Integral and Transpersonal Psychology
With knowledge and practice, realize your aspirations.

A trailblazer in integral teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Practicums in the six award-winning CIIS counseling centers or affiliated sites located throughout the Bay Area. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community
Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We're passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we're open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

A Pioneering Vision
In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri’s vision: “Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other.”

Admissions
We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February 1 priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
Integral and Transpersonal Psychology
PhD Program

Program Description
visit us online at
http://www.ciis.edu/itp

Academic Years 2016–2018
California Institute of Integral Studies
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Contact the ITP admissions counselor at [www.ciis.edu/admissionsteam](http://www.ciis.edu/admissionsteam)
or visit our website: [www.ciis.edu](http://www.ciis.edu).
About the Degree
The CIIS doctoral degree in Integral and Transpersonal Psychology (ITP) is one of the few programs in the world that offers an online PhD in whole-person approaches to psychology and that is a research-oriented program dedicated to systematic knowledge-building and the advancement of these fields.

Whole-person psychologies expand the horizons of conventional Western psychology to include mystical and spiritual experiences that transform and expand human consciousness, and by engaging in a comprehensive framework that includes the living systems of body, community, society, and the world as interconnected processes of evolution in a living, breathing cosmos. From this perspective, scientific work can be pursued with equal rigor as standard approaches, but it becomes possible to ask new and compelling research questions that lie close to the heart of what it is to be human.

This course of study will focus on experiential depth in the education process, integrative learning contexts, excellence in scholarship, and contributions to scholarly literature and scientific research. The ITP degree will offer focus areas in Integral and Transpersonal Psychology, in Consciousness Studies and Contemplative Neuroscience, and in Somatic Studies (see below).

About the Field
Transpersonal psychology is a transformative psychology of the whole person in intimate relationship with a diverse, interconnected, and evolving world. It pays particular attention to states of consciousness associated with spiritual, mystical, and other exceptional human experiences that seem to promote healing, transformation, and connection to the larger world. Transpersonal psychology considers these experiences as worthy of study in their own right—and is interested in them because they inform the larger task of redefining human psychology beyond the constraints of conventional Western philosophy and across the boundaries that make us appear as separated from one another. Transpersonal psychology is not just about our connection with the cosmos or some transcendent realm, but with one another—in relationship, in society, and as global humanity that is an expression of a living and ever-evolving world.

Because our relationships are global, a transpersonal approach challenges the false norms of a psychology that is situated in any one meaning frame. Transpersonal’s initial mission to include more than one valid state of consciousness can now be extended to embrace many ways of being human as reflected in culture, ethnicity, sexual orientation, gender identity, spiritual path, and ways of knowing. The integral vision of a whole-person psychology can blossom into a psychology of humanity that celebrates our differences as much as it honors what we hold in common.

As a psychology, transpersonal resonates with several major impulses in culture. The notion that spirituality is an aspect of the human being apart from any specific religion is an idea that comes directly from transpersonal psychology, and it was the first field to examine the practices of Eastern spirituality, such as mindfulness, from a psychological perspective. Transpersonal was also the first psychology to study psychedelics, a field that is now coming back to the attention of mainstream researchers. As an outgrowth of humanistic psychology, it is part of the movement that almost single-handedly invented the field of personal growth and development. As a whole-person psychology, it resonates with the values and perspectives of the complementary and alternative medicine movement, which has become a major force in healthcare. As a psychology situated in community and world, it affirms the value of social action and ecological stewardship.
Integral psychology is concerned with exploring and understanding the totality of human consciousness and personality. It seeks to unify the personal, interpersonal, and transpersonal dimensions of human experience to achieve wholeness of personality, multicultural harmony, and collective transformation. Integral psychology was first developed by Indra Sen based on the practical and transformative aspects of Sri Aurobindo’s integral yoga psychology.

Later formulations were offered by CIIS founder Dr. Haridas Chaudhuri, who developed his own unique approach, and others including Brant Cortright, who has developed a synthesis of Sri Aurobindo’s thought with the three major streams of Western psychology—behavioral, psychoanalytic, and humanistic-existential—in the context of integral psychotherapy.

Focus Areas of the ITP Degree

**Integral and Transpersonal Psychology**

A transpersonal approach appreciates all that a conventional psychology brings, but also gives weight to lived experience, intuition, and exceptional human experiences such as those associated with mysticism and spirituality. It is a transformative psychology of the whole person, not just as an individual, but as part of a diverse, interconnected, and evolving cosmos. Integral psychology is a related approach that sees the typical human personality as fragmented and understands both healing and personal evolution as linked to the integration of these aspects into a more whole being. The integral tradition has roots in Indian spirituality through the writings of the Indian philosopher and spiritual teacher Sri Aurobindo.

**Consciousness Studies and Contemplative Neuroscience**

The study of consciousness brings a new dimension to both philosophy and psychology, so that the process of knowledge is turned back onto itself and consideration is given to the remarkable fact of awareness, of knowing, that makes knowledge possible. What contemplative neuroscience adds to this is a careful consideration of those states of consciousness, such as meditation, that involve the cultivation of consciousness. If these states can be understood, both from within experience and with the tools of neuroscience, this may advance understandings of the human mind, of experiences associated with mysticism and spirituality, and of consciousness itself.

