

Contents

Message From the President.....	2
Academic Calendar	3
About Antioch University Seattle	4
The Campus.....	6
Disability Support Services.....	6
Library and Computer Services	7
Admission to Antioch	8
Tuition and Fees.....	12
Financial Aid.....	18
Academic and Student Life Policies	22
Antioch University Seattle Commons	29
B.A. Completion Program	30
Individualized Areas of Concentration	34
Structured Areas of Concentration	36
Center for Creative Change	53
M.A. in Environment and Community	55
M.S. in Management.....	56
M.A. in Organizational Psychology.....	57
M.A. in Strategic Communication.....	59
M.A. in Whole Systems Design.....	60
Graduate Certificate Programs	61
School of Education	64
Undergraduate Teacher Preparation	64
Graduate Teacher Preparation	65
Master of Arts in Education: Campus-based	67
School of Applied Psychology, Counseling and Family Therapy	70
M.A. in Psychology – Child, Couple and Family Therapy	74
M.A. in Psychology – Mental Health Counseling	75
M.A. in Psychology – Art Therapy with CCFT or MHC.....	76
M.A. in Psychology – Drama Therapy with CCFT or MHC.....	78
M.A. in Psychology – Integrative Studies	81
Doctor of Psychology.....	85
Key to Course Listings.....	89
Course Listings	90
Office of Extension and Continuing Education.....	171
Antioch University Seattle Faculty and Principal Officers.....	172
Key Contacts.....	176

Message From the President

Dear Student,

Welcome! I am pleased you chose to be part of our Antioch University Seattle community.

Antioch is known for its innovative approaches to student-centered, personalized learning as well as its opportunities for independent study, self-designed degree planning and interdisciplinary study. Community involvement and social justice also play a key role in the Antioch academic experience.

Antioch Seattle graduates often describe their education as transformational and life changing. With the solid support of expert faculty and caring staff, graduates leave Antioch feeling empowered with critical thinking skills and the ability to create and manage change in the world.

As you read through this catalog, you'll better understand the many ways Antioch offers a dynamic and experiential education that is both rewarding and challenging. You'll have opportunities to integrate classroom learning with your work and life experiences.

Horace Mann – Antioch's first president and noted abolitionist and founder of the American public school system – led our institutions in setting numerous precedents. Antioch was the first American college to educate women on a par with men and to hire female faculty at the same level as their male counterparts. Antioch also was among the earliest schools to admit African American students.

An ongoing commitment to inclusiveness and welcoming people of diverse backgrounds and viewpoints continues to be among the core values at Antioch Seattle, which speaks volumes about why I became Antioch University Seattle's fourth president. Antioch's philosophy of giving back to the community is also very much a part of my Navajo values.

I was asked recently how my great, great grandfather, Chief Manuelito, might have influenced me. When he signed the Navajo Treaty of 1868, he had the keen insight to see the value of education and said, "Education is the ladder to success. Tell my grandchildren to climb that ladder." His wisdom has guided me throughout my life. I share with you his message and my best wishes.

Sincerely,



Cassandra Manuelito-Kerkvliet, Ph.D.
President
Antioch University Seattle



Academic Calendar

Summer 2009

Quarter dates: July 7 to Sept. 19, 2009

Financial Aid Filing Date	April 15
Registration Begins.....	9:01 p.m., May 11
Late Registration.....	9:01 p.m., June 21 (Late Fee Assessed)
Tuition Payment Due	July 1
First Day of Classes.....	July 6
Last Day to Receive Full Refund	July 14
Fall Registration Begins.....	9:01 p.m., Aug. 10
Last Day of Classes	Sept. 19
Evaluator Assessments Due.....	Sept. 26
Commencement Ceremony	June 20, 2010
Independence Day Holiday (campus closed) ..	July 4
Labor Day Holiday (campus closed)	Sept. 7

Fall 2009

Quarter dates: Oct. 5 to Dec. 19, 2009

Registration Begins.....	9:01 p.m., Aug. 10
Financial Aid Filing Date	Aug. 15
Late Registration.....	9:01 p.m., Sept. 20 (Late Fee Assessed)
Tuition Payment Due	Oct. 1
First Day of Classes.....	Oct. 5
Last Day to Receive Full Refund	Oct. 13
Winter Registration Begins	9:01 p.m., Nov. 9
Last Day of Classes	Dec. 19
Evaluator Assessments Due.....	Jan. 2
Commencement Ceremony	June 20, 2010
Thanksgiving Holiday (campus closed)....	Nov. 26-29
Winter Break (campus closed)	Dec. 24-Jan. 2

Winter 2010

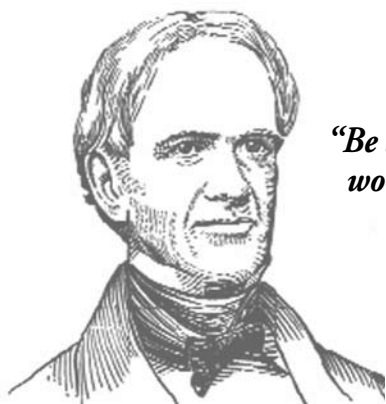
Quarter dates: Jan. 4 to March 20, 2010

Registration Begins.....	9:01 p.m., Nov. 9
Financial Aid Filing Date	Nov. 15
Late Registration.....	9:01 p.m., Dec. 20 (Late Fee Assessed)
Tuition Payment Due.....	Jan. 1
First Day of Classes.....	Jan. 4
Last Day to Receive Full Refund	Jan. 12
Spring Registration Begins.....	9:01 p.m., Feb. 8
Last Day of Classes	March 20
Evaluator Assessments Due.....	March 27
Commencement Ceremony	June 20, 2010
Martin Luther King, Jr. Day Holiday.....	Jan. 18 (campus closed)
Presidents' Day Holiday	Feb. 15 (administrative staff holiday)

Spring 2010

Quarter dates: April 5 to June 19, 2010

Registration Begins.....	9:01 p.m., Feb. 8
Financial Aid Filing Date	Feb. 15
Late Registration.....	9:01 p.m., March 21 (Late Fee Assessed)
Tuition Payment Due	April 1
First Day of Classes.....	April 5
Last Day to Receive Full Refund	April 13
Summer Registration Begins.....	9:01 p.m., May 10
Last Day of Classes	June 19
Evaluator Assessments Due	June 26
Commencement Ceremony	June 20, 2010
Memorial Day Holiday (campus closed).....	May 31



“Be ashamed to die until you have won some victory for humanity.”

— Horace Mann

First president of Antioch College

Excerpt from 1859 commencement address

About Antioch University Seattle

Antioch University has a 157-year tradition of excellence, innovation and leadership among American colleges and universities. Founded in 1852 as Antioch College, a small liberal arts institution in Yellow Springs, Ohio, with the famed social reformer, abolitionist and educator Horace Mann as its first president, it has never wavered in its commitment to high quality education, social justice and inclusiveness.

Today, Antioch is a national, multi-campus university. The Seattle campus has carried on the Antioch tradition in the Pacific Northwest for more than 35 years, providing student-centered programs that recognize and value the diversity of individual backgrounds.

Antioch's Mission

Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The multiple campuses of the University nurture in their students the knowledge, skills and habits of reflection to act as lifelong learners, democratic leaders and global citizens who live lives of meaning and purpose.

A Distinctive Approach

Antioch's campuses, including the Seattle campus, are small, with limited class sizes and an intimate environment. Students receive strong support from expert faculty members who are both scholars and practitioners in their respective fields, and whose concern is with students' personal as well as intellectual and professional growth. Since Horace Mann's day, Antioch students have made significant contributions to a just and humane world – not only after graduation but also while still pursuing their degrees. All students – regardless of the program in which they are enrolled – participate in practica, internships and community projects of various kinds and learn from direct experience as well as from theory and research.

Learning at Antioch is interactive and based in real world experience. Most classes are seminar style, with students and faculty engaged together in discussion. Lectures are infrequent and critical thinking is always expected. The Antioch learning experience is designed not only to be informative, but also transformative. No grades are given. Rather, students receive regular written performance

assessments from members of the faculty. Students rarely take objective examinations. They are challenged in far deeper ways to call on all their personal, creative and intellectual resources, to learn to recognize patterns and connections, to think systematically and inventively, to write crisply and clearly, and to hone their capacities to contribute toward a better world.

Because Antioch draws students with deeply formed commitments to work, family and community, classes are scheduled at times that harmonize with full lives. Many classes meet in the evenings or on weekends. Some programs offer intensive short residencies interspersed with periods of independent study and project work. Students communicate with one another and with faculty members both online and face-to-face. Undergraduate students may demonstrate college-level learning acquired from work and life experience – and, as appropriate, receive credit toward a B.A. degree for such learning. With faculty assistance, students in some programs may design their own degree plans and areas of concentration so they can focus their work on topics of particular interest to them rather than on a set curriculum with rigid, one-size-fits-all requirements.

