

MASTER OF ARTS IN TRANSPERSONAL COUNSELING PSYCHOLOGY: COUNSELING PSYCHOLOGY 2012-13

"Out beyond ideas of rightdoing and wrongdoing, there is a field I'll meet you there."

—Rumi

Transpersonal Psychology

Transpersonal psychology is a large umbrella for many approaches that consider human experience in a spiritual context. Standing for the study and cultivation of the human potential for wholeness, the field seeks to understand the person from a nondualistic point of view. The diversity of approaches in transpersonal psychology provides a healthy environment for engaged dialogue, critical analysis and cross-fertilization of knowledge. The field continually seeks to broaden its multicultural orientation in the exploration of transpersonal practices and viewpoints expressed around the world.

Transpersonal Counseling Psychology

Grounded in modern psychotherapy methods, the field synthesizes the best of theoretical inquiry from social, scientific and religious paradigms. At the same time, transpersonal psychology respects considerations of the human condition including the need for healthy boundaries and practical methods for working with a full spectrum of developmental stages. Transpersonal psychology provides a backdrop for counseling practices that are designed to address suffering and awaken the wisdom of body and mind.

Experiential Learning

In a setting of collaborative inquiry, students engage in a process that emphasizes intellectual, emotional, social and spiritual awareness. Mindfulness and awareness practices are a foundation of the program, assisting students in making compassionate contact with their own experience. Experiential learning helps to embed these qualities in the context of working with others. The program focuses on exploring the underlying orientation, development and personal journey of the counselor. Depth work is designed to open new possibilities for inner growth, enhanced relational skills and professional competence.

Here and Now Focus

The Counseling Psychology concentration is designed for individuals who want an overall orientation to the field of counseling from a transpersonal and humanistic orientation. A hallmark of the program includes experiential learning with a strong focus on presence in the here and now. This focal point of study is grounded in the counseling relationship, meditation practice and Gestalt awareness. Theory is integrated in classes that emphasize direct learning through personal growth and the guided development of interpersonal skills. A nonviolent approach to communication is part of the program's fundamental approach.

Developing Personal and Professional Identity

Students are encouraged to develop a therapeutic approach to match their particular interests, abilities and talents. The process of learning to "know thyself" is a hallmark of the field of transpersonal psychology. Students are encouraged to listen within to discover the unique gift they have to offer others. Feedback from faculty and peers in the program enhances the process of personal discovery that students experience in the program.

Understanding the Roots of Suffering

A strong understanding of the root causes of human suffering is explored through multiple lenses that include meditation, human development, cultural foundations, family systems, body awareness and the interactive field of the client and therapist relationship. Students learn to sit with whatever arises and are exposed to a broad spectrum of problems, emotions and situations they may encounter in the counseling setting. Learning to trust the process of compassionate healing comes through continued practice in working with others.

Intimate Learning Environment

A selective admissions process admits up to forty-eight students into the Counseling Psychology concentration every year. Students weave in and out of classes with each other and with individuals from the Art Therapy and Wilderness Therapy concentrations. The mix provides contact with a diverse array of students and a supportive environment for developing friendship and collegiality. Each year of study includes a concentrated experience of learning in small group settings in both the fall and spring semesters. These classes, of no more than ten to twelve students, provide a yearlong experience of working intimately with one another.

Mindfulness in Psychotherapy

Students in this concentration take an additional class, Psychology of Meditation II: Applications to Counseling, which integrates the contemplative qualities developed through meditation with the practice of psychotherapy. Focus is on the development of the therapist and the compassionate field created with the client. The essential principles of meditation and how meditation supports the counseling relationship are explored in depth.

Gestalt Awareness Practice

The method of Gestalt therapy is studied and practiced in two consecutive courses that emphasize the principles of awareness, contact and responsibility. Gestalt is rooted in the disciplines of existential and Eastern philosophy and psychodynamic, perceptual and body psychologies. Balancing the inward focus of meditation, Gestalt offers an interpersonal awareness practice that emphasizes presence and the I-Thou relationship. Gestalt works directly with the emotions of fear, grief, anger and joy and is applicable in diverse settings and with other methodologies.

