

MASTER OF ARTS IN TRANSPERSONAL PSYCHOLOGY, ECOPSYCHOLOGY CONCENTRATION 2012-2013

Naropa University's low-residency degree in Transpersonal Psychology with a concentration in Ecopsychology integrates theory, research, contemplative practice, and service. The degree program offers a broad of knowledge, understanding, and skills, which graduates apply in a number of areas, including education, business, social services, health care, organizational development, and community development.

Ecopsychology is an emerging field that explores and deepens human-nature relationships for personal and community development, for spiritual growth, and for environmental health and sustainability. While this program does not provide clinical training, professionals in clinical and counseling psychology can use this degree to expand their understanding and practice.

A central feature of this degree is the integration of online learning and residential intensives. Especially exciting is the combination of Naropa's whole-person and contemplative educational approach with the benefits of online education. The development of a mature learning community is also an important part of the Ecopsychology concentration (ECOC).

Transpersonal Psychology and Ecopsychology

Transpersonal psychology draws from world wisdom traditions, indigenous knowledge, and modern psychological theory and research to offer both a fuller and richer understanding of psychology and a more psychologically sophisticated approach to spiritual development. Its stance toward human nature is inclusive and optimistic. Transpersonal Psychology's concepts and practices disclose our intimate and reciprocal connections with ourselves, others, our communities, and the world.

Transpersonal psychology integrates spiritual wisdom and practices with the insights and methods of psychology. Its interests include full human development; optimal mental health, transformation and self-transcendence; mindfulness and meditative practices; ritual; mystical, and shamanic states of consciousness; and the expressions of spirituality in the world. Transpersonal psychology is also interested in the difficulties and obstacles related to these states and to greater maturity.

Ecopsychology has developed from the recognition that human health, identity, and sanity are intimately linked to the health of the earth. It promotes sustainable and mutually enhancing relationships between humans and the nonhuman world in order to heal the divisions between mind and nature, humans and earth. Areas of interest to ecopsychologists include effective environmental education and action; ecotherapy; the healing and initiatory influences of encounters with wild nature; development of the ecological self; promoting just and sustainable alternatives to materialism and consumerism; and nature-based spiritual practices.

Naropa's approach to ecopsychology is grounded in transpersonal psychology as well as current thinking in ecology. Ecopsychology and transpersonal psychology share an understanding that human identity includes and extends beyond the individual ego. Integrating these two fields provides a rich and potent foundation for environmental work, sustainable lifestyles, and liberation of individuals and communities, including nonhuman environments.

Program Description

In general, the first year of the program is devoted to in-depth study of theories, practices, and applications, including meditation practice, giving students a broad base of understanding and direct experience. In addition to taking elective courses, students apply their learning in the second year of the program in two ways. The master's paper emphasizes intellectual applications of the student's studies, exploring both concepts and personal experience in an area of the student's choice. Practical application is deepened through transpersonal service learning. Students arrange for a service project in which they apply and deepen their learning. The master's paper and the service-learning project, along with the option of self-designed independent study courses, give students important opportunities to direct their own learning.

This program 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. Students in the program attend two three-day residential weekends at the beginning of the spring semester and two one-week intensives in the second summer of the program. One of these intensives is a week-long wilderness experience course. All other course work may be completed online. 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.

Careers of Program Graduates

Graduates of the MA in Transpersonal Psychology: Ecopsychology 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 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 organizational coaching, administering and practicing in community-based service programs, teaching in elementary and secondary schools, and providing spiritual care and case management in hospice organizations.

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: Ecopsychology 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.

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 audio and video lectures, text, group discussions, and private, online journals, as well as the residential intensives, create a dynamic learning community of students in the MA Transpersonal Psychology: Ecopsychology program. Answers to frequently asked questions about distance learning may be found at www.naropa.edu/distance.

Contemplative Practices

As with other Naropa degree programs, the ECOC 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 enable more effective and compassionate application and service. Students learn and practice meditation during the 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, exploration of core concepts, and experiential learning in transpersonal practices such as meditation, council, and ritual. Students also 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. The schedule of the intensives also includes open time to explore Boulder and its beautiful mountain backdrop.

MA in Transpersonal Psychology: Ecopsychology Concentration Requirements*

Note: The MA in Transpersonal Psychology did not enroll an entering class for fall 2011. Refer to the university website (www.naropa.edu) for the latest information on the status of program admissions for fall 2012 and beyond. Applications for MATP-Ecopsychology concentration continue to be accepted.