A History of Innovation and Inclusiveness

From its beginnings, Antioch has pioneered innovative educational approaches that have gone on to become widely accepted across the country. Independent and interdisciplinary studies, self-designed degree plans and integration of work experience with rigorous classroom learning all developed early at Antioch. The institution also has been a leader in its inclusiveness and in welcoming people of diverse backgrounds and viewpoints. Antioch College was among America's first co-educational institutions and among the first to admit students regardless of race.

Its alumni have included distinguished civil rights leaders such as Coretta Scott King and Eleanor Holmes Norton. Antioch continues to lead the way in making higher learning accessible to populations who have been denied such opportunities in the past. The University maintains a culturally diverse faculty and staff, and expects its students to become adept at working with people from all backgrounds. The Seattle campus in particular is distinguished by its collaborations with Native American communities to deliver learning opportunities in tribal settings.

The Campus

The Antioch Seattle campus is conveniently located in two modern buildings in the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. In the main building are classrooms, faculty and staff offices, a library, computer facilities, an art studio, lounge and study spaces, a bookstore and a café. Metered and other paid parking is available adjacent to the campus, together with easy access to Metro bus lines. The campus is designed to be accessible to everyone, regardless of physical ability.

Adult learners and the great majority of the Antioch Seattle faculty generally prefer small group discussions rather than lectures. As a result, Antioch classrooms are relatively intimate – with most designed for 20 or fewer students – and to facilitate interchange, they are arranged seminar style with tables and chairs. Central atrium spaces on each floor of the main building are comfortably furnished and class discussions often spill out into these spaces between class sessions and during breaks. The result is a lively intellectual atmosphere in which students learn from one another as well as from their instructors.

The campus bookstore, located on the first floor, stocks textbooks, general reading material likely to be of interest to students, school supplies, snacks, greeting cards, clothing and other items.

Disability Support Services (DSS)

Antioch University is committed to providing reasonable accommodations to qualified students with a disability to ensure all students have equal opportunity to benefit from and have access to programs and services.

The DSS Office provides accommodations for students with disabilities based on the nature and severity of the disability. Students must register with the DSS office before accommodations can be implemented. Accommodations may include, but are not limited to: extended time on assignments, interpreters, note taking, books on CD, large print, adaptive equipment, recorded class sessions and priority registration.

All students requesting accommodations must submit documentation, dated within the past three years, from a professional (medical doctor, psychologist, psychiatrist, neuro-psychologist or other professional diagnostician) to the DSS Office. Documentation must be in writing and include a detailed description of the disability, including any limitations and recommendations. Contact the DSS Office as early as possible so individual needs can be determined and accommodations provided in a timely manner. All information is confidential.

Please contact the DSS Office at 206-268-4151 or 206-268-4403/TTY 206-728-5745 or e-mail DSS@antiochseattleu.edu for any additional information.



Library and Computer Services

Located on the first floor by the atrium, the Antioch Seattle Library offers both print and non-print materials. These support the University's curriculum and its commitment to teaching for diverse learning styles. The collection is accessible through the online catalog on the library's web page at www.antiochseattle.edu/lib. The library offers efficient document delivery and interlibrary loan services as well as course reserves.

Antioch Seattle has licenses to numerous academic databases with full-text journal articles and e-books. Through the library, members of the Antioch community have access to a vast collection of electronic resources. All library staff is trained to help access these.

To augment the on-campus print collection, currently registered Antioch Seattle students and core faculty can be reimbursed the cost of a library card at one public research library. This could include the University of Washington, Seattle University, community colleges or any research library close to home. See the

librarian for reimbursement procedures.

Computers, scanners, a printer and a copy machine are available during the library's liberal open hours. (Please see the library web page for the current schedule.) The computer classroom (room 105) hosts computer classes that provide training to students with varied research and technology skills. In the library, students also can view films from a growing DVD and online film collection. In addition, the library sponsors regular artistic and other cultural events of interest to the campus community.

Admission to Antioch

Admission to Antioch University Seattle is based on an applicant's background, education, accomplishments and goals – and on the student's ability to benefit from learning opportunities the University provides.

Antioch requires several kinds of information from its applicants, depending on the program of application. In all cases, the Admissions Office seeks evidence of critical thinking and effective writing skills, as well as a clear match between the student's needs and what a program offers. In addition, prospective students submit records of prior study, a writing sample, a résumé and/or one or more essays as well as a completed application for admission. When possible, candidates are interviewed by program faculty.

Specific application requirements for each Antioch program are outlined in the appropriate application handbook, available from the Admissions Office at 206-268-4202 (toll free at 888-268-4477) or by e-mail at admissions@antiochseattleu.edu. Admissions information also is available online at www.antiochseattleu.edu/admissions

Admission Decisions

The Dean of Academic Outreach and Enrollment Services makes all admission decisions in consultation with admissions advisers and program faculty. The dean's decisions are final.

Visiting students

Visiting or "non-matriculated" students may enroll in courses for credit without intending to pursue a degree, or in courses to fulfill degree program prerequisites. Visiting students register during the last two days of open registration or during late registration. Class admission is limited

to selected courses and is based on space availability.

Visiting students are not eligible for financial aid or loan deferments. If visiting students subsequently wish to enroll in a degree program, regular application procedures apply. Credits earned as a visiting student are not automatically accepted as degree credit if the student is later accepted to a degree program, but may be considered for application toward a degree at the discretion of program faculty.

International admission

Non-U.S. citizens who apply for admission and for a student visa must meet admission requirements of the undergraduate or graduate program to which they apply. In addition to regular application materials, they also must submit the following:

- Official certified educational records, including official translations if educational records are not in English.
- Evaluation of international transcripts as noted in the International Transfer Credit section of this catalog.
- Test of English as a Foreign Language (TOEFL) results. Applicants whose native language is other than English are normally required to take the TOEFL exam, and to achieve a minimum score of 550 (paper-based) or 213 (computer-based) or 79 (Internet) to be eligible for admission. Applicants who have studied English at another U.S. college or university, or at an institution abroad in which English is the language of instruction, may have the TOEFL requirement waived. Prospective students should contact the Admissions Office for further information. Applicants must request an official TOEFL report be sent to Antioch University Seattle (institution code # 4146). The TOEFL exam must have been taken within the past two years.



- Documentation of the applicant's ability to pay for educational and living expenses while in the United States. Documentation includes bank statements, retirement funds, loan documents, salary verification, etc. Antioch University is approved by the Department of Citizenship and Immigration Services to issue INS Form I-20 to eligible prospective students so they may apply to obtain non-immigrant student visas. Prospective students should contact the Admissions Office for more information and should apply at least three months in advance.

Applicants with transcripts from institutions outside the United States and English-speaking Canada are encouraged to apply early to allow time for receipt and review of these transcripts. See what follows for further information about international transfer credit.

Transfer credit

Undergraduate transfer credit

For its undergraduate programs, Antioch University Seattle accepts college-level credit in transfer from regionally accredited institutions. Credits for college-level courses normally are accepted if the transfer credit carries a grade of C or better. Developmental or remedial courses are not accepted in transfer, nor are continuing education courses. No more than 120 lower-division quarter credits are applicable toward a baccalaureate degree.

Antioch University Seattle operates on a quarter system. Transfer credits from institutions operating on a semester system are accepted on the basis that two semester-hours of credit are equivalent to three Antioch credits.

Associate degrees from regionally accredited institutions generally transfer. Students normally receive the number of quarter credits they have earned at the institution awarding the degree, subject to the following limitations:

- Courses below college level do not transfer.
- Courses with grades below C do not transfer, except where an interinstitutional direct transfer or dual enrollment agreement provides otherwise.
- Continuing education and clock hour courses do not transfer.
- Transfer of physical education activity courses is limited to 6 quarter credits.

Antioch may also accept up to 30 undergraduate quarter credits in transfer from institutions accredited by specialized accrediting bodies as defined by the American Council on Education, including many vocational, technical and professional courses. Such courses would include those that have a specific career application or

skill-building focus and can be incorporated into the student's plan of study.

Antioch University Seattle also accepts undergraduate credit from a number of other sources, including advanced placement, the college level examination program (CLEP), international baccalaureate, military service and correspondence or online courses if offered by regionally accredited institutions.

Direct Transfer and Dual Enrollment Agreements

Antioch University Seattle maintains a variety of Direct Transfer and Dual Enrollment Agreements with other colleges and universities. If you are planning to transfer to Antioch and are not sure if your present institution has a special transfer agreement with Antioch University Seattle, contact Antioch's department of Admissions.