**Somatic Studies**

Somatics and somatic psychology consider the intimate lived experience of embodiment—of understanding what it is to be human from the inside, and how these experiences illuminate culture, consciousness, and healing. This focus area is designed to support students with experience in transformative body practice such as a martial art, bodywork, dance or movement practice, advanced sport practice, gyrotonics, pilates, or similar traditions, in enhancing their capacities for teaching their practice, advancing their understanding of its relevance to challenges in the contemporary world, and supporting their ability to publish scholarly work related to their area of expertise.

**About the Department**

The Integral and Transpersonal Psychology PhD is situated within the East-West Psychology (EWP) department. Founded in 1975, EWP is a multidisciplinary department concerned with the meeting of Eastern, Western, and indigenous psychological and spiritual traditions. Through its unique combination of cognitive and experiential offerings, the department seeks to ground academic excellence and the acquisition of professional skills in both the personal transformation of students and the cultivation of a spiritually informed scholarship.

As an academic field, EWP constitutes a larger context for many disciplines that explore the interface of psychology and spirituality, including integral and transpersonal and integral psychology, Asian psychologies, modern consciousness studies, participatory spirituality, depth psychology (Jungian, archetypal, and psychoanalytic), contemplative psychology, religious comparative studies, shamanic and indigenous studies, and ecopsychology. Approaching the encounter among Eastern, Western, and indigenous worldviews in the spirit of dialogue, mutual transformation, and open inquiry, participants in this department actively explore the practical implications and professional applications of this convergence for a diverse and multicultural world. This commitment also entails bridging psychospiritual growth with social, cultural, and ecological transformation.
**Educational Vision**
The EWP department is guided by and dedicated to the following educational ideals:

- To create a learning community focused on the exploration of Western, Eastern, and indigenous psychologies and spiritualities in the spirit of integral inquiry and open-ended dialogue
- To offer an integral education that honors not only intellectual excellence, but also the voice and wisdom of the somatic, vital, emotional, imaginal, and spiritual dimensions of the person
- To bring spirituality into academia and explore the transformative elements of inquiry, learning, and writing
- To foster the psychospiritual development of students, as well as their unique individual gifts and potentials

In addition, the ITP degree is a research-oriented course of study focused on systematic, scientific knowledge building from the transformative and whole-person stances of integral and transpersonal psychology.

**Integral Transformative Education**
The EWP department offers an integral transformative education that encourages students to engage in the twin tasks of the integration of knowledge and the integration of multiple ways of knowing.

The integration of knowledge concerns itself with building bridges between different fields of knowledge (for example, psychoanalysis and Buddhism). Additionally, at the doctoral level, it encourages the integration of various research methodologies (e.g., theoretical, phenomenological, narrative, and heuristic), standpoints (e.g., first-, second-, and third-person approaches to knowledge), and epistemologies (e.g., Eastern contemplative and Western scientific).

With the integration of multiple ways of knowing, students develop inquiry skills that engage a wide range of human faculties and experiences (e.g., somatic, emotional, vital, imaginal, intellectual, intuitive, spiritual). The acquisition of these skills is not only a catalyst for meaningful personal transformation, but also the foundation for both the elaboration of more holistic knowledge and the design of integral transformative approaches relevant to the needs of individuals and collectives in the contemporary world.

**Collaborative Learning**
Collaborative learning is central to the pedagogical experience in all the EWP programs. Depending on particular course objectives, this includes the appropriate use of dialogical inquiry, class presentations and small-group discussions, Web-based learning and networking tools, group assignments and cooperative inquiry, as well as group work in daylong retreats. Collaborative learning trains students in the shared construction of human knowledge, fosters emotional and interpersonal competence, and teaches how to enter into fruitful exchange with people holding different views. These skills translate into multiple professional settings.

**Transpersonal Science**
As an extension of the EWP vision, the ITP degree brings an additional focus on research and on systematic, scientific knowledge building. A transpersonal science applies the methods of science to the study of the whole person, fully embodied, embedded in community, and engaged with the world, but it also represents a re-visioning of the scientific process. Transpersonal science is more than studying transpersonal topics in a scientific way, it is also about doing science in a way that is transpersonal, integral, and holistic. Such an approach includes everything from innovative ways to research the richness of lived experience to measuring neural responses with EEG.

**Career Outcomes**
There are three main groups of students for whom this degree is well suited. One such group is those with an existing profession who wish to advance their education and contribute to the development of better research and scholarship in their professional areas of work, such as psychotherapists, social workers, psychologists, counselors, consultants, activists, organizers, leaders, teachers, researchers, nurses, physicians, lawyers, or others in fields related to personal development, social change, or environmental protection. Another group consists of individuals who are entrepreneurially oriented, and who may wish to use their degree as the basis for consulting or writing and teaching in the public arena about their area of expertise. In addition, some students wish to pursue a PhD as a means to more fully developing their personal gifts and potentials.
About the PhD Program
Students complete 36 units of coursework and write a dissertation. The degree is designed as a half-time online program with a research orientation. Students meet two times per year for a week-long residential seminar, with the remainder of coursework completed online. The program of study consists of core requirements, research courses, an area of focus that includes advanced seminars, two comprehensive exams, and a dissertation. Students may elect, with advisor approval, to add a second focus area to their program, thereby extending their program of study for an additional year. All courses in the ITP program are evaluated by letter grade; there is no Pass/Fail option.