Counseling Experiential

The Counseling Experiential requires the student to participate in a minimum of thirty hours of a counseling relationship with a qualified psychotherapist of his or her choice. This component emphasizes the importance of self-reflection and firsthand experience in individual therapy.

Counseling Practicum

All second-year students are required to complete a Counseling Practicum, which provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision. The Counseling Practicum class 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 presentations, agency structure and organization, and community resources.

Internship

The 700-hour supervised internship is an integral part of the Transpersonal Counseling Psychology program. It is designed to provide students with training and supervision in the practice of psychotherapy through field placements in human service agencies. The Professional Orientation and Ethics class is taken concurrently with the field placement and is designed to educationally enhance and support the field placement experience. Please be aware that students with a criminal background may find that some agencies require additional information prior to acceptance for clinical placement; these students may have fewer site choices for placement.

Field Placement

Third-year students complete their internships in a variety of sites in the Boulder/Denver area, including:

- Aurora Mental Health Center
- Boulder County Department of Social Services
- Boulder County Health Department
- Boulder College of Massage Therapy
- Boulder Vet Center
- Colorado AIDS Project
- The Denver Hospice
- MDS Counseling Center
- The Mental Health Center of Boulder and Broomfield Counties
- Mental Health Center of Denver
- Project Self-Sufficiency
- University of Colorado Counseling and Psychological Services
- Children and Youth Resources: Longmont
- La Luna Center
- Naropa University Student Counseling Center
- Noeticus Counseling Center

Licensure

The counseling programs of the Graduate School of Psychology convey the subject matter of their respective disciplines within a framework of training and education so that graduates may serve as professional counselors. Naropa University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Thus, graduates of our program are able to inform licensing boards and potential employers that they graduated from a regionally accredited program.

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. The programs of the Graduate School of Psychology have not sought approval by the Council for Accreditation and Other Related Educational Programs (CACREP). Nevertheless, the faculty has developed the curricula with CACREP requirements, as well as other recognized professional and national standards, including the state of Colorado, in mind. Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate's application for licensure.

It is important that learners are aware of their responsibilities regarding licensure and certification; advisors are available to discuss professional and career matters with learners and graduates. Naropa graduates have a history of success in receiving licensure/certification across the United States; faculty and advising staff will assist students in this regard, recognizing that some state requirements may include additional course work not covered in a single graduate program. Learners should monitor developments in their intended states for licensure/certification, and work with their faculty and advising staff to explore options for meeting their requirements.

Careers of Program Graduates

Graduates of the Transpersonal Counseling Psychology program at Naropa University are working in a variety of settings, including schools, hospitals, retirement communities, mental health centers, hospice care, trauma work, residential care for children, medical rehabilitation, prisons and private practice.

Required Course Work

Specific required courses in the Transpersonal Counseling Psychology (TCP) program aim to provide core knowledge and skills for counseling eligibility for licensure. In addition, students may choose electives from within the TCP department or other departments at Naropa.

MA in Transpersonal Counseling Psychology: Counseling Psychology Requirements*

First year, fall

PSYT 610	Human Growth and Development through the Life Span (3)
PSYT 611	Helping Relationships I (3)
PSYT 621	Psychology of Meditation I: Mindfulness Training (3)
PSYT 721	Social and Cultural Foundations in Counseling (3)
SUBTOTAL	12

First year, spring

PSYT 660	Assessment and Appraisal in Counseling (3)
PSYT 661	Helping Relationships II (3)
PSYT 670	Transpersonal Psychology (3)
PSYT 720	Meditation Practicum I: Cultivating Awareness (1)
SUBTOTAL	10

First year, summer

Electives: Intensives and/or others (0-3)

Second year, fall

PSYT 601	Gestalt I: Awareness (3)
PSYT 668	Counseling Practicum (3)
PSYT 671	Psychology of Meditation II: Applications to Counseling (2)
PSYT 680	Group Dynamics and Leadership (Lecture) (1)
PSYT 682	Group Dynamics and Leadership (Experiential) (2)
SUBTOTAL	8-11

Second year, spring

PSYT 651	Gestalt II: Experiment (3)
PSYT 700	Research and Program Evaluation (3)
PSYT 740	Diagnostic Psychopathology (2)
PSYT 770	Meditation Practicum II: Developing Compassion (1)
Elective(s)	(0-3)
SUBTOTAL	9-12

Second year, summer

Electives: Intensives and/or others (0-3)

Third year, fall

PSYT 800	Internship I (2)
PSYT 810	Professional Orientation and Ethics I (2)
Elective(s)	(0-3)
SUBTOTAL	4-7

Third year, spring

PSYT 759	Transitions, Lifestyles and Career Development (3)
PSYT 850	Internship II (2)
PSYT 860	Professional Orientation and Ethics II (2)
Elective(s)	(0-3)
SUBTOTAL	7-10

TOTAL CREDITS 60

Body awareness course (2 credits) may be taken at any time.