Prior experiential learning credit

In the B.A. in liberal studies program, Antioch may grant credits based on pre-enrollment experiential learning from work or life experience rather than from academic study or a formal examination program. Students who seek credit for such learning complete written learning narratives that specify and demonstrate their college-level learning. For details, consult the prior learning coordinator, the B.A. program admissions counselor or see the B.A. in Liberal Studies section of this catalog. *Prior learning credits are not available in graduate programs.*

Accelerated joint B.A./M.A. degree programs

In certain fields of study for which Antioch offers master's degrees, an undergraduate student also may qualify for a "ladder" program in which the B.A. degree can be completed in part through concurrent study in a graduate program, which permits the

student to progress simultaneously toward both a bachelor's and a master's degree. Various "ladder" options are described at the end of the B.A. in Liberal Studies section of this catalog. Further information may be obtained through the B.A. completion program admissions counselor, from the directors or chairs of the participating graduate programs.

Transfer credit toward master's degrees

With approval from the program, students may transfer up to 12 quarter credits of previous and/or concurrent graduate-level work into an Antioch master's degree program. During the admission process, the faculty adviser may perform a preliminary screening of requests for transfer of previous credit. This screening identifies courses that might be considered for transfer, but does not guarantee acceptance of the request. To be considered for transfer toward a graduate degree:

- Credits must be awarded by a regionally accredited institution of higher education, carry a grade of B or better and be clearly related to the student's selected study area(s).
- Credits must be earned in graduate level courses that can count toward an advanced degree.
- Transfer credits may not be used in lieu of core knowledge area courses as defined by the Antioch graduate program.

Formal approval of graduate transfer requests should be pursued by the end of the student's second quarter to allow time for the student to identify a focus area and select a permanent adviser.

International transfer credit

Applicants who wish to receive credit for coursework completed at an institution

outside the U.S. and English-speaking Canada must have that institution send official transcripts and/or documents directly to the Admissions Office. Certified translations and evaluation of international documents are required and must be arranged for by the applicant. Information on evaluation services is available from the Admissions Office. Please allow four to 10 weeks for the evaluation, and request that an official evaluation be sent to the Admissions Office. Determination of credit equivalency must be completed before the student can be admitted. U.S. citizens and legal residents who completed some or all college-level schooling outside the U.S. and English-speaking Canada must have international transcripts evaluated as outlined.

Change of degree program

Students who wish to change from one degree program to another must apply for admission to the new program. If admitted to the new program, students must satisfy all requirements of that program.

Readmission

Applications for readmission to Antioch University Seattle will be reviewed by the Admissions Office, Registrar and the director or dean of the degree program to which the student is requesting readmission. Readmission decisions are based on whether or not the applicant was in good standing at the time of withdrawal and on the applicant's reasons for re-applying. Contact the Admissions Office for a Readmission Application form.

Tuition and Fees 2009-10

Tuition and fees are in effect through spring quarter 2010. Antioch reserves the right to change tuition and fees at any time without prior notice. Tuition and fees are subject to approval of the Antioch University Board of Trustees. All rates shown are in U.S dollars.

B.A. in Liberal Studies

One credit.....	\$600
Two or more credits.....	\$490/credit
Prior Learning credits	\$122.50/credit

Center for Creative Change

M.A. Environment and Community

M.S. Management

M.A. Organizational Psychology

M.A. Strategic Communication

M.A. Whole Systems Design

CCC Graduate Certificate Programs

One credit.....	\$600
Two or more credits.....	\$565/credit

School of Education

Undergraduate Teacher Preparation

One credit.....	\$600
Two or more credits.....	\$465/credit

M.A. Education

Graduate Teacher Preparation

Graduate Teacher Prep with M.A.

Endorsement Programs

One credit.....	\$600
Two or more credits.....	\$500/credit

Pathway 3 Endorsements

Library Media

Special Education

Theater Arts

One credit.....	\$600
Two or more credits.....	\$500/credit

Pathway 2 Endorsements

Instructional Planning	\$155/credit
Practicum.....	\$250/credit
Culminating Project	\$155/credit

School of Applied Psychology, Counseling and Family Therapy

M.A. Psychology

One credit.....	\$600
Two or more credits.....	\$550/credit

Psy.D. Clinical Psychology

All credits.....	\$690/credit
Dissertation Fee	\$690

Learning and Teaching Cooperative (LT Coop)

Tuition for courses sponsored by the LT Coop is charged at these rates:

400-level courses.....	\$490/credit
600-level courses.....	\$550/credit
700-level courses.....	\$690/credit

Visiting Students

Tuition for visiting students is charged at the per-credit rate associated with the program that sponsors the course, plus any related materials or course fees.

Required Fees

In addition to tuition, matriculated students are required to pay the following fees each quarter in which they are registered for credit. Fees are nonrefundable after the full refund period.

The Student Services Fee supports several academic and student services, including career workshops and services, personal counseling offered through the Community Counseling and Psychology Clinic, the Student Life Office, transcripts and graduation, as well as writing tutors and other academic support services offered through the Learning and Teaching Cooperative. The fee is not charged to Pathway 2 endorsement students.

Students enrolled part time

Undergraduate students - 1-5 credits.....	\$65
Graduate students - 1-3 credits.....	\$65

Students enrolled more than part time

Undergraduate students - 6 or more credits.....	\$105
Graduate students - 4 or more credits....	\$105

The Technology Fee provides increased technical staff support as well as a half-time faculty-at-large position for academic technology. The fee is not charged to Pathway 2 endorsement students or BA-LeapNow students.	
Technology Fee	\$30

Other Fees and Deposits

Application Fee	\$75
Application Fee/Endorsements.....	\$50
Application Fee/Readmission	\$50
Enrollment Deposits (nonrefundable; applied to first quarter's tuition)	
Center for Creative Change programs....	\$150
Psy.D. program	\$300
Art Studio Access Fees	
Quarterly/Daily Drop-in	\$40/\$5
Audit Fee (per course).....	\$400**
Bike room key deposit (refundable)	\$25
Diploma Replacement.....	\$35
Enrollment Maintenance Fee	\$600
Lab and Materials Fees	vary*
Late Payment Fee	\$60
Late Registration Fee.....	\$60/75/100
Leave of Absence Fee (per quarter).....	\$50
Liability Insurance Fee (per quarter).....	\$20
Locker Rental (per quarter)	\$10
Student Parking Permit	
Evening/Weekend (per quarter)	\$30
Payment Plan Fee (per quarter).....	\$35
Registration Reinstatement Fee.....	\$75
Returned Check Fee	\$30

**Fees for courses requiring payment of a lab, materials or liability insurance fee are noted in course schedules.*

***Audit fees are waived for Antioch students enrolled at least half time, Antioch University Seattle graduates, degree committee members and Antioch University Seattle employees. Lab and materials fees are not waived.*

Antioch University Seattle Student Financial Policies

These policies are administered by the Student Accounts Office. Antioch reserves the right to amend its policies at any time without prior notice. For more information, stop by or contact this office at studentaccounts@antiochseattle.edu or 206-268-4009.

Policy Statement

The purpose of the Student Financial Policies is to inform students of their financial obligations as students. They are in effect summer 2009 through spring 2010. When students register, Antioch reserves specific class space and commits resources to provide the instruction selected. Students agree to the terms of the Student Financial Policies and all other policies of the University, including the responsibility for paying tuition or for notifying Antioch if they decide not to attend.

Paying Tuition

When a student registers in myAntioch, estimated tuition and fee charges update immediately on the student's account. Students view the billing activity in myAntioch through the Accounts Summary.

All charges on a student's account are subject to verification and may be adjusted in accordance with the applicable tuition and fee rates. After verification of the tuition and fee charges, the Student Accounts Office will send a courtesy reminder of the tuition payment deadline to the student's Antioch e-mail account. If an adjustment is made to a charge on a student's account,

the Student Accounts Office will send notification of the change to the student's Antioch e-mail account.

Failure to attend classes or provide written notification of withdrawal to the Registrar's Office does not exempt a student from tuition payment. Antioch reserves the right to cancel a student's enrollment for failure to meet financial obligations, although such an action will not cancel any financial obligations previously incurred. Antioch further reserves the right to withhold assessments, official transcripts and diploma, or withhold the right of registration for a future term or course until all outstanding debts to the University have been paid and the student's account has been cleared.

Payment Options

Antioch offers several options for paying tuition. Students must complete one of the following payment options by the tuition payment deadline to avoid late payment fees or the possibility of a cancelled registration due to nonpayment of tuition:

- 1) Pay tuition in full, either online through myAntioch or in person. Antioch accepts checks (e-checks through myAntioch), money orders, and American Express, Discover, MasterCard and VISA bank cards. All payments must be made in U.S. dollars.
- 2) Have evidence of a certified financial aid package. Tuition not covered by aid also must be paid in full or a payment plan arranged (see option 4) by the payment deadline. Financial aid packages are arranged through the Financial Aid Office.
- 3) Submit a third-party agency or employer-paid tuition payment authorization to the Student Accounts Office. Tuition not covered by the authorization also must be paid in full or a payment plan arranged (see option 4) by the payment deadline.