PhD Program Curriculum
PhD in Integral and Transpersonal Psychology (Online)—36 units

I. Core Requirements—10 units
   - Western/World Philosophies with History and Systems of Psychology
   - Critical Thinking with Integral/Transpersonal Psychologies
   - Scholarly Writing with Integral and Transpersonal Studies
   - Praxis with Integral and Transpersonal Sociology and Social Action

II. Research Courses—14 units
   - Research Design and Critique with Exceptional Human Experiences
   - Qualitative Research Methods with Somatic Psychology
   - Quantitative Research Methods with Neuroscience of Consciousness
   - Integral Research Methods with Creative Expression
   - Proposal Writing

III. Area of Focus—12 units
   Possibilities include:
   - Integral and Transpersonal Psychology
   - Somatic Studies
   - Consciousness Studies and Contemplative Neuroscience
   - Advanced Seminar in Area of Focus (3 units)
   - Course in Focus Area (3 units)
   - Course in Focus Area (3 units)

IV. Dissertation—0 units
   - Dissertation Proposal Completion
   - Dissertation Seminar
Alternative Multi-Paper Dissertation Format
In addition to the standard format for doctoral dissertations, the EWP department allows for the use of an alternative format that consists of three peer-reviewed papers (two of which are to have been published or accepted for publication; the other is to be either published or accepted for publication, or under review) as the main basis for the dissertation. Students wanting to pursue the multipaper dissertation format are assessed by the faculty program committee on a case-by-case basis. As with the traditional dissertation, a dissertation proposal is submitted, a committee of three members is formed, and a dissertation defense is held according to existing policies.

PhD Program Learning Goals and Objectives
Upon completion of the PhD in Integral and Transpersonal Psychology, graduates will be able to:

Goal 1. Demonstrate the ability to produce doctoral level scholarly work in integral/transpersonal psychology
Objective 1. Exhibit doctoral level scholarly writing and critical thinking skills
Objective 2. Display expertise in a topic area within integral/transpersonal psychology
Objective 3. Employ interdisciplinary scholarship in a careful and rigorous way
Objective 4. Design and carry out scholarly research using an appropriate research method
Objective 5. Integrate creativity and embodiment in the processes of scholarship

Goal 2. Engage in communities of scholarship in a professional and collegial manner
Objective 1. Present scholarship effectively in a group setting
Objective 2. Engage in respectful dialogue with scholars from other fields and backgrounds
Objective 3. Employ integral and transpersonal psychology concepts in teaching contexts
Objective 4. Practice inclusiveness with and appreciation of diverse and minority voices

Goal 3. Demonstrate expertise in an area of integral and/or transpersonal psychology
Objective 1. Display command of the literature in an area of scholarship related to integral and/or transpersonal psychology
Objective 2. Participate in advancing scholarly research in the fields of integral and/or transpersonal psychology

Course Descriptions
The majority of the courses in the Core Requirements and Research Courses are designed to pair a scholarly skill with a subject area. The scholarly skill provides a means to engage with the content of the course so that the material can be more effectively integrated, and the content provides relevant subject matter with which to exercise the scholarly skill—thereby providing a more integrated learning environment. Because it is research oriented, the degree has a strong emphasis on critical thinking, scholarly writing, and research design and critique throughout the curriculum. At the same time, these are presented in the context of new content that orients the student to transpersonal and integral fields.

Core Requirements (10 Units)
Western/World Philosophies with History and Systems of Psychology (3 Units)
This course is designed to situate the fields of integral and transpersonal psychologies in global and historical context. The student will be invited to consider how the history and systems of psychology have been shaped by the context of Western philosophy. The course will pose the question of how psychology might be transformed in the context of other world philosophies such as Advaita Vedanta, Integral Yoga, Buddhism, Shamanism, and integrative Western philosophies that attempt to reflect values of interconnectedness. The course also introduces embodiment practices for use in the scholarly context.
Critical Thinking with Integral/Transpersonal Psychologies (3 Units)
This course offers tools and processes of critical thinking in the context of an overview of integral and transpersonal approaches to psychology. Major concepts and theorists and developments of the transpersonal field will be considered. The student will have opportunity to learn and practice both intellectual discrimination and intuitive discernment in thinking about whole-person approaches to psychology.

Scholarly Writing with Integral and Transpersonal Studies (3 Units)
This course engages the student in processes of enhancing their scholarly writing skills in relationship to an overview of integral and transpersonal studies. The holistic, transformative lens of integral and transpersonal approaches has applications well beyond psychology, in such fields as anthropology, shamanism, parapsychology, spirituality, Black psychology, ecopsychology, sociology, social activism, feminism, sexual orientation and gender identity, ecology, medicine, leadership, literature, and the arts. A consideration of such applications will provide context for learning and applying scholarly writing skills.

Praxis with Integral and Transpersonal Sociology and Social Action (1 Unit)
This course provides the student with an opportunity to find and engage in social applications of integral and transpersonal principles within their own communities. Given the transformative orientation of whole-person approaches, these fields carry an implicit call to participate in social healing and change. Guided by readings in transpersonal sociology and social action, the student will design and carry out a community-oriented project.

Research Courses (14 Units)

Research Design and Critique with Exceptional Human Experiences (3 Units)
This course helps to develop tools for literature review and research design while offering an overview of research literature on exceptional human experiences such as those associated with mysticism, spirituality, and psychic phenomena. Such topics are often difficult to research, and for this reason studies in these areas provide informative examples for analysis. Through examination of the strengths and limitations of specific studies, the student will be invited to cultivate skills in analyzing and critiquing research designs.

