5)

SUBTOTAL 3

ELECTIVES 9 (chosen from eligible electives)

TOTAL CREDITS 36

**This fact sheet describes the 2009–10 curriculum for the MA in Transpersonal Psychology. 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 Transpersonal Counseling Psychology for any curricular changes that are being considered for future academic years.*

Transfer Credits: Students are allowed to transfer in 6 credits of prior graduate learning either from Naropa University or from another accredited institution. Admissions and MA Transpersonal Psychology program staff will review all requests for transfer of credits and accept those that are appropriate for this degree.

Electives

A total of 9 hours of electives (generally three 3-credit courses) are required. Students may take electives online or on campus. Elective courses are available in the summers, before and after the residential intensive, as well as during fall and spring semesters. We advise students not to take an elective the first semester. Students will also have options for self-designed independent study learning projects.

Examples of some recent online courses include the following:

Abnormal Psychology
Aging and the Human Spirit
Authentic Leadership
Buddhism: The Way of Wisdom and Compassion
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition
Compassionate Teaching
Contemplative Teaching
The Diamond Approach
Developmental Psychology
Ecopsychology
Emotional Roots of Development
Integral Psychology
Introduction to Creation Spirituality
The Living Spirituality of Tibetan Buddhism
Personality Theories
Perspectives in Sacred Learning
Spiritual Roots of Development
World Wisdom: Recalibrating the Mind to Serve the Emerging Spirit

See www.naropa.edu/distance for the most current listing.

Careers

Graduates of the MA in Transpersonal Psychology program use their degree to advance their work in their current professions or to support a new or changed career path, as well as for personal growth and development. Graduates have gone from this program into advanced, doctoral-level study in transpersonal psychology and clinical psychology, and some have begun teaching in colleges and universities. Others have used their degrees in a wide variety of applications, including personal and executive coaching, business consulting, administering and practicing in community-based service programs, teaching in elementary and secondary schools, and spiritual care and case management in hospice organizations.

- Executive coach, Northern California
- Adjunct professor/holistic health consultant/health writer, La Verne, CA
- Yoga teacher, Post Oak School and School of the Woods, Houston, TX. Movement trainer, Houston Montessori Center
- Self-employed hypnotist and energy worker. Teacher of Reiki and energy work
- Business financial consultant, Robert Wood & Associates, LLC, Salt Lake City, UT

- Associate director of Colorado Tobacco Control Initiatives, The BACCHUS Network, Denver, CO
- Patient advocate, state psychiatric center. Instructor of transpersonal psychology, state university
- Spiritual care coordinator, Hospice at Home, South Haven, MI and adult case manager, Pine Rest Christian Mental Health Services, Grand Rapids, MI
- Facilitator, Transformational Seminars: United States, Mexico, Chile
- Clinical addictions specialist, Pavillon International, Asheville, NC
- Environmentally conscious real estate development and investment, Dallas, TX
- Psychology instructor, Lake Sumter Community College, Leesburg, FL
- Retired from management career at FedEx
- Teacher for character education program (elementary)/school counselor for preschool and elementary, Mid Pacific Institute, Honolulu, HI
- Psychotherapist and counselor, Kincardine, Ontario, Canada. Teacher in psychotherapy training program, Toronto, Ontario, Canada
- Middle school media specialist, Cocalico Middle School, Denver, PA

MA Transpersonal Psychology Faculty

Frank Berliner

BA, Yale University; MA, The Naropa Institute.

Frank Berliner served as national administrative director of Shambhala Training and, for nine years, as resident teacher of the Berkeley Shambhala Center. He is a ranked faculty member at Naropa, where he teaches Buddhist and Western psychology and their applications to counseling and leadership. He is also a psychotherapist and organizational consultant in private practice. A senior student of Naropa's founder, he has practiced sitting meditation since 1973.

John Davis, PhD

BA, Wake Forest University; MA, University of Colorado; PhD, University of Colorado.

A former chair of the Transpersonal Counseling Psychology Department, John currently directs the low-residency MA Transpersonal Psychology program and teaches transpersonal psychology, the Diamond Approach, ecopsychology and wilderness therapy. His special interest is the intersection of humans, nature and spirit or "transpersonal ecopsychology." He is an ordained teacher of the Diamond Approach of A. H. Almaas and a faculty member in the School of Lost Borders, a training facility for wilderness rites of passage guides. In addition to publishing in these areas, he has also written on holistic health, stress management, research methods and higher education.

Sherry Ellms

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

Sherry Ellms teaches a variety of contemplative practices including meditation 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 Ecopsychology concentration of the MA in Transpersonal Psychology. Sherry is a longtime meditation practitioner and student of the university's founder, Chögyam Trungpa. Her master's thesis was "Tonglen as a Tool for Transformative Environmental Engagement." 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.

Glenn Hartelius, PhD

PhD, California Institute of Integral Studies.