- 4) Arrange a Tuition Payment Plan to pay tuition in three installments. The cost is \$35 per quarter. No interest is charged on the outstanding balance. Payments are due on the first of each month (see schedule which follows). The plan is available only to matriculated students registered for credit.

Where to Pay Tuition

Through the web in myAntioch, students may pay tuition using a bank card or e-check. In person or by mail, tuition payments and payment arrangements are made at the Student Accounts Office, Antioch University Seattle, 2326 Sixth Avenue, Seattle, WA 98121. Bank card payments may be called in during business hours at 206-268-4009. There is a night drop at Enrollment Services for after-hours payments.

Tuition Payment Deadline

Tuition is due at the time of registration except as noted in the following table. Payment deadlines for students registered during the priority or open registration periods are shown in the following payment schedule. Payments may be made on the next business day without penalty if a payment deadline falls on a weekend or holiday.

Students who do not register during the priority or open registration periods must pay estimated tuition and a late registration fee or have evidence of a certified financial aid package before clearance for registration will be granted.

	Payment- Deadline	Payment Plan Payment Schedule
Summer 2009	July 1, 2009	July 1, 2009 Aug. 1, 2009 Sept. 1, 2009
Fall 2009	Oct. 1, 2009	Oct. 1, 2009 Nov. 1, 2009 Dec. 1, 2009
Winter 2010	Jan. 1, 2010	Jan. 1, 2010 Feb. 1, 2010 March 1, 2010
Spring 2010	April 1, 2010	April 1, 2010 May 1, 2010 June 1, 2010

Late Payment Fee

A \$60 late payment fee will be charged when an account is not paid in full and lacks an approved payment arrangement by the second Tuesday of the quarter. The fee is charged monthly until the account is brought to-date or sent to collections. The fee also is charged when a payment plan payment is late or the amount paid is less than the minimum agreed payment amount. Accounts with balances of \$250 or less at the beginning of the quarter will not be charged a late fee until the first of the month following the start of the quarter. Accounts with past due balances of any amount are subject to fiscal holds and collection actions (see what follows).

Late Registration Fee

A \$60 late registration fee will be charged when a student first registers for an upcoming term after the close of the open registration period. The student must pay the fee and estimated tuition before clearance to register will be granted. The fee is not charged to new students, visiting students or to students who register for Enrollment Maintenance by the end of the first week of the quarter.

At the discretion of the Registrar's Office, the fee may be charged if permission is granted to add a new course after the published deadline to add new learning activities. Registration ends officially the first Friday of the quarter; however, if an appeal is granted to allow a student to register during week two or three of the quarter, a \$75 late registration fee will be charged. If a registration is permitted after week three of the quarter, a \$100 late registration fee will be charged.

Registration Cancellation/ Reinstatement

Antioch reserves the right to cancel a student's registration for noncompliance with Student Financial Policies. Students may request reinstatement of a cancelled registration within seven days of cancellation by submitting a completed Registration Reinstatement Form with payment in full for tuition and all reinstatement fees totaling \$195 (includes the registration reinstatement fee, late payment and late registration fees). Students may not select the courses that will be reinstated. Reinstatement is for all courses previously registered, except those courses that have filled. If a reinstatement request is denied for any reason, either in full or in part, any tuition overpayment will be returned to the student. Courses not reinstated will be marked "LD-late drop." The Student Accounts Office may require a student to pay tuition in full prior to registering in a future term.

Fiscal Holds

These are used to restrict access to registration, or prevent processing of transcript requests, graduation applications or other university services.

A Student Accounts Hold is applied when payment on a student's account is past due. It is removed when the account is brought to-date.

A **Student Accounts Clearance Hold** is applied to every student record during certain registration periods. The hold requires a student to contact the Student Accounts Office prior to registration. Payment of tuition or satisfaction of other payment arrangements may be required before the hold is removed and clearance for registration is granted.

A **Student Accounts Discretionary Hold** is applied when a student exhibits a history of late payments. This is a permanent hold that requires the student to satisfy payment arrangements with the Student Accounts Office prior to registration each quarter.

Returned Check Fee

Each check or e-check returned unpaid to the University is subject to a returned check fee. A late payment fee also may be assessed and registration may be cancelled if the check was used to pay tuition and is returned after the payment deadline.

Collections

A student account will be closed and submitted to an outside collections agency within 120 days of a term's original payment deadline if the account is not paid in full or, in special circumstances, when a minimum, previously agreed upon payment is not made. All costs, fees and expenses (including, but not limited to, collection agency fees, reasonable attorney fees, court costs and other out-of-pocket expenses) incurred by Antioch in efforts to collect the debt will be added to the student's account balance.

Financial Aid Refunds

Financial aid received in excess of a student's account balance is refunded to eligible students. Antioch is permitted 14 days from the first day of the quarter to disburse excess funds received prior to the start of

the quarter; however, refund checks are generally available for pickup on the first Friday of each quarter and at additional times announced by the Student Accounts Office. When possible, a refund will be returned to a bank card previously used to pay the tuition before a check is issued for any remaining credit balance.

Quarter	Refund Pickup Date (subject to change)
Summer 2009	July 10
Fall 2009	Oct. 9
Winter 2010	Jan. 8
Spring 2010	April 9

Refunds are dependent upon completion of an aid package and the types and amounts of aid received. Stafford, Perkins and PLUS loans, and Supplemental Educational Opportunity Grants are generally credited to accounts at the beginning of each quarter. Students who receive a Pell or Washington State Need Grant may not receive a refund until those grants arrive (usually the third week of the quarter).

Students must show due diligence when setting up a financial aid package to avoid delays in disbursement of their aid to the University. Antioch cannot honor requests for early disbursement of aid.

Tuition Credit for Dropped Courses

Tuition for courses dropped within the first 40 calendar days of the quarter is prorated and credited to the student's account using the schedule shown. The credit is calculated from the date the Registrar's Office receives the completed Drop Form. Fees are not refunded after the 100% refund period.

For courses of three or more credits that begin after the first week of the quarter, the 100% deadline is extended to the business day following the first class session.

For all courses that begin more than one week prior to the official start of the quarter, the refund percentage is calculated from the first day of class. In this situation, a student may be liable for paying pro-rated tuition if courses are dropped prior to disbursement of financial aid.

Tuition Credit Schedule

Days into Quarter	% Tuition Credit
Days 1-9	100
Days 10-16	80
Days 17–23	70
Days 24-30	60
Days 31-37	50
Days 38-40	40

Tuition Refunds

Tuition refunds are generally made within 14 days to the student or original payer of the tuition. When possible, the refund will be credited to a bank card used to pay the tuition, up to the amount originally charged.

Refunds for students who drop below financial aid eligibility after aid has been released are subject to the terms and conditions of the student’s financial aid, and may include a return of financial aid funds to the student’s lender. In some cases, the amount of aid returned to the lender may exceed the tuition credit, resulting in a balance on the account the student must pay to the University.

Financial Aid

Antioch University offers financial assistance for students who pursue degrees and many graduate certificates. The Financial Aid Office staff can provide the necessary forms and assist students with the process.

Programs available to all eligible students include:

- Teach Grants
- Perkins Loan
- Federal Family Education Loans – Stafford Loans
- Federal and State Work Study

Programs available only to undergraduate students include:

- Federal Academic Competitiveness Grant
- Federal Smart Grants
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Washington State Need Grant (available only to Washington residents)
- Washington State Educational Opportunity Grant (available only to Washington residents)

To qualify for financial aid, students must:

- Demonstrate financial need through the application process
- Be accepted for enrollment
- Register at least half time
- Make satisfactory academic progress
- Be a U.S. citizen/national, a permanent resident or an eligible noncitizen
- Not be in default on previous loans or owe an overpayment on previous financial aid

- Be registered for Selective Service before the age of 26 (if male)

Programs Not Based on Financial Need

- Unsubsidized Federal Stafford Loan
- Parent Plus Loan
- Graduate Plus Loan
- Private loans
- Payment plan offered through Antioch's Student Accounts Office

To process financial aid applications, Antioch's Student Accounts Office may take six to eight weeks, so students are urged to apply for financial aid early. For applications and assistance, please contact the Financial Aid Office at 206-268-4010. Financial aid information is available online at www.antiochseattle.edu/checklist

Scholarships

Antioch offers a limited number of scholarships to new students. To be eligible, applicants must demonstrate financial need and be enrolled full time. Eligibility requirements for scholarships may vary.

To apply for a scholarship, prospective students should complete a scholarship application, available in the Admissions Office. Because scholarships are based on financial need, applicants also need to complete a Free Application for Federal Student Aid (FAFSA) at least two weeks prior to the scholarship application deadline. Students can complete the FAFSA online at www.fafsa.ed.gov.