Qualitative Research Methods with Somatic Psychology (3 Units)
This course considers the strategies of qualitative research methods in the context of an overview of somatic approaches to psychology. Qualitative research inquires into qualities of lived experience, and somatic psychology seeks to draw on lived experience as the data for constructing approaches to the mind that are finely attuned to how people actually inhabit their bodies and their lives. The student will have opportunity to examine how qualitative research can inform somatic and other whole-person approaches to psychology.

Quantitative Research Methods with Neuroscience of Consciousness (3 Units)
This course introduces quantitative methods of research in the context of neuroscientific approaches to the study of consciousness. Neuroscience seeks to understand aspects of the mind by measuring activity and change in various dimensions of the human nervous system, and quantitative methods are used to identify and describe potentially meaningful patterns in experimental results. The student will be invited to consider the value of quantitative approaches in whole-person approaches to psychology.

Integral Research Methods with Creative Expression (3 Units)
This course examines research methods that draw together various strategies in the context of creative expression approaches to psychology. Integral methods include approaches such as grounded theory, mixed methods, theoretical research, and somatic phenomenology, and creative expression considers artistic expressive activity as meaningful participation in the healing and revealing processes of transformation. The student will have opportunity to consider potentials for creative applications of integral research approaches through examining research in creative expression approaches to psychology.
Proposal Writing (2 Units)
This course provides the student with an opportunity to write a preliminary research proposal under faculty supervision. A completed preliminary research proposal will include well-crafted drafts of an introductory chapter, a literature review chapter, and a methods chapter, in good APA style. Here the student will have opportunity to demonstrate the skills and knowledge of critical thinking, scholarly writing, and research design and critique gained at earlier stages of the program. Prerequisites: ITP student.

Focus Area Coursework
A focus area consists of 12 units of coursework that is specifically oriented toward the student's area of study.

Three focus areas are available in the ITP degree:

Integral and Transpersonal Psychology
This is a self-designed focus area that must include two Advanced Seminars or their equivalent. The student will propose a focus area drawn from doctoral-level courses within this or other ITP focus areas, from other online doctoral programs at CIIS such as Transformative Studies or Women's Spirituality, or, if the student wishes to spend time in residence in the San Francisco Bay Area, may also be drawn from residential programs such as East-West Psychology. Prior to approval of the self-designed focus area by the advisor, the student must ensure that permission will be granted for admission to those classes by the programs within which the selected courses are housed. The student should also determine that the courses are likely to be offered in a timely manner within those programs.

Consciousness Studies and Contemplative Neuroscience
This focus area is designed to bring together consciousness studies, contemplative psychology, and neuroscience. If they are to be whole-person approaches, then fields such as integral and transpersonal psychology need to include neuroscience research within their scope of inquiry. In addition, engaging neuroscience is an important aspect of introducing the concepts and insights of transpersonal and integral approaches to a wider audience, both within psychology and within the wider public. What whole-person approaches bring to neuroscience is the ability to ask new and interesting questions that arise from the more holistic and systems perspectives of integral and transpersonal standpoints. The focus area will address issues of philosophical context through courses in consciousness studies that will be offered both within the ITP program and in cooperation with the Transformative Studies online PhD program. The neuroscience courses will provide conceptual orientation in neuroscience frameworks as well as training in the use of neuroscience equipment such as EEG in the study of contemplative and other non-ordinary states of consciousness.

Somatic Studies
The focus area in Somatic Studies is designed exclusively for students who have long experience with a body practice that might be called transformative. This might include one of the martial arts, a bodywork practice, a specific movement or dance practice, an advanced sport practice, gyrotonic, pilates, or similar practices. The practitioner-student will be invited to explore deeply the various implications of their practice: how it illuminates various aspects of its cultural origins, its particular contributions to the development of consciousness or to healing, how it relates to to other such transformative practices, and so forth. Coursework considers the worldwide burgeoning of embodiment literature beginning in the mid-20th century and rapidly growing into the present, as well as its relevance to consciousness studies. This includes study of the phenomenological tradition initiated by Edmund Husserl and significantly advanced by Maurice Merleau-Ponty and Pierre Bourdieu as a method for excavating the unique insights into “reality” that are made available by one's practice. In addition to advancing the student's understanding toward the development of a scholarly doctoral dissertation, this course of study supports the cultivation of the student's capacities for teaching the practice with an advanced understanding of its relevance to addressing some of the major problems facing the world today.
Comprehensive Examinations
The purpose of comprehensive examinations is to demonstrate that the student is ready to proceed to the dissertation phase of their doctoral degree. The ITP degree has two comprehensive examinations. The first of these is a written examination covering basic concepts, theories, and theorists of general psychology. For students who do not have a Master’s level background in psychology, or for those wishing to review and prepare for this examination, self-study materials will be provided. The second exam consists of two parts: a 20-25 page paper on a topic relevant to the student’s area of study written at a doctoral level, and a 30-60 minute oral presentation based on that paper, as it might be presented at a professional conference.

Dissertation
The student will write a dissertation under the supervision of a core faculty member as committee chair and two other qualified scholars, approved by the chair, one of which must not be affiliated with CIIS.