**This fact sheet describes the 2011–12 curriculum for the MA in Transpersonal Counseling 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.*

Electives and Specialized Studies

The program offers a range of electives to complement specific interests in the areas of counseling and transpersonal studies. We have emphases that allow the student to go in depth with one area of study or choose from a diverse array to complement required studies. The faculty members of these courses are practitioners and specialists in these domains. Course work is designed to enhance personal and professional awareness and knowledge. Please note that these classes are subject to change due to student interest and enrollment.

Contemplative Approaches

These courses are designed for self-study and increasing mindfulness and awareness of the practitioner.

- Touching the Moment: Mindfulness Retreat
- Taming the Wild Horse (retreat on working with emotions)

(Students may also take courses in the Religious Studies Department.)

Marriage and Family Therapy

Many of the courses in this emphasis are designed to assist students who want to meet requirements in states that offer Marriage and Family Therapy licensure.

- Grief Counseling
- Transforming Addictions
- Human Sexuality
- Approaches to Couples Therapy
- Marriage and Couples Therapy
- Family Systems

Gestalt Therapy

These courses are designed for students who want advanced experiential training beyond the required two-semester course work in Gestalt.

- Gestalt Awareness
- Gestalt Group Training
- Gestalt Community Intensive (yearly themes include family, transpersonal, body awareness, creative process)

Jungian Studies

These courses offer an introduction to the application of Jungian psychology to the field of counseling.

- Jungian Dreamwork
- Storytelling and Mythology

Body Awareness

All students in the Counseling Psychology concentration are required to take a body awareness class of their choosing. Listed below are courses offered by the Transpersonal faculty.

- Authentic Movement
- Contemplative Voicework
- Yoga and the Chakras: The Transpersonal Embodied

(Students may also choose general university body awareness courses including t'ai-chi ch'uan, aikido or yoga.)

Transpersonal Counseling Psychology Department Ranked Faculty

Acharya Dale Asrael

BS, Northwestern University; MA, Naropa University.

Dale has taught in the field of contemplative education for more than twenty-five years. She is an acharya (senior teacher) in the lineage of Naropa's founder, Ven. Chögyam Trungpa Rinpoche, and Sakyong Mipham Rinpoche, and an Upadhyaya (Buddhist minister). In addition to her teaching as core faculty at Naropa University, she leads meditation retreats internationally, and trains meditation instructors. She has worked in the field of death and dying for more than twenty years.

Deborah Bowman, PhD

BA, University of Kansas; PhD, Union Institute.

Deborah co-founded the MA in Transpersonal Counseling Psychology program at Naropa University in 1990 and initiated and developed the Wilderness Therapy program within TCP in 2002. She served as faculty and as interim president of Boulder Graduate School. She is a licensed psychologist, certified Gestalt therapist and has been in private practice for more than twenty years. Prior to this she worked with child and adult populations with Boulder County Hospice and Boulder County Social Services. She was an instructor with the National Outdoor Leadership School and is a former river guide. Her dissertation focused on the dream painting process, combining art therapy and Jungian, transpersonal, and Gestalt therapy.

Carla Clements, PhD

BA, Colorado State University; MEd, Colorado State University; PhD, University of Colorado.

Dr. Carla Clements is trained in Gestalt and Reichian therapy and has maintained a private psychotherapy practice, specializing in treating trauma, since 1986. Her interests include research methodology, statistics and the application of empirical data to the promotion of human growth and potential. An educator for more than thirty years, her leadership in the transpersonal psychology field has illuminated issues in human growth and development and demonstrated the transformational healing nature of the human spirit. She is currently chair of the Transpersonal Counseling Psychology Department.