Other Financial Assistance

Assistantships are available to help graduate students meet their educational expenses. Students gain valuable experience in working closely with members of the Antioch faculty and staff.

National Service Scholarships may be available for new students who are:

- Current, full-time Americorps members -OR-
- Alumni of Americorps, VISTA or Peace Corp who have completed at least one year of full-time service

Veterans Administration Benefits

Veterans may be entitled to educational benefits while they pursue a course of study at Antioch. Eligible students should contact the Registrar, who serves as the VA certifying officer, for the appropriate forms to initiate requests for benefits. Students also may contact the local VA office for assistance and forms.

Financial Aid Withdrawal and Refund Policy

Financial aid recipients who change their enrollment status to leave of absence (LOA) or withdraw during a term for which financial aid payments have been received will have their tuition adjusted according to Section 484B of the Higher Education Act. Such students may have to return unearned aid. See the Financial Aid Office staff for more information.

When a financial aid student does not complete a term, the calculation of financial aid earned is based on the period of enrollment completed. That percentage is computed by dividing the number of calendar days completed as of the date the student notified Antioch of the LOA or withdrawal by total number of calendar days in the term. The percentage of Title IV assistance to which the student is entitled (earned aid) is equal to the percentage of the term completed, up to 60 percent. If the termination occurs after 60 percent, the earned percentage is considered equal to 100 percent.

The amount of Title IV aid that a student must return is based on the percentage of unearned aid. That percentage is computed by subtracting earned aid from 100 percent. Antioch is required to return

to federal sources the lesser of (1) the unearned aid percentage applied to the institutional charge, or (2) the unearned aid percentage applied to the total Title IV aid received.

The student is required to return the difference between the amount of unearned aid and the amount returned by Antioch. The student will be billed for the amount owed the Title IV programs and any amount due the University resulting from the return of Title IV funds used to cover University charges. If the student (or parent in the case of a PLUS loan) is required to return a portion or all of the loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated.

Funds are returned to the following Title IV sources in order of priority:

- Unsubsidized Federal Family Education Loan program (FFELP)
- Subsidized FFELP Loans
- Federal Perkins Loans
- FFELP PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which the return of funds is required
- Other federal, state, private or institutional financial assistance

State Grant Repayment Policy Requirements

General

State grant recipients who withdraw from the institution, are expelled or otherwise complete zero credits in any given term must repay state grants on a prorated basis.

For the purposes of this policy, "Award" is the amount of state grant for which the student was eligible during the enrollment period, after the school made any required

adjustments for need and enrollment level. All monies, whether disbursed to the student account or directly to the student, shall be included in the repayment calculation.

Authority

State Need Grant (WAC 250.20.051(4))

Educational Opportunity Grant (EOG program manual guidance)

Known Last Date of Attendance

- If a student's last date of attendance can be verified and is prior to or on 50% of the term, the state grant repayment will be based on the percent of the term not completed.
- If the last date of attendance occurs after 50% of the term, the state grant award is considered 100% earned and no state grant repayment is due.

**State grant repayment formula:
Known last date of attendance, prior to or on 50% of the term**

1. The percent of state grant earned is calculated by dividing days in attendance by calendar days in term. Scheduled breaks of five or more days should be excluded from the calculation.
2. Subtract the percent of state grant earned from 100%; this equals the percent of unearned state grant.
3. Multiply the percent of unearned state grant by the grant amount.
4. Multiply the amount from step 3 by 50% to determine the state grant repayment due.

Example: Known last date of attendance, prior to or on 50% of the term:

A student is awarded \$400 for a state grant and completed 20% of the term prior to withdrawal. The state grant

repayment is calculated as follows:

1. The unearned percentage equals 80% (100% less 20% completed).
2. Unearned aid equals \$320 (80% of \$400 state grant award).
3. The repayment equals \$160 ($\$320 \times 50\%$ reduction).

Unknown Last Date of Attendance

If a student attends a portion of a term and withdraws with no verified last date of attendance, the state grant repayment will be 50% of the grant amount with no additional adjustments.

No-Show Repayments

If a state grant recipient never attends courses in the term for which he or she received a state grant award, the state grant repayment is 100% of the award. If a school is unable to distinguish between a no-show and an unofficial withdrawal, the no-show policy shall apply.

General repayment policies:

1. Repayments are based on the state grant award amount, including enrollment and packaging adjustments.
2. Verified withdrawal dates after 50% of the term equate to 100% earned state grant.
3. Unofficial withdrawals/no known last date of attendance equate to repayment of 50% of the state grant award.
4. No shows are 0% earned and equate to repayment of 100% of the state grant.
5. Official withdrawals or verified last date of attendance repayment calculation: State grant award amount multiplied by the percent of unearned state grant multiplied by the 50% reduction equals the state grant repayment due.

6. The 50% reduction applied at the end of the repayment computation addresses unreimbursable start-up education costs and reduces the barrier for students who intend to return to school.

Repayments of less than \$50 should not be returned to the Higher Education Coordinating Board (HECB).

Outside aid will be reduced by the unearned percentage, but not to create a debit balance on the student's account. Institutional aid will be reduced by the unearned percentage times the aid program's percentage of aid as compared to total aid, but not to create a balance below zero.

If less aid is disbursed than earned, the student may receive a late disbursement for the difference.

Academic and Student Life Policies

By registering for courses at Antioch Seattle, students acknowledge they are familiar with the regulations and policies of the University and accept them. The full text of the regulations and policies are available in the following:

- Antioch Seattle Student Handbook
- Individual program handbooks – distributed when students first enroll
- Antioch Seattle website (www.antiochseattle.edu)
- Quarterly Schedules of Classes

Some of the most frequently consulted academic and student life policies follow.

Enrollment Status

Student enrollment status refers to the number of credits for which a student is enrolled for any given quarter. A student may be:

Status	Graduate	Undergraduate
Full Time	8-12	12-15
Half Time	4-7	6-11
Part Time	1-3	1-5

This status is the basis for determining eligibility for financial aid (according to federal guidelines) and loan deferment. *Also considered full time for academic and loan deferment purposes are:*

- Graduate students enrolled for at least 4 total credits of psychology internship and case consultation
- Doctoral students enrolled for supervised experience

Credit Load Limits

Graduate students may take a maximum of 12 credits per quarter. Undergraduate students may take a maximum of 15 cred-

its per quarter, excluding prior learning credits. Students who wish to exceed the maximum quarterly course load must get approval from their faculty adviser and the program chair or director. If approval is granted, up to three additional credits may be taken (that is 15 and 18 respectively). These load limits include courses taken concurrently at other institutions.

Attendance

Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.

Academic Progress

Student Satisfactory Academic Progress Policy

Maintaining Satisfactory Progress

Antioch Seattle is committed to assisting students to achieve their degree or other credential sought. Consequently, Antioch expects students to complete courses by the end of the term of registration.

Satisfactory academic progress is determined by the number of credits completed relative to registered credits, as well as timely progression through the degree process.

Minimum Cumulative Percentage of Credits

All students must have completed or actively have in progress a minimum of 75 percent of their total attempted Antioch Seattle credits. Completed or in-progress courses include those with earned credits or approved In Progress (IP) (not expired).

Attempted credits are all those Antioch Seattle credits for which a student has ever registered, less any courses dropped prior to the 10th calendar day of the quarter in which they were offered.

Unfinished Credits

Students are limited to a cumulative total of 8 unfinished credits of study at Antioch Seattle at any given time. Unfinished credits are those recorded as IP or IPX.

Academic Action For Unsatisfactory Progress

First Quarter: Academic Concern

Students who do not meet one or more of the aforementioned academic progress standards are placed on academic concern and must meet with their advisers to develop an appropriate strategy for improvement in the next term. Elements of such a strategy may include:

- Development of a schedule for completing unfinished credits
- Continued enrollment limited to a maximum of 6 credits for graduate students or 9 credits for undergraduate students
- EMF registration status
- Leave of absence if no courses are in progress

Second Quarter: Academic Warning

After a second consecutive quarter of unsatisfactory progress, students are placed on academic warning, and will not be permitted to register again until they have met with their advisers and center director/school dean to determine and document program conditions of continued enrollment.

Students on academic warning must limit their registration to less than full time or to Enrollment Maintenance status until satisfactory academic progress is made. Program conditions may include:

- Schedule for completion of coursework

- Continued enrollment limited to a maximum of six credits
- Leave of absence if no courses are in progress
- EMF registration status
- Withdrawal from the program

Third Quarter: Academic Hold

After three consecutive quarters of unsatisfactory progress, students are placed on academic hold, and must take a mandatory leave of absence or may be withdrawn from the program.