PhD Half-Time Sample Schedule
Three years of coursework plus dissertation

| Year 1, Semester 1 | Western/World Philosophies with History and Systems of Psychology (3 units)  
|                    | Research Design and Critique with Exceptional Human Experiences (3 units) |
| Year 1, Semester 2 | Critical Thinking with Integral/Transpersonal Psychologies (3 units)  
|                    | Qualitative Research Methods with Somatic Psychology (3 units) |
| Year 2, Semester 1 | Scholarly Writing with Integral and Transpersonal Studies (3 units)  
|                    | Quantitative Research Methods with Neuroscience of Consciousness (3 units) |
| Year 2, Semester 2 | Integral Research Methods with Creative Expression (3 units)  
|                    | Advanced Seminar in Focus Area of Study (3 units) |
| Year 3, Semester 1 | Focus Area Coursework (3 units)  
|                    | Proposal Writing (2 units)  
|                    | Praxis with Integral and Transpersonal Sociology and Social Action (1 unit) |
| Year 3, Semester 2 | Focus Area Coursework (3 units)  
|                    | Advanced Seminar in Focus Area of Study (3 units) |
| Year 4, Semester 1 | Dissertation Research and Writing |
| Year 4, Semester 2 | Dissertation Research and Writing |
| Year 5, Semester 1 | Dissertation Research and Writing |
| Year 5, Semester 2 | Dissertation Research and Writing |
Admission Requirements

**PhD in Integral and Transpersonal Psychology**

Applicants must meet the general admissions requirements of the Institute. Applicants must have a master’s degree from a regionally-accredited institution either in an area of the humanities such as psychology, sociology, anthropology, or education, or in a field that is directly related to their proposed area of dissertation study. Two letters of recommendation are required from individuals familiar with the applicant’s academic work and preparation for graduate work, as is a writing sample (e.g., an outstanding essay, article, or selected chapter from a master’s thesis).

Successful candidates for admission in the program typically have the following qualifications: a vision that is compatible with the program's mission; a path of personal growth and/or spiritual growth; sufficient maturity and stability to pursue independent self-inquiry and sustained research; competence in communication and dialogical skills; demonstration of respect for a diversity of viewpoints; an openness to multiple ways of knowing and whole-person learning; the ability to clearly articulate educational, professional, and research goals; outstanding scholarly writing skills; and a prospective specialization that is consonant with the program’s mission and faculty expertise. For example, some students may enter the doctoral program with a clinical licensure degree (e.g., Marriage and Family Therapist) with the goal of bringing philosophical or spiritual depth to their practice or becoming qualified for new professional opportunities such as teaching.

**Frequently Asked Questions for Prospective ITP Students**

**What types of students benefit most from the whole-person academic perspective offered in the ITP programs?**

Students entering the ITP programs share an interest in whole-person approaches to psychology such as humanistic, transpersonal, holistic, integral, somatic, contemplative, Jungian, and East-West. This typically includes the following:

- Working professionals who wish to deepen their knowledge, advance their education, contribute to research, and bring greater meaning to their existing field of experience
- Idea entrepreneurs or activists who wish to use their education as a foundation for consulting, writing, or teaching in the public sphere
- Individuals who are in transition in life and who, after varied life experiences, are expanding their worldview into a more whole-person perspective
- International students from diverse places on the globe seeking graduate training and a whole-person education

**What is the difference between Integral and Transpersonal Psychology (ITP); East-West Psychology (EWP); Philosophy and Religion (PAR); Philosophy, Cosmology, and Consciousness (PCC); Integral Counseling Psychology (ICP); and the Psychology Doctorate (PsyD)?**

The ICP program provides the required academic coursework and professional training necessary to apply for the Marriage and Family Therapist (MFT) license. The PsyD program provides doctoral-level academic and professional training, and prepares students to become licensed clinical psychologists. The PAR programs emphasize the study of world philosophy and religion (with concentrations in Philosophy, Cosmology, and Consciousness; Women’s Spirituality; and Asian and Comparative Studies). The EWP degree integrates the study of world religions with Western psychology and psychospiritual practice. The EWP programs, PCC concentration, and ITP degree share an interest in transpersonal and consciousness studies, but where PCC approaches these fields with a more philosophical and Western-centered perspective, and EWP adopts a more psychological, cross-cultural, and spiritually global (Eastern, Western, indigenous) perspective, the ITP degree comes to this topic with an interest in whole-person based psychological research.
Do I need to have a psychology MA to apply to the ITP PhD program?
No, although it is anticipated that many ITP students will come from social sciences and humanities backgrounds with some coursework in psychology. Students with an insufficient background in psychology may be encouraged to take one or more foundational courses in psychology from the ICP or PsyD program, or at a community college in their own community.

Do the ITP programs prepare students to become licensed therapists?
No, the ITP programs do not prepare students for licensure as psychological counselors, psychotherapists, or clinical psychologists. However, the degree is designed to serve students who have earned MAs in counseling or psychotherapy. It is expected that some of these students will pursue further doctoral studies researching topics related to counseling psychology, such as integral psychotherapy, somatic psychology, expressive arts therapy, drama therapy, and community mental health.

For what kind of career does the ITP program prepare me?
It is expected that many of the graduates from the ITP program will continue working in their established fields as psychotherapists, social workers, psychologists, counselors, consultants, activists, organizers, leaders, teachers, researchers, nurses, physicians, lawyers, or in fields related to personal development, social change, or environmental protection. Some who are entrepreneurially inclined may use their education as the basis for becoming consultants, writers, speakers, or workshop leaders. A few may go into academic teaching or research and publication.