First year, summer

PSYT603e	Engaged Contemplative Practices: Ecological and Social Transformation (3)
PSYT608	Transpersonal Psychology Intensive I (3)
SUBTOTAL	6

First year, fall

PSTY567e	Ecopsychology (3)
PSYT670e	Transpersonal Psychology I (3)
SUBTOTAL	6

First year, spring

PSTY527e	Ecopsychology in Context (3)
PSTY617e	Ecology Concepts and Applications for Ecopsychology (3)
PSYT656w	Ecopsychology Intensive I (1)
SUBTOTAL	7

Second year, summer

PSYT520	Psychology of Wilderness Experience (3)
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PSYT685	Ecopsychology Training (3)
SUBTOTAL	6

Second year, fall

PSYT738e	Transpersonal Service Learning I (1.5)
PSYT839e	Master's Paper Online I (1.5)
SUBTOTAL	3

Second year, spring

PSYT667	Ecopsychology Intensive II (1)
PSYT748e	Transpersonal Service Learning II (1.5)
PSYT880e	Master's Paper Online II (1.5)
SUBTOTAL	4
Electives	6 (Chosen from eligible electives)
TOTAL CREDITS	38

**This fact sheet describes the 2011–12 curriculum. 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 MATP faculty and staff for any curricular changes that are being considered for future academic years.*

Electives

Students may take electives online or on campus. Students also have options for self-designed independent study learning projects.

Examples of some recent online courses which may be taken as electives include the following:

- Authentic Leadership
- Compassionate Teaching
- Deep Ecology in Context
- Ecopsychology
- Ecology Concepts and Applications for Ecopsychologists
- Emotional Roots of Development
- Integral Psychology
- Meditation for Social Change Leaders
- Meditation Practicum I and II
- Multicultural Issues
- Perspectives in Sacred Learning
- Spiritual Roots of Development
- Transitions and Rites of Passage
- World Wisdom: Recalibrating the Mind to Serve the Emerging Spirit

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

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 program staff will review all requests for transfer of credits and accept those that are appropriate for this degree.

Transpersonal Psychology Faculty

Zoe Avstreich

BA, State University of New York, Albany; MA, Hunter College.

Zoë Avstreich is a core faculty member in the Somatic Counseling Psychology program at Naropa, and she teaches in the MATP summer Transpersonal Psychology Intensives. A licensed professional counselor and a member of the Academy of Dance Therapists Registered, as well as a pioneer in the development of Authentic Movement, Ms. Avstreich lectures and teaches internationally and has published widely.

Frank Berliner

BA, Yale University; MA, The Naropa Institute.

Frank Berliner teaches Buddhist and Western psychology and their applications to leadership and counseling. A senior student of Naropa's founder, he has practiced sitting meditation since 1973. He served as national administrative director of Shambhala Training and, for nine years, as resident teacher of the Berkeley Shambhala Center. In addition

to his faculty position at Naropa, Mr. Berliner is a psychotherapist and organizational consultant in private practice.

Mariana Caplan, PhD

BA, University of Michigan; MA, California Institute of Integral Studies; PhD, Union Institute and University.

Mariana Caplan has researched and practiced in the world's great mystical traditions and studied, lived, and researched in villages in India, Central and South America, and Europe. She is the author of seven books, including *Halfway Up the Mountain: the Error of Premature Claims to Enlightenment* (Hohm Press) and the award-winning *Eyes Wide Open: Cultivating Discernment on the Spiritual Path* (Sounds True). Dr. Caplan is co-founder of the Center for World Spirituality.

John Davis, PhD

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

John Davis is a former chair of the TCP Department and a former director of the low-residency MA in Transpersonal Psychology and its Ecopsychology concentration. He teaches transpersonal psychology, ecopsychology, and wilderness therapy. His special interest is the intersection of humans, nature, and spirit. Dr. Davis is an ordained teacher of the Diamond Approach of A. H. Almaas and a staff member in the School of Lost Borders, a training facility for wilderness rites of passage guides. Dr. Davis is the author of *The Diamond Approach: An Introduction to the Teaching of A. H. Almaas* (Shambhala) as well as a number of articles, and he is a member of the editorial boards of *Ecopsychology* and *The International Journal of Transpersonal Studies*.

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. Ms. Ellms is a longtime meditation practitioner and student of the university's founder, Chögyam Trungpa Rinpoche. In addition to her contemplative scholarship and teaching, she served as Naropa University's dean of students and its contemplative practice coordinator, and she holds a faculty position in the Environmental Studies Department.

Tina Fields, PhD

BA, Old College, Reno NV; ZD, Université de Fribourg, Switzerland; PhD, California Institute of Integral Studies.

Tina Fields directs, and teaches in, the low-residency MA in Transpersonal Psychology, Ecopsychology concentration. She has taught about the cultural & spiritual sides of sustainability issues since 1999, including five years with the outdoor field-based Audubon Expedition Institute (AEI). Dr. Fields' current work ties together ecopsychology, earth-based spiritual wisdoms, applied bioregional understanding, and storytelling to help environmental behavior change shift from a perceived burden to a chosen joy. She is co-editor of "So What? Now What? The Anthropology of Consciousness Responds to a World In Crisis" (Cambridge Scholars Press). She is also an accomplished visual and performance artist, whose creative work helps build community and remind industrialized people of our animistic connection to the living world. Dr. Fields is listed in several editions of *Who's Who Among American Women*.