After the mandatory absence, students' eligibility to continue will be reviewed by the Academic Appeals Committee. If approved, they will not be permitted to register until they have met with their advisers and school deans or center/program directors to determine and document program conditions of continued enrollment. A student may appeal an academic hold and request immediate re-enrollment by submitting a written request to the Academic Appeals Committee. *See Appeals Process on page 24.*

Satisfactory Progress And Financial Aid Eligibility

Students must make satisfactory academic progress to be eligible for financial aid. Students who have not previously attended Antioch Seattle are considered to be in good academic standing. For students who attended Antioch Seattle but did not receive financial aid, the University will determine eligibility by reviewing their past Antioch Seattle records.

Minimum Cumulative Percentage of Credits

To maintain their eligibility for financial aid, students must have completed a minimum of 75% of the credits for which they registered. For financial aid eligibility, credits

accepted in transfer from other institutions may be counted toward the 75%.

Minimum Cumulative Credits and Maximum Time Frame

Students are not eligible for financial aid for credits in excess of 150% of the number required for their program. The limits are:

- B.A. – 270, including transfer credits
- M.A. Psychology – CCFT or MHC – 108
- M.A. Psychology – CCFT or MHC with Art Therapy – 135
- M.A. Psychology – CCFT or MHC with Drama Therapy – 135
- M.A. Psychology – Integrative Studies – 90
- Psy.D. in Clinical Psychology – 225
- M.S. Management – 99
- M.A. Environment and Community – 99
- M.A. Organizational Psychology – 99
- M.A. Whole Systems Design – 99
- M.A. Strategic Communication – 99
- Certificate programs – Center for Creative Change – 27
- M.A. Education – 72
- M.A. Education with Graduate Teacher Preparation – 111
- Graduate Teacher Preparation without M.A. – 87

In addition, a full-time undergraduate student must complete at least 32 credits per year to remain eligible for financial aid.

Additional Standards for Washington State Financial Aid

Students who receive Washington state financial aid – including state work-study, state EOG and Washington State Need Grants – must complete each quarter the following number of credits:

Status	Grad	Undergrad
Full time	8	12
Three-quarter time	6	9
Half time	4	6

Students are placed on financial aid probation if they complete at least one half, but less than all, of the minimum number of credits for which the aid was calculated and disbursed. Students may receive financial aid for the following quarter, but must earn all credits for which they register to continue to receive financial aid.

Students are not eligible for further financial aid if they earn less than half of the credits for which they have previously received aid awards. Students who complete all credits for which they are enrolled in one quarter may regain eligibility.

Appeals Process

Students placed on academic hold may appeal in writing to the Academic Appeals Committee. Generally, an appeal should be based on a student’s unusual circumstances. An appeal request must be supported and signed by both the adviser and program director. Appeals must be submitted to the Registrar’s Office no later than the fifth day of the quarter. If an academic appeal to continue is granted, the student nevertheless remains ineligible for federal, state and institutional financial aid until one quarter is completed with all courses finished and/or all unfinished credits completed.

Continuous Enrollment

Students must notify the University if they want to take any quarter off from course-

work by requesting a Leave of Absence, if eligible, or Enrollment Maintenance status.

Leave of Absence

A leave of absence (LOA) is a period of time during which a student has officially notified the school that he or she will not be affiliated with the University, e.g., take classes, seek faculty advice, take part in internships or hold degree committee meetings. To be on leave, a student must register for the leave of absence by the end of the first week of the quarter of absence. Leave of absence registration must be submitted for each consecutive quarter the student intends to be on leave. Leaves of absence can be requested only one quarter at a time.

Note: Taking a leave of absence may cause financial aid loans to go into repayment. Contact the Financial Aid Office for further information.

If a leave of absence registration is not submitted by the end of the first week of the quarter of absence and the student has not registered for the current quarter, the student will be withdrawn and any courses in progress will be marked "No Credit." To return, the student must apply for readmission. Students are limited to four consecutive leave of absence quarters. After that, unless the student registers for credit or enrollment maintenance fee (EMF) status, if eligible, he or she will be withdrawn.

Withdrawal

According to the LOA and other policies, the University can withdraw students, a student can withdraw or a program may initiate withdrawal. In all cases, the Registrar is notified. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office. Readmitted students must comply with University policies and program requirements in effect at the

time of readmission and with any specific program/adviser conditions imposed.

In Progress Policy

The University expects a student will complete all coursework by the end of the quarter. In exceptional circumstances, a student may request an exception and negotiate with the instructor for an In Progress (IP). An In Progress may be granted solely at the discretion of the instructor. Classroom courses* may be allowed up to one additional quarter. Other courses may be allowed up to two additional quarters. *A student may not enroll for a Leave of Absence (LOA) with an IP; course enrollment or enrollment maintenance status (EMF) is required.*

If the work is not finished by the deadline the instructor has set, the instructor can extend the IP deadline up to the maximum time permitted for the course. If the work is not complete by the final deadline set by the instructor and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must re-enroll in and repay for the course.

In Progress contracts are not available to non-matriculated/visiting students.

Upon withdrawal from Antioch, outstanding courses in progress are converted to NC (No Credit). An NC is permanent and not subject to change. **Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.**

**Classroom courses include methods courses, lecture, lab and seminar; other courses include inquiry, independent study, field study, internship and thesis.*

Non-matriculated (Visiting) Students

Non-matriculated students are those who enroll in courses for academic credit without intending to pursue a degree. If non-matriculated students subsequently wish to pursue a degree or certificate, they must apply for admission. Credits earned as a non-matriculated student are not automatically applicable to the degree programs if the applicant is accepted. Non-matriculated students may not be granted In Progress contracts.

Grades

Antioch Seattle does not award letter or numeric grades for learning completed either prior to or during enrollment. However, at a student's request, the Registrar will provide a letter that outlines the University's philosophy about evaluation of student learning and report the University's standards for granting credit (B or better for graduate students, C or better for undergraduate students).

No Credit (NC) and permanent Incomplete (IN) credit designations are not subject to change.

Due Process and Student Grievances

Antioch is committed to the fair and equal treatment of students in all areas. All members of the Antioch community are expected to conduct themselves honestly, responsibly and in a manner that respects the rights of others. To this end, a student code of conduct, including a statement of student rights and responsibilities, is maintained and published in the Student Handbook. The student grievance policy is also outlined in the Student Handbook.

Students who believe they have grievances about their treatment in an academic program have recourse with the Vice President for Academic Affairs and with a review process in which grievances may be heard and ruled on by an impartial faculty

panel. A detailed statement of applicable policies and procedures is available in the Office of the Vice President for Academic Affairs.

Communication Protocol

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail at least weekly and are responsible for being aware of information posted as official announcements and through their programs.

To comply with student record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch Seattle system. Students are required to report and maintain a current address with the University. Address changes should be reported to the Registrar's Office securely through Antioch Seattle e-mail, by letter or by using the address change form available on the Antioch Seattle website at www.antiochseattle.edu/currentstudents/registrar_forms.html

Degree Completion

A student must be enrolled for courses or for Enrollment Maintenance status to be eligible to graduate at the end of a term. Students are allowed six years from their original date of enrollment to complete a degree.

Students must complete all course and degree requirements, including portfolios, prior to or on the last day of classes of a term to be eligible to graduate that term.

Antioch Seattle Plagiarism Policy

Plagiarism is defined as the presentation of an idea or work product as one's own, when that idea or product is derived from another source and presented without

credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

Antioch expects its graduate and undergraduate students to know and observe appropriate conventions of source citation, so that any use students may make of others' work is duly attributed to the originators of that work. Student work should leave no ambiguity about which ideas, words, images, performances etc. originate with the student and which have been taken from other sources. This expectation applies without regard to whether the source material used is protected by copyright.

In so far as is practical, these expectations apply not only to students' written work, but also to work submitted in other forms, e.g. as oral presentations, performances or via electronic media.

When student work includes unintentional errors in source citation, such that doubt may arise about the source or originality of ideas, words or work products used, Antioch University Seattle faculty members normally call those errors to students' attention, with due warning about the hazards of plagiarism. Normally, in such cases, students are required to correct and resubmit their work following such warning.

If errors persist following warnings of this kind, or if failures of proper source citation are clearly a result of deliberate deceptive intent, faculty members normally deny credit for the course or learning activity in which the suspect work was generated. Where there is evidence of deceptive intent, faculty members are asked to refer the case to the full faculty of the school, center or program involved, and the full program faculty may recommend to the center or program director or the dean of

the school that the student be dismissed or suspended from the program, or that the director or dean of the school issue a written reprimand and/or warning to the student, a copy of which would be filed in the student's record.

Students against whom any of the aforementioned measures are taken have access to the academic grievance procedure.

Except as provided in the aforementioned, no reference to charges or suspicions of plagiarism or academic dishonesty shall be included in the student's course assessment or official academic record.

Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA)

FERPA allows students certain rights with respect to their education records. They are:

- (1) **The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.** Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) **The right to request the amendment of education records that the student believes are inaccurate or misleading.** Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the registrar, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. The registrar refers the request to the vice president for academic affairs and dean of the faculty, who consults with appropriate faculty and with the head of the academic program in which the record was generated. If the vice president decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for the amendment. Any such hearing will be conducted according to the procedures governing student academic grievances.
- (3) **The right to removal of inappropriate content from faculty narrative assessments of student work.** Inappropriate content of a narrative assessment includes: any malicious statement; any statement irrelevant to the student's academic performance; or any statement that characterizes or reveals the student's ethnicity, family background, physical or mental health diagnosis or history, disability/ability status, religion, sexual orientation or membership in any group protected under the terms of the university's nondiscrimination policy. The student seeking removal of inappropriate content from a faculty member's narrative assessment should write to the registrar, who refers the request to the vice president for academic affairs and dean of the faculty. The vice president, following consultation with the chair or head of the student's academic program and with other faculty as appropriate, may direct the registrar to remove the disputed content from the narrative assessment – though only by deleting the inappropriate word(s), phrase(s), or sentence(s). The vice president may not authorize the introduction of new language into a narrative assessment. If the vice president decides against removal of the disputed language, the university will notify the student of the decision and advise the student of his or her right to a hearing. Any such hearing will be conducted according to the procedures governing student academic grievances.
- (4) **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent, e.g. disclosure to school officials with legitimate educational interests.** A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
- (5) **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, DC 20202-4605.

Directory Information In accord with the Family Educational Rights and Privacy Act of 1974, as amended, Antioch University Seattle ensures students access to their official academic records and prohibits the release of personally identifiable information, other than directory information, from these records without the student's permission except as specified by law. Antioch University Seattle has defined directory information to include a student's name, address, Antioch Seattle e-mail address, telephone number, major course of study and concentration, dates of attendance and degrees or certificates earned. If a student withholds directory information, the University cannot release any information, including verification of attendance or degree(s) earned without the student's explicit written request.

Antioch University Seattle Commons



Antioch, as its mission statement proclaims, is “founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship.” All three of these principles imply breadth of perspective. Thus an Antioch education, undergraduate or graduate, encourages systems thinking, reflective practice and awareness of the social context of one’s professional, community and personal roles. Accordingly, Antioch provides its students with opportunities to participate in a University Commons – a shared intellectual territory not identified exclusively with any one discipline or Antioch program, but touching several. This Commons encompasses Antioch’s library services, its Learning and Teaching Cooperative, and its student life programs.

It also includes selected course offerings, addressing such questions as:

- What are the qualities, the attributes and the characteristics we seek as learners at Antioch?
- In what areas can we best enhance our capabilities for collaboration?
- What special skills and perspectives are required for that purpose?

Some classes are accepted as Commons-eligible because of their very wide appeal

and appropriateness for students, faculty and staff, others because of their breadth of study. Generally, faculty in two or more academic disciplines or programs jointly develop Commons courses, which are then applicable to degrees or certificates in multiple academic centers or programs. Often these courses are team-taught. Often they offer variable credit. Cross-program courses intrinsically are for the common good, as are writing and research classes that enhance students’ capacity for intellectual work in a variety of contexts. All students are encouraged to consider how the Commons courses may fit their degree plans and enhance their learning.

Writing at the Learning & Teaching Cooperative (LT Coop)

Antioch University Seattle has developed a writing program that is innovative and integrative across academic programs. Now, both undergraduate and graduate students may find writing classes in one location: the LT Coop. Those who enroll in a writing course and find themselves in classes with students across programs with a common goal to learn and grow as writers. These writing courses offer Antioch students a broad scope of writing experience, from understanding the writing process to academic writing, to formal research and inquiry, to technical and professional writing. Experienced faculty members who are writing experts teach the courses, all designed with a very specific educational goal: to bring writing to a critical examination within the academic experience. Interested students should take a look at the offerings, talk with their advisers and meet with Susan Starbuck, the LT Coop coordinator, or Anne Maxham, coordinator of writing.

B.A. in Liberal Studies Completion Program

Introduction

In line with the mission of Antioch University Seattle, the B.A. in Liberal Studies completion program is a 180 quarter-credit program built on principles of rigorous liberal arts education, lifelong learning and social responsibility. Guided by these principles, faculty developed a conceptual framework that places the student at the center of the program's design process. Informed by this unique framework, Antioch offers a bachelor's degree completion opportunity for self-directed adult learners ready to determine their own educational pathways.

Entering students come to Antioch with backgrounds ranging from recent community college graduates to students with up to 30 or more years of work and life experiences. The Antioch experience – like life – brings together a variety of individuals who insist on the challenge of becoming involved in co-designing their future. As a result, students in the B.A. completion program may have accumulated college credits from other accredited institutions, from recognized testing processes and/or from prior learning experience. From these diverse backgrounds, students in the B.A. completion program, with faculty guidance, design their own curriculum to focus on an area of personal interest.

In concert with the University's goal to provide programs of study that are current, relevant and not repetitious of a student's previous educational and life experience, the B.A. completion program is designed to meet learners where they are personally, professionally and academically. Antioch's B.A. in Liberal Studies program is meant for

the adult learner who is planning, among other things, to:

- Change career directions
- Get a promotion
- Pursue a new job opportunity
- Attend graduate school
- Explore the arts
- Develop as a writer
- Become a community or environmental activist
- Experience the personal fulfillment of completing a bachelor's degree

Many Antioch B.A. students are currently employed and have clear personal and professional goals. They can be managers, artists, small business operators, social service workers, parents, community activists, military veterans and recent (or not-so-recent) graduates of community and technical colleges. Others are at early stages of their careers and want to explore ways to match their ideals with their studies and future work, especially with regard to social change and social justice.

All these students share:

- A desire to shape their education to fit professional and personal goals
- Interest in self-directed learning
- Drive for a personally meaningful education
- Strong motivation to enhance their professional and personal lives
- Appreciation of the value of collaboration
- Strong desire to make a significant contribution to society and create social change

Conceptual Framework of the B.A. Completion Program

Customization is Key

In the B.A. program, each study plan is based on the student's past experience, current needs and interests, and future goals. Students work in close collaboration with advisers, teachers and other students to shape their studies. Students build on earlier college work and on skills learned at home, at work, through independent reading and volunteer activities.

Portfolios

All students create electronic portfolios that show their progress through the program. Although portfolios have a series of documents students create as they go through the program, each student portfolio is unique, reflecting experiences, interests and intellectual decisions each student makes.

Core Curriculum

To support students in designing their undergraduate education, the B.A. faculty has developed a core curriculum in liberal studies. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their own interests, needs and goals. Throughout their time at Antioch, students also pursue liberal studies chosen from offerings both at Antioch and at other institutions. They study the diversity of the human community, evaluate and demonstrate their own personal academic strengths and work collaboratively with other students. They share the results of their own studies and express their creativity in peer group settings. All students do a project in the community during their time at Antioch. Students finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

Areas of Concentration (AoC)

Each student develops an area of concentration around his or her intellectual interests. These concentrations include a minimum 45 credits of coursework, transfers, prior learning, independent studies and other learning activities. Students create individualized concentrations in one of two ways. Students create individualized committee-based areas of concentration if they want to do extensive interdisciplinary study, for example, in a combined study of psychology, art and social justice. These concentrations are created through a committee structure, where the student, an academic adviser and two community advisers combine learning activities to form a coherent study of a theme, topic or interdisciplinary project. Students who want to do a more focused concentration in one of the several fields highlighted at Antioch create such concentrations with an academic adviser and in a combination of required and elective courses. These are called structured areas of concentration. At the end of this section on the B.A. program, the range and format of both individualized and structured areas of concentration are spelled out in detail.

Prior Learning

The B.A. faculty believes adult students deserve respect and recognition for the achievements and knowledge they have gained in the real world. Antioch therefore offers B.A. students an option to receive academic credit for college-level knowledge and skills acquired outside the classroom prior to enrollment. For example, adults who have studied art, learned management skills working in an office or investigated theories of child development while raising their own children can receive college credit for the knowledge gained from these activities.

To gain credit for learning from work and

life experience, students must document and demonstrate their learning to qualified evaluators, who may be regular members of the Antioch faculty or outside professionals who serve, for this purpose, as affiliate faculty. Getting credit for prior learning happens through a carefully structured process that helps students to identify and organize the knowledge and skills they have gained through experience and connect that experience to more theoretical knowledge. Credit is not given for experience. Rather, it is granted for the college-level learning that has resulted from that experience.

To obtain these credits, students participate in a class that helps them document past experience. They write narratives about their learning either independently or within a writing course and receive evaluation from experts in the fields in which they claim knowledge.

Core Competencies

Faculty members have identified several core competencies or skills of a liberal arts education that students must demonstrate at a college-level of competence to complete their degrees. They include such skills as: critical thinking, writing, research, using technology and doing presentations; the mastery of such ideas as diversity and social justice; and the abilities to self reflect, work collaboratively and apply theory to practice. Students assess their strengths and weaknesses in these areas, and are assessed by their advisers and teachers. They create a plan to bring their competencies to a B.A. level and demonstrate these competencies to their faculty advisers and their peers. Using papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate their accomplishments in each of these areas.