Does the ITP degree have an online option?
Yes, the ITP program is an online PhD degree, with two residential seminars per year, each lasting about a week.

Can I attend part-time?
Yes, the program is designed as a part-time program. However, to qualify for financial aid, you must take 6 units per semester.

Can I speak with an ITP faculty member before I apply?
Yes. The Institute provides various forums during which you can meet with an ITP faculty member and discuss your interest in the program, including the biannual CIIS open houses, as well as various ITP informational meetings. You can also arrange to sit in on a class during each semester by contacting the admissions counselor for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu.

If I cannot attend the CIIS informational meetings, can I meet with someone affiliated with the department and speak with him/her at length?
Prospective students interested in visiting CIIS can schedule an appointment with the admissions counselor for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu. During their visit, they can discuss their academic interests and goals, pick up program materials and financial aid information, and take a tour of the school. Since classes are online, they can sit in on classes when classes are in session by visiting online. Prospective students can also set a meeting with an ITP faculty member. By visiting CIIS, prospective students can get a sense of the intellectual and integral climate of CIIS, which is difficult to convey through a phone conversation or written documents.

What types of financial aid or student employment are available?
Government loans totaling up to $20,500 and various Institute scholarships are available. Additionally, some students are employed within the Institute as student workers (either for pay or tuition exchange). It is best to speak directly with a financial aid officer to understand the specifics, and to request that financial aid information be sent to you.
Can I receive financial aid if I am attending part-time?
Yes, depending upon eligibility. Please consult the Financial Aid Office for specifics: 415.575.6122 or finaid@ciis.edu.

What are the application procedures?
The admission process unfolds as follows: After all application materials have been received, the applicant’s file is forwarded to the ITP Admissions Committee, which reviews the complete application. The ITP program coordinator then arranges an interview with an ITP faculty member either in person or over the phone (an in-person interview is required for doctoral candidates except in extraordinary circumstances, such as foreign residence). After the interview, the EWP Admissions Committee decides about the admission of the candidate and, if he or she is accepted, makes recommendations about prerequisite courses and choice of academic advisor. The Admissions Committee meets bimonthly with the ITP core faculty to reach a final decision.

Can I transfer credits from previous graduate work? How many units can I transfer?
An analysis of possible equivalences is carried out by the EWP Admissions Committee during the interview, and the exact number of possible transfer units will be determined at that time. The ITP department allows a maximum of 6 semester units to be transferred into the PhD program. However, applicants with an insufficient background in psychology may be required by the ITP Admissions Committee to take additional psychology courses as prerequisites.

When will I get a reply, once I have applied?
After all application materials have been obtained and the application is complete, a response will be forthcoming within two to four weeks.

Faculty Profiles

Core Faculty
Glenn Hartelius, PhD, director of the ITP degree, holds an MA in Religious Studies from Loma Linda University (1985) and a doctorate in East-West Psychology from CIIS (2009). He is co-author of The Wiley-Blackwell Handbook of Transpersonal Psychology, and editor of the International Journal of Transpersonal Studies. His work has helped to develop a literature-based definition for the field of transpersonal psychology, and originate somatic phenomenology as a research method for studying subtle phenomena of attention and presence. He serves as Secretary of the International Association and a Director of ITA Professional. In addition to CIIS, he has taught courses in transpersonal psychology for Naropa University, Saybrook University, Middlesex University, and the Institute of Transpersonal Psychology/Sofia University, where he also served as core faculty.

For twenty years Hartelius worked in the field of Near-Eastern archeology, developing an expertise in terracotta oil lamps of the Eastern Mediterranean in the Byzantine and Islamic periods, working in the field with Drew University’s Joint Expedition to Caesarea Maritima over nearly a decade and thereafter participating in the publication of artifacts. In addition, he has worked as a somatic practitioner and healer for about 35 years, developing techniques for describing and rapidly accessing embodied states of consciousness such as meditation and a quietly-focused whole-person state for mental concentration—work that he has taught internationally with his partner, Michaela Aizer, under the name Attention Dynamics©.

Associated Core Faculty
Craig Chalquist, PhD, department chair of East-West Psychology, has a MS in Marriage and Family Therapy from the California Lutheran University, and a PhD in depth psychology from the Pacifica Graduate Institute. His scholarly writing and teaching focuses on depth psychology, ecopsychology, qualitative research, systems theory, ecotherapy, and mythology from a psychological perspective. He practices what he refers to as “Deep Education”: the kind that invites the human relationship to nature, elements, creatures, and Earth to shift from
mere utility to deep appreciation. His many books include *Terrapsychology: Re-engaging the World’s Soul* (Spring Journal Books, 2007), *Deep California: Images and Ironies of Cross and Sword along El Camino Real* (iUniverse, 2008), and *Rebearths: Conversations with a World Ensouled* (editor; World Soul Books, 2010).

Craig Chalquist is a master gardener and permaculture designer who trains psychotherapists in ecotherapy techniques, has presented at Bioneers, and gives local presentations on Gardening and Mental Health. He is on the editorial board of the journal Ecopsychology and a member of the International Association for Ecotherapy.