Glenn Hartelius is a writer, counselor and adjunct professor at Naropa University. He has taught transpersonal psychology at the California Institute of Integral Studies in San Francisco, California, from which he received his doctorate in East-West Psychology. At Laney College in Oakland, he has used the first introductory-level psychology textbook to include a major emphasis on transpersonal and holistic psychology. He served as lead author on a recent article published in *The Humanistic Psychologist* (Hartelius, Caplan & Rardin, 2007) that develops a concise, comprehensive, historically rooted definition of the subject area of transpersonal psychology.

Elizabeth Smith, DSW

BS, Brigham Young University; MSW, Catholic University of America; DSW, Catholic University of America.

Elizabeth Smith is an associate professor (tenured) at the Catholic University of America in the National Catholic School of Social Service. She co-chairs the doctoral program and is an assistant dean. In addition, Dr. Smith teaches three courses she developed: Philosophical Issues Underlying Knowledge Development in the Social Work Profession; Transpersonal Theory (Integral) and Psychosocial Functioning; and Death. She has taught for sixteen years. She began teaching Integral Psychology at Naropa in the fall of 2008.

Colleen Stewart

BEI, University of Alberta; MA, The Naropa Institute.

Colleen Stewart is adjunct faculty at Naropa University where she teaches transpersonal service learning. She is a graduate of Naropa University's Transpersonal Counseling Psychology Department and is currently enrolled in the End of Life Certificate Program at George Washington University. Colleen lives in Boulder, Colorado, with her husband and stepdaughter.

Soltahr Tiv-Amanda

BA, Western State College of Colorado; MA, Naropa Institute.

Soltahr is a therapist in private practice in Boulder as well as the director of the outreach program at the Safe Shelter of St. Vrain Valley in Longmont. She has taught multicultural course work in various capacities at Naropa University since 1999. She also teaches at the University of Colorado, Boulder, and Regis University. She has published a journal article in the *Journal of Counseling and Development*. She is a certified Reiki Master as well as a named Healing Woman in the Hopi healing tradition where she studied healing ceremony with her teacher Moonhawk. She is a Certified Mindfulness Instructor for Naropa University, and has been a priestess for the last twenty-three years in the Pagan Earth Centered Tradition. In 2005, Soltahr received Naropa University's President's Award for outstanding faculty. She is one of the featured healers in the 2001 book by Carol Kronwiter, *Women of Grace—Women Healers and Healing Practices*.

TRANSPERSONAL PSYCHOLOGY ADMISSION REQUIREMENTS

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 (MA Transpersonal Psychology and MA Transpersonal Psychology: Ecopsychology).

A phone or in-person interview is required for all applicant's who are being considered.

GRADUATE ADMISSION REQUIREMENTS

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

A completed graduate application for Transpersonal Psychology 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 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, in a sealed envelope with the application, or sent directly to Naropa's Admissions Office from the registrar of previous institutions.
7. Prospective students must have excellent writing skills, as demonstrated in the admissions essay and in letters of recommendation; a demonstrated capacity for self-direction; demonstrated capacity to join in and contribute to an interactive learning community that functions most of the time at a distance and, at times, in residence; clear goals for wanting to pursue the MA in Transpersonal Psychology, which can be reasonably met by the program.
8. Supplemental application technology checklist. Prospective students must have the technical capacity to take courses online. See the Online Classes Minimum Technology Requirements. The applicant's ability to meet the program's technical requirements will be assessed by Naropa's Office of Distance Learning.

Specific admissions considerations (assessed by a written application, an interest and background statement, an interview and letters of recommendation) include the following:

Experience and Goals

- Prior exposure to transpersonal psychology
- Realistic learning goals for the degree program

Contemplative Interest and Personal Awareness

- Understanding of the value of contemplative approaches
- Compatible personal views
- Willingness to participate in practice requirements
- Tolerance for ambiguity

Clarity of Intellect and Academic Background

- Interest in and ability for academic rigor
- Graduate-level writing skills
- Capacity for articulation of ideas, expression with openness, interplay of intellect and intuition, and interplay of patience and curiosity

Community and Communication

- Openness to relating to and learning from others
- Interest in and respect for multicultural diversity
- Trust in and generosity toward self and others
- Ability to collaborate and participate in community
- Value for the emotional and social dimensions of learning
- Interest in contributing to the Naropa community and the community at large
- Compatibility of program's service-learning component with one's learning goals

Resourcefulness

- Ability to appreciate and work with one's circumstances, gifts and obstacles
- Breadth of life experience

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. Students are expected to have Internet navigation skills and must complete the supplemental application technology checklist before being admitted to an online 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 help desk at 303-873-0005 or by email at help_desk@ecampus.naropa.edu.

NAROPA UNIVERSITY LOW-RESIDENCY DEGREE PROGRAMS
MA IN TRANSPERSONAL PSYCHOLOGY
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. 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; 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.