Michael Franklin, PhD

MA, George Washington University; PhD, Lesley University; ATR-BC.

Michael became the director of the Art Therapy program at Naropa University in 1997. Since 1982 he has both practiced and taught art therapy in various academic and clinical settings. He has lectured nationally and internationally, offering a wide range of research contributions to the field. As an artist, Michael actively pursues his work and continues to research the relationship between art therapy, yoga philosophy and meditation.

Duey Freeman

BA, Loretto Heights College; MA, University of Northern Colorado; LPC.

Duey Freeman has been in private practice since 1982. This practice consists of working with adults, children and families using a variety of modalities with the primary emphasis on Gestalt and equine work. Duey is the coordinator and teacher of all of the family/child classes and all of the Gestalt classes in the TCP program at Naropa University. He consults with and is the clinical supervisor at a very progressive Wilderness Therapy program in Colorado. He also consults at various schools and treatment programs throughout the state. Duey's past experience includes teaching and acting as a school principal. He loves flying, skiing, anything outside and is an accomplished horseman.

Les McAllan, PhD

BS, University of Wisconsin, Milwaukee; MS, University of Wisconsin, Milwaukee; PhD, State University of New York, Buffalo; CRC, NCC.

Dr. McAllan has been a practicing counselor and psychologist in a variety of settings for thirty-two years and a counselor educator for twenty-six years. Les has had extensive experience in various state rehabilitation

agencies, private rehabilitation provider agencies, private counseling and consulting practices, AIDS service organizations and academic settings. His areas of interest include gay and lesbian health, chronic illness, loss, traumatic brain injury and the mental health issues facing returning veterans. Les infuses empowerment, spiritual centeredness, lessons from nature and a global consciousness perspective into all of his activities.

Deborah Piranian, PhD

BA, University of Michigan; MA, Naropa University;
PhD, University of Washington; LPC.

Deborah Piranian is the coordinator of the Wilderness Therapy concentration in the Transpersonal Counseling Psychology Department and has worked as a psychotherapist in private practice, in a psychiatric hospital and in wilderness therapy settings. She has been a consultant in leadership and team development for businesses and organizations. As a senior Outward Bound course director, Deb specialized in wilderness therapy and multinational mountaineering programs. She has more than twenty-five years of climbing experience. Deb holds an MA in counseling psychology and a PhD in Slavic linguistics, with an emphasis on the psychology of adult language learning.

Laurie Rugenstein

BM, Berklee College of Music; MMT, Southern Methodist University;
EdD (cand.), Argosy University; LPC, MT-BC.

Laurie Rugenstein is the coordinator of the Counseling Psychology concentration in the Transpersonal Counseling Psychology Department. She is also a Naropa meditation instructor. Laurie teaches counseling skills courses, ethics, meditation and creative process. She developed and implemented a music therapy program for HospiceCare of Boulder and Broomfield Counties and has a continued interest in end-of-life care. Laurie is endorsed by the American Association for Music and Imagery as a Primary Trainer in the Bonny Method of Guided Imagery and Music. She conducts trainings in this approach to psychotherapy throughout the United States. Laurie maintains a private counseling practice and provides supervision for counselors. Her passion is using expressive arts to explore spirituality, facilitate psychological growth and create viable social structures.

Sue Wallingford

BA, University of Kentucky; MA, The Naropa Institute; LPC; ATR-BC.

Sue Wallingford has utilized art for healing in the mental health field for more than sixteen years. Her experience includes work in various psychiatric facilities, a prison, a home for abused children, a residential home for the developmentally disabled, hospice, and the elderly. Currently Sue is in private practice, offering counseling and art therapy services in the Boulder area. Her interests include life transitions and spiritual discernment and growth. Sue continues to be dedicated to the art making process and has exhibited her work throughout the Boulder-Denver area.