**Allan Combs, PhD,** started college as a physics major in the 1960s at The Ohio State University, where his interests turned to Jungian psychology and then to humanistic psychology. He traveled to the University of Florida where he studied with Sidney Jourard, and later to the University of Georgia to pursue a growing interest in the relationship of mind and consciousness to the brain. Today he is a consciousness researcher, neuropsychologist, and systems theorist. He is also professor emeritus at University of North Carolina-Asheville, visiting scholar at Antioch University Midwest, and director of the Conscious Evolution master’s program at the Graduate Institute of Connecticut. Combs is author or coauthor of more 200 articles, chapters, and books on consciousness and the brain, including *Consciousness Explained Better: The Radiance of Being*, winner of the best-book award of the Scientific and Medical Network of the UK; *Synchronicity: Through the Eyes of Science, Myth, and the Trickster; Thomas Berry: Dreamer of the Earth; The Postconventional Personality; and A Victorian’s Guide to Consciousness*. Combs is cofounder of the The Society for Chaos Theory in Psychology and the Life Sciences, a member of the General Evolution Research Group, the Integral Institute, and the one-hundred-member Club of Budapest. He is coeditor of the *Journal of Conscious Evolution* and associate editor of Dynamical Psychology. Combs was the winner of the 2002-2003 National Teaching Award of the Association of Graduate Liberal Studies Programs, and in the same year the held the UNCA Honorary Ruth and Leon Feldman Professorship.

**Frank Echenhofer, PhD,** received his doctorate in Developmental Psychology from Temple University in 1985. He has been a clinical research associate at Temple University and has been in private practice since 1985. His specializations, which bridge east-west psychology, are in the general areas of Eastern and Western comparative psychology, philosophy, and psychophysiology.

He has done research in exceptional and deficit attention (ADHD, mild brain injury, single-pointed concentration and visualization meditation), EEG biofeedback for normalizing the EEG associated with attention and arousal level problems, and EEG assisted self-regulation methods for creativity, meditation facilitation, imagery self-regulation, and experimental transpersonal psychology.

Frank has conducted research with Tibetan Buddhist meditators in India and meditators from the United States. He has lectured and written articles on the physiology and phenomenology of meditation, the integration of developmental and transpersonal psychologies, comparative biological psychology, and Eastern psychology.

**Renée Emunah, PhD, RDT/BCT (Board Certified Trainer of Drama Therapists),** program chair and founding director of the Drama Therapy program, is the author of the book *Acting for Real: Drama Therapy Process, Technique, and Performance*, which has been translated into Chinese and Japanese. She is a coeditor of the second edition of the book *Current Approaches to Drama Therapy*. Emunah is the recipient of the National Association for Drama Therapy Award for Distinguished Contribution and Lifetime Achievement in the Field of Drama Therapy.

Author of numerous articles and chapters in the field, Emunah served on the editorial board of the international journal *Arts in Psychotherapy* for fifteen years. She is a former president of the National Association for Drama Therapy and has worked for thirty years as a drama therapist, including fifteen years specializing in group work with emotionally disturbed adults and adolescents. In addition, she founded and directed a community theater company for ex-psychiatric patients, for which she received a commendation by the San Francisco Board of Supervisors.
Emunah was among the first four drama therapists to be officially registered in the U.S. She is a pioneer in the field of drama therapy, and her work has been presented extensively at conferences and trainings worldwide. In 2006, she was a keynote speaker at the Arts in Hospitals conference in Hong Kong, and in 2008, she was the keynote speaker at the National Conference on Drama Therapy. In 2006 and 2008, she taught drama therapy in Japan. She was selected to be included in the 2009 edition of *Who's Who in America*.


Jorge Ferrer is a leading scholar on transformative practices and integral epistemology at the Esalen Center for Theory and Research, and teaches courses on transpersonal studies, embodied spiritual inquiry, comparative mysticism, integral development, theoretical research, and spiritual perspectives on sexuality and relationships. He offers workshops and presentations on transpersonal studies, participatory spirituality, and integral education nationally and internationally. In 2000, Ferrer received the Presidential Award from the Fetzer Institute, Kalamazoo MI, for his seminal work on consciousness studies. In 2009 he became an advisor to the organization Religions for Peace at the United Nations for a research project aimed at solving global interreligious conflict.

**Don Hanlon Johnson, PhD**, holds a doctorate in philosophy from Yale University. He founded the Somatic Psychology program, the first of its kind in the United States. He is the author of four books, and of several journal articles on the central role of bodily experience in providing a unique understanding of critical social, spiritual, pedagogical, and psychological issues. He is also the editor of a series of foundational texts in the field of somatics, including *The Body in Psychotherapy: Inquiries in Somatic Psychology*.

Since 1988, Don Hanlon Johnson has been the director of a study group in somatics whose members include founders or heirs of late founders of nine major schools of somatics work. The aim of the group has been to improve educational quality and further research projects in the field. His most recent work is as editor of and contributor to *The Meaning of Life in the 21st Century: Tensions Among Science, Religion, and Experience*.

**Barbara Morrill, PhD**, program chair of the Integral Counseling Psychology MA, is a licensed psychologist who maintains a private practice in Palo Alto, California. She received her MEd in counseling psychology from Boston College and her PhD from the Institute of Transpersonal Psychology, also in Palo Alto, where she is director of a public program series called Circles of Inquiry. Her current qualitative research paper, “Being in the Face of Annihilation,” presented at an ATP conference in India, is about two Dutch women during the Holocaust.