Michael Franklin, PhD

BA, University of South Florida; MA, George Washington University; PhD, Lesley University.

Michael Franklin is the director of the Art Therapy program, and he teaches in the MATP summer Transpersonal Psychology Intensives. Since 1982, he has practiced and taught art therapy in various academic and clinical settings, lectured nationally and internationally, and offered a wide range of research contributions to the field. As an artist, Dr. Franklin actively pursues his work and continues to research the relationship between art therapy, yoga philosophy, and meditation.

Nancy Jane

BA, Lake Erie College; BA, University of Massachusetts; MA, Naropa University.

Nancy Jane serves as academic advisor and adjunct faculty member in the MA in Transpersonal Psychology program. In addition, she leads wilderness rites of passage for youth and adults and facilitates council practice for organizations. Ms. Jane trained in wilderness rites of passage with the School of Lost Borders and Earth Rites and in the practice of council with the Center for Council Training. For many years a naturalist and forester, Nancy is also an author, editor, and instructor of English as a second language.

Jequita (JP) McDaniel, PhD

BA, Metropolitan State College; MA, Regis University, Psychology; PhD, Union Institute & University.

JP McDaniel teaches ecopsychology and master's paper courses. Her doctoral degree in ecopsychology focused on ecological identity and natural childbirth, and her interests include the development of sense of place, our connection to animals, and the biological and cultural influences of the human relationship with the natural world, including indigenous North Americans' relationships with nature. Dr. McDaniel conducts classes and retreats that help reconnect urban dwellers to the natural world, and she has been extensively involved with several environmental nonprofit organizations.

Gloria E. Nouel, PhD

BA, Stephen F. Austin University; MA, West Georgia College; PhD, Duquesne University.

Gloria Nouel is the assistant dean of program development and strategic initiatives at Naropa and assistant professor in the Transpersonal Counseling Psychology program. Prior to coming to Naropa, she directed graduate programs in Counseling Psychology and Leadership and Organizational Transformation at Chatham University. Dr. Nouel's academic work has explored social phenomenology and the intersection of spirituality and psychology, and her community work has involved diversity initiatives, women's empowerment issues and organizational change. Her research has focused on the transformation of maternal bereavement in its social, symbolic and spiritual dimensions and women's positive aging.

Lori Pye, PhD

BS, Texas A& M University; PhD, Pacifica Graduate Institute.

Lori Pye's background includes nonprofit environmental executive management, including the development of international environmental agreements, and academic instruction. Her teaching focuses on ecopsychology, sustainability, and myth. Dr. Pye is on the editorial board for *Ecopsychology*, and she is the founder and director of the Institute for Cultural Change and the Center for Ecopsychology.

Rabbi Zalman Schachter-Shalomi, PhD

PhD, Hebrew Union College.

Better known as Reb Zalman, Rabbi Zalman Schachter-Shalomi was born in Poland, raised in Vienna, and ordained as a rabbi in New York. He is the pioneering father of the Jewish spiritual renewal movement, founder of the Spiritual Eldering Institute, and an active and original teacher of Jewish mysticism. A professor emeritus of Jewish mysticism and psychology of religion at Temple University, he accepted the World Wisdom Chair at Naropa University in 1995 and has recently retired from that position.

Elizabeth Smith, DSW

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

Elizabeth Smith is an associate professor at the Catholic University of America in the National Catholic School of Social Service, where she co-chaired the doctoral program and served as assistant dean. Her recent teaching interests have focused on Integral Psychology, transpersonal theory, and death and dying.

Sharron Szabo

BS, Oberlin Conservatory of Music; MA, Case Western Reserve University; MA, Naropa University.

Sharron Szabo is a senior student of Rabbi Zalman Schachter-Shalomi and

has developed and taught distance-learning courses based on the Rabbi's teachings for a number of years. As an educator, music therapist, and spiritual director, she has conducted workshops in national venues.

Janice Wall

BS, Keene State College; MS, University of Massachusetts; MA, Atlantic University.

In addition to teaching at Naropa, Janice Wall is on the faculty at Lesley University. She co-leads summer travel programs, exploring sacred places, contemplative practices, and cross-cultural psychology and co-leads national workshops for therapists, health care professionals, and educators interested in holistic principles. Ms. Wall is completing a doctoral program with a focus on transpersonal perspectives, learning, and development in higher education.

Stephanie Yuhas

BA, Naropa University; MA, Vermont College of Norwich University.

Stephanie Yuhas is completing her doctorate at the University of Denver's Iliff School of Theology through a joint program in Philosophy and Religious Studies. Her MA work focused on ecopsychology, and her doctoral work focuses on theology, philosophy, cultural theory and religion, and social change. She has also worked in the fields of peace and justice and environmental sustainability.

MA in Transpersonal Psychology: Ecopsychology Admission Requirements

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 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 summer semester admission.

A phone or in-person interview is required for all applicants 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. Résumé.
5. Two letters of recommendation (both must be on or attached to 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: Ecopsychology, which can be reasonably met by the program.

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