Ranked Faculty from Other Departments

Zoë Avstreich (Somatic Counseling Psychology), Frank Berliner (Contemplative Psychology), Sherry Ellms (Environmental Studies), Barbara Catbagan (Undergraduate Studies)

Adjunct Faculty

Kathryn Asmus, Deb Azorsky, Paul Bialek, Cheryl Breault, Kimberly Brayman, Leslie Cancilla, Betty Cannon, Mariana Caplan, Robyn Chauvin, Patti Chenis, Ben Cohen, Roland Cohen, John Davis, Christine DeMarco, Avani Dilger, Jeremy Dion, Julie Dolan, Karen Drucker, Jenny Epstein, Deepesh Fauchaux, Leah Friedman-Spohn, Vidan Gonthier, Corissa Gold, Elbert Hartman, Margaret Hartsook, Carol Herrick, Aurora Hill, Suzanne Holmes, Cathy Hubiak, Margot Iseman, Diane Israel, Nancy Jane, Michael Jospe, Cassaandra Katz, Christina Kauffman, Dan Macy, Jequita McDaniel, Nicol McGough, Robert McNamara, Cynthia Moku, Anjali Nandi, Gloria Nouel, Dottie Oatman, Lori Pye, Doug Radandt, Jody Radtke, Joan Reiger, Andrew Rose, Meryl Rothaus, Diane Rudine, Caroline Roy, Derek Schmidt, Kendra Schpok, Alyson Schwabe, Gil Shalit, Joe Soma, John Steele, Sarah Stewart, Christine Strickland, Sharron Szabo

Recent Visiting Faculty

Angeles Arrien; Don Campbell; David Darling; Stanislav Grof; Barbara Hesser, RM; Cathy Malchiodi, ATR; Bruce Moon, ATR; Shirley Riley, ATR; Clive and Carol Robbins, RMTs; Malidoma Some; Richard Tarnas; Robert Turner; Frances Vaughan; Roger Walsh; Pat Ogden; Cassandra Katz

Suggested Reading List on Transpersonal Psychology

It is important to get some exposure to transpersonal concepts before beginning the program.

Overview

These books are good introductions to the field.

Bennett-Goleman, T. (2001). *Emotional Alchemy*. New York: Three Rivers.

Boorstein, S. (1996). *Transpersonal Psychotherapy*. New York: State University of New York Press.

Clarkson, P. (2002). *Transpersonal Relationship in Psychotherapy*. London: Whurr Publishers.

Nelson, J. (1994). *Healing the Split: Integrating Spirit into Our Understanding of the Mentally Ill*. New York: State University of New York Press.

Walsh, R., and Vaughan, R. (1993). *Paths Beyond Ego: The Transpersonal Vision*. San Francisco: Tarcher.

Counseling

Goleman, D. (2003). *Destructive Emotions: A Scientific Dialogue with the Dalai Lama*. New York: Bantam.

Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam.

Naranjo, C. (2006). *The Way of Silence and the Talking Cure: On Meditation and Psychotherapy*. Nevada City, CA: Blue Dolphin Publishing.

Naranjo, C. (1993). *Gestalt Therapy: The Attitude and Practice of an Atheoretical Experientialism*. Nevada City, CA: Gateways.

Polster, I., and Polster, M. (2000). *From the Radical Center: The Heart of Gestalt Therapy*. The Analytic Press.

Ram Dass and Gordon, P. (1985). *How Can I Help?* New York: Knopf.

Satir, V. (1972). *Peoplemaking*. Palo Alto: Science and Behavior Books.

Vaughan, R. (1995). *The Inward Arc: Healing in Psychotherapy and Spirituality*. Nevada City, CA: Blue Dolphin Publishing.

Wegela, K. (1996). *How to Be a Help Instead of a Nuisance*. Boston: Shambhala.

Meditation

Beck, C. J. (1989). *Everyday Zen: Love and Work*. San Francisco: Harper & Row.

Chödrön, P. (1994). *Start Where You Are: A Guide to Compassionate Living*. Boston: Shambhala.

Epstein, M. (1998). *Going to Pieces Without Falling Apart*. New York: Broadway.

Friedman, L. (1987). *Meetings with Remarkable Women: Buddhist Teachers in America*. Boston: Shambhala.

Germer, C., Siegel, R., and Fulton, P. (Eds.). (2005). *Mindfulness and Psychotherapy*. New York: Guilford Press.

Goldstein, J. (1983). *The Experience of Insight*. Boston: Shambhala.

Kabat-Zinn, J. (2005). *Coming to Our Senses: Healing Ourselves and the World through Mindfulness*. New York: Hyperion.