**Janis Phelps, PhD**, received her doctorate in clinical psychology from the University of Connecticut. She is the former dean of the School of Consciousness and Transformation at CIIS. Her theoretical orientation is in transpersonal and wellness therapy models; Buddhism, Eastern and indigenous disciplines; and phenomenology/existential philosophies. Her research and scholarly writing has focused on entheogens and shamanic practices, clinical studies in enhanced expectancies and treatment, and mind-body wellness.

Phelps teaches courses in EWP on quantitative and qualitative research methods, spiritual counseling, mindfulness, research colloquium, Buddhism and psychotherapy, and principles of healing. As a licensed clinical psychologist, she is on the Board of Holos Institute and on the Clinical Committee of the Institute for Spirituality and Psychology.

**Shoshana Simons, PhD, RDT**, program chair of the Expressive Arts MA in Counseling Psychology, has more than twenty-five years of experience working with diverse children and adults in the fields of education, counseling psychology, organizational development, and community work. She has worked as a therapist in
the U.K. and U.S., and has taught in the fields of counseling psychology and intercultural relations at Goddard College, University of Vermont, and at Lesley University. She is the former director of special projects at the Open Circle Program, based at The Stone Center, Wellesley College, where her work included promoting socio-emotional learning skills in elementary school systems, integrating the arts and mindfulness practices in learning and in running creative multicultural awareness programs for teachers and school leaders. Simons’ interests include narrative and systemic expressive arts practices, the exploration of our own indigenous healing traditions, Jewish mysticism and Jewish shamanic healing, the role of expressive arts in leadership, and arts-based research methods. She holds an MA degree in sociology and social policy from London Metropolitan University, and an MA degree in human development, and a PhD in human and organizational systems from the Fielding Institute. She is a graduate of the Omega Transpersonal Drama Therapy Program in Boston.

Steven Tierney, EdD, CAS, is the program chair of CIIS’s graduate counseling psychology concentration in Community Mental Health. He holds an MA in counseling and social psychology from Wayne State University and an EdD from Northeastern University. Tierney also has a postgraduate certificate in child and adolescent psychotherapy from Boston University. He is a certified addiction specialist who has worked in community-based organizations in Boston and San Francisco for three decades, creating and providing innovative mental health and medical service models for adolescents and transition-aged youth. His areas of interest include mental health and HIV, adolescent addiction issues, new community therapeutic models, and access to care/poverty issues in mental health. He has been the principal investigator on several Special Projects of National Significance (SPNS), examining models of adolescent HIV, mental health, and substance abuse services. Tierney will continue research in these areas and looks forward to working with others in the CIIS community who share these interests. He is a member and former president of the Health Commission for the City and County of San Francisco.

Carol Whitfield, PhD, has an MA in Sanskrit from the University of California, Berkeley; a PhD in phenomenology of religions from the Graduate Theological Union, Berkeley; and a PhD in clinical psychology from the San Francisco School of Psychology.

During the 1970s, Carol Whitfield lived a monastic life in India, where she studied Advaita Vedanta and Sanskrit in a traditional gurukula setting under Swami Dayananda Sarasvati. Since her return from India, she has taught Vedanta extensively on both coasts and was one of the founders and the administrative manager of Sandeepany West, Institute for the Study of Vedanta and Sanskrit, located in Piercy CA, and later of Arsha Vidya Gurukulam, Institute for the Study of Advaita Vedanta and Sanskrit, in Saylorsburg PA. One of her primary interests is the synthesis of Western psychology and Eastern spirituality. Whitfield is a clinical psychologist with a private practice in Berkeley. She has written two books, *The Jungian Myth and Advaita Vedanta* (Arsha Vidya Centre, 2009) and *The Vedantic Self and the Jungian Psyche* (Arsha Vidya Centre, 2009).
San Francisco Is Our Campus

San Francisco is a hub of connections—international, cultural, and professional—within one of the world's most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you'll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Now a burgeoning high-tech center, the area has been nicknamed “Silicon Alley.” Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall. There's an exciting synergy here between personal and communal growth you won't find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase the leading edge in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. An annual summer institute, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies,” attracts participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future

Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. For a schedule, visit www.ciis.edu/infosessions. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

Financial Aid Is Available

CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit www.ciis.edu/financialaid

Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION

- Anthropology and Social Change (MA, PhD)
- Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
- East-West Psychology (MA, PhD)
- Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
- Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
- Transformative Leadership (MA, online)
- Transformative Studies (PhD, online)
- Women's Spirituality (MA, PhD in Philosophy and Religion)
- Creative Inquiry, Interdisciplinary Arts (MFA)
- Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH

- Clinical Psychology (PsyD)
- Community Mental Health (MA in Counseling Psychology)
- Drama Therapy (MA in Counseling Psychology)
- Expressive Arts Therapy (MA in Counseling Psychology)
- Human Sexuality (PhD)
- Integral Counseling Psychology (MA in Counseling Psychology)
- Integrative Health Studies (MA)
- Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES

BACHELOR OF ARTS COMPLETION (BAC) PROGRAM

- BA in Interdisciplinary Studies

ONLINE DEGREES

- Transformative Leadership (MA)
- Transformative Studies (PhD)

CERTIFICATE PROGRAMS

- Advanced Certificate in East-West Spiritual Counseling
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001), and ACAOM (Accreditation Commission for Acupuncture and Oriental Medicine, 8941 Aztec Drive Eden Prairie, MN 55347; 952.212.2434).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

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