Kornfield, J. (2000). *After the Ecstasy, the Laundry*. New York: Bantam Books.

Shapiro, D., and Walsh, R. (Eds.). (1984). *Meditation: Classic and Contemporary Perspectives*. New York: Aldine.

Suzuki, S. (1970). *Zen Mind, Beginner's Mind*. New York: Weatherhill.

Contemporary and Historical Transpersonal Perspectives

- Arrien, A. (1993). *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary*. New York: Harper Collins.
- Assagioli, R. (1965). *Psychosynthesis: A Manual of Principles and Techniques*. New York: Hobbs, Dorman.
- Jung, C. (1961). *Memories, Dreams, Reflections*. New York: Vintage Books.
- Singer, J. (1972). *Boundaries of the Soul*. Garden City, NY: Doubleday.
- Whitmont, E. (1969). *The Symbolic Quest*. Princeton, NJ: Princeton University Press.
- Grof, C., and Grof, S. (1990). *The Stormy Search for the Self*. San Francisco: Tarcher.
- Grof, C., and Grof, S., (Eds.). (1989). *Spiritual Emergency*. San Francisco: Tarcher.
- Washburn, M. (1988). *The Ego and the Dynamic Ground: A Transpersonal Theory of Human Development*. Albany, NY: Albany State University of New York Press.
- Wilber, K. (1981). *No Boundary*. Boston: Shambhala.
- Wilber, K. (2000). *Integral Psychology: Consciousness, Spirit, Psychology, Therapy*. Boston: Shambhala.

Spiritual Traditions

- Glazer, S. (1999). *The Heart of Learning: Spirituality in Education*. New York: J. P. Tarcher/Putnam.
- Hixon, L. (1989). *Coming Home: The Experience of Enlightenment in Sacred Traditions*. Los Angeles: Tarcher.
- Huxley, A. (1970). *The Perennial Philosophy*. New York: Harper/Colophon.
- Smith, H. (1994). *The Illustrated World's Religions: A Guide to Our Wisdom Traditions*. San Francisco: Harper.

MA in Transpersonal Counseling Psychology: Counseling Psychology Admission Requirements Campus Tours

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. Tours of the Paramita Campus (MA in Contemplative Psychotherapy, MA in Somatic Counseling Psychology, and MA in Transpersonal Counseling Psychology) are offered Mondays, Wednesdays, and Fridays at 3:30 p.m. by reservation only (at least 24 hours in advance). The visitation coordinator can be contacted at 303-546-3548 or 1-800-772-6951 (within North America) or by email at admissionevents@naropa.edu. You can also 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.

Priority 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 priority deadline will be given equal consideration. Applications received after the priority 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 Transpersonal Counseling Psychology: Counseling 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, double-spaced statement of interest.
4. Resumé.
5. Two letters of recommendation from professional or academic sources (all must be on or attached to the forms provided).
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor's degree and prerequisites, in a sealed envelope with the application, or sent directly to Naropa's Admissions Office from the registrar of previous institutions.
7. Course work in Developmental Psychology, Abnormal Psychology, and Theories of Personality (3 credits each with a grade of "C" or higher). If applying with a paper application, the supplemental prerequisite form is required.
8. Prior work experience in a clinical setting recommended; experience in working with others essential.
9. Personal maturity and good written and verbal communication skills.
10. An on-site interview is required for all applicants who are being considered.

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2012-13

Supplemental Prerequisite Form

Name: _____
(Last) *(First)*

Date: _____

All prerequisite course work must be complete by the start of the program.

The following courses are acceptable substitutes for the prerequisites:

- Abnormal Psychology: Psychopathology
Abnormal Behavior

- Developmental Psychology: Life Span Development
Child Development
Child Psychology

- Theories of Personality: Methods of Psychotherapy
Psychology of Personality
Introduction to Personality
History and Systems of Psychology

- Please indicate where and when you have either completed, or plan to complete, prerequisites prior to the start of the program in August.

- Proposed equivalent courses titled differently than those listed above must be supported by a syllabus or a sealed letter from the instructor verifying course content. Please attach or send this documentation under separate cover and indicate the course titles below.

Applications will not be reviewed until all of the information requested is submitted and approved.

Course Title	Date Completed/ To Be Completed	School Name	Grade	In Progress? (Y/N)