The current competencies require students to:

- Demonstrate critical interdisciplinary inquiry
- Convey an understanding of the depth and diversity of human experience
- Communicate effectively through dialogue, writing and creative expression
- Convey an understanding of science and the natural world
- Demonstrate self-awareness and reflective practice
- Demonstrate an understanding of social responsibility

Graduation Requirements

To complete the B.A. program successfully, students fulfill the following requirements:

Credit Requirements

Students must complete at least 180 quarter credits, of which at least 60 must be upper division. These can include coursework at Antioch and elsewhere and prior learning credits.

Residency Requirements

- 36 credits must be completed in residence through the program, not including credits for prior learning.
- Students must be in residence at Antioch for four quarters

Other Graduation Requirements Include:

- The completion of an electronic portfolio
- Progress through a core curriculum
- Creation of an area of concentration
- Demonstration of the core competencies in of the program

B.A. Degree Completion Requirements Summary

Students satisfy the requirements for graduation when they:

- Complete 180 credits, at least 36 (excluding prior learning) at Antioch Seattle
- Enroll for at least four quarters at Antioch
- Create an electronic portfolio of documents reflecting academic progress
- Complete required core courses, including a community project and senior project
- Demonstrate in-depth knowledge of an area of concentration
- Demonstrate mastery of core competencies through presentations, course-work, writing and practical experience

Going Through the Program

Introduction

Each student's progress through the program varies. The number of credits taken each quarter, the number of credits transferred and the number of prior learning credits requested all have an impact on how each student's program develops.

Everyone who goes through the B.A. completion program follows a core curriculum. This consists of classes that orient students to the degree process, fill their areas of concentration, help them do prior learning where applicable and give them a format for demonstrating their competencies. What follows is an outline of the core curriculum, followed by a timetable of the path of a typical student going through the program.

Core Curriculum

Students can choose to go through the program either through structured curricula (the structured option) or by developing a curriculum for their own area of learning (the individualized or degree committee option).

All students take the following required courses:

LIB301 - Liberal Studies I (3-4 credits)

LIB302 - Liberal Studies II (3-4)

LIB310 - Educational Design I (1-2)

LIB311 - Educational Design II (1)

LIB450 - Senior Synthesis (1-10)

In addition, structured option students take:

LIB401 - Liberal Studies III (1-2)

LIB402 - Liberal Studies IV – Capstone Project (1-2)

The individualized degree committee option students take:

LIB403 – Educational Design III (1)

Individualized students also work with a degree committee in a series of four meetings.

A Typical Timeline

A typical student timetable for taking the core curriculum would look something like the plan that follows.

Assuming the student has transferred 90-120 credits, can do approximately 20-30 prior learning credits, already has some coursework in the area of concentration and finishes the program in five quarters, beginning in the fall of the academic year, he or she would take the core courses in the following order:

• Fall 2009

Liberal Studies I (3-4 credits)

Educational Design (1-2)

Other coursework

- **Winter 2010**

Liberal Studies II

(Individualized) First degree
committee meeting

(Structured) Educational Design II (1)

Other coursework/prior learning

- **Spring 2010**

Coursework/prior learning

(Individualized) Educational Design II (1)
and second degree committee meeting

- **Summer 2010**

Coursework/prior learning

(Individualized) Educational Design III
(1) and third degree committee
meeting

(Structured) Liberal Studies III (1-2)

- **Fall 2010**

Coursework

(Individualized) Fourth degree
committee meeting

(Structured) Liberal Studies IV (1-2)

Senior synthesis (2 or more credits)

- **Graduation**

Areas of Concentration

Introduction

In consultation with their academic advisers, students create a concentration that is in many ways like a traditional academic major. The significant difference is that students themselves must design the combination of courses that make up their area of concentration. In this way, students can draw on their past or current interests to shape their concentrations, or they can shape concentrations that might help them make career changes in the future. They can use the concentration to fulfill a long delayed intellectual exploration or to enhance their skills or knowledge in work they already do.

The minimum number of credits required for an area of concentration is 45. For those who choose to have a second area of concentration, that requires an additional 35 credits. However, average students complete closer to 50-60 credits in their areas of concentration and many do more than that.

Individualized Areas of Concentration

Students who choose the individualized option create their areas of concentration with a degree committee made up of the student, his or her academic adviser and two specialists in the area of concentration. For example, a student who studies psychology, art and social justice may have committee members from the community who are art therapists or are working in mental health clinics for disenfranchised people. These concentrations are shaped to personal interests and often cross categories.

Here are some titles of individualized areas of concentration from recent graduates:

- Sustainable community
- Alternative education

- Urban planning
- Human resource management
- Somatics, psychology and dance
- Facilitating community transformation
- Children, family and community
- Sign language interpreting

What follows is an example of an individualized area of concentration in Sociology. In this example, the student defines her area of concentration, talks about how she gained the knowledge and interest, and indicates how the courses and other learning experiences combine to make a whole. She then lists courses and other learning she included in the area of concentration as well as where her learning took place. This example is somewhat fictionalized to protect the student's identity.

Example: Sociology

The area of concentration for my B.A. in Liberal Studies is sociology. My undergraduate work in sociology has been spread across race, gender, class and cultural issues. As a B.A. student with a focus on sociology, I will have achieved bachelor-level competencies in the following areas:

- *An understanding of institutions of socialization and their effect on individuals*
- *An understanding of social systems and their historical effect on various macro, meso and micro level functions*
- *The ability to articulate how society norms affect me on a personal level and my daily interactions*
- *An understanding of social change and recent policy decisions and their place in an historical perspective; who controls these decisions and for whose benefit*

I have achieved these competencies through transcribed courses, prior learning and coursework in the B.A. program at Antioch University Seattle. I have expanded my understanding of gender roles, white privilege, stratification issues, historical contexts of various cultures, social movements and their impact on society, and how an individual navigates the criminal justice system with its sanctions and accompanying stigmas. This learning has taken place in the classroom and through field-based or community learning activities. Opportunities to apply this learning have involved work with homeless women and youth. Research has been done in the area of deviance and examining the construction of deviance.

It is my goal not only to understand institutions of socialization to benefit my own functioning but also, ultimately, to teach others. I would like to teach others in an effort to provide better opportunities for them, to understand there are systems in place that either promote or deny access and to motivate change within those institutions. By understanding these institutions and systems, one can improve his/her opinion of self and become a better functioning person in daily interactions. If blame can be removed from the individual to the overall system, guilt and shame associated with the stigmas of one's situation will not carry as much weight to prevent movement and change. The examination of how race, class and gender manifest themselves in the justice system is an area of further focus in both undergraduate and graduate work.

Current credits that contribute to my area of concentration:

Transcripted Courses

Community College

Survey of Sociology.....	5
Service Learning.....	2
Social Problems.....	5
Race and Ethnic Relations in the U.S.	5
Cultural Anthropology.....	5
Gender Roles in Society.....	5

A State University

Sociology of Deviance.....	5
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Antioch Courses

Nonviolent Social Movements	4
Wealth & Poverty in America	4
Race, Justice and Political Reality.....	3
Homelessness	2

Independent Learning Projects

A Prison Diary.....	3
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Prior Learning Credits

Women and the Law.....	5
Institutions of Social Control	5
Special Topics in Social Problems	5
Sociology of the Family	5
Sociology of Sexuality	5
Women in Midlife	5

Total Area of

Concentration Credits	78
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Structured Areas of Concentration

In addition to individually designed areas of concentration, the B.A. program has seven structured areas:

- Arts and Literature
- Global Studies
- Human Services
- Leadership and Organizational Studies
- Psychology
- Social Justice Studies
- Spiritual Studies

Each of these seven areas requires both core and elective courses. The core courses include six courses or types of courses required in the particular area of concentration. The core consists of at least 18 credits of specified course, transfer or independent work; more core plus elective credits bring the count to 45. In practice, most students include many more than 45 credits in their areas of concentration.

Specific requirements follow for each structured area of concentration and courses that fulfill those requirements. Most of these classes (80%) are offered every year or every other year. Unless otherwise noted, all courses can be taken for 3-4 credits, with additional independent work for four. Students choose a course for each core area and the remaining courses or other learning experiences count as electives. Transfer credits can be used in both core and elective areas; prior learning credits are often used as electives.

Examples of Structured Areas of Concentration

Examples of structured areas of concentration based on actual B.A. students' work follow each structured area of concentration. Students may have taken courses at several community colleges and universities before enrolling at Antioch Seattle. These are listed generically as Univ 1 or CC 1. Antioch (AUS) courses featured in sample contracts reflect those offered in past years as well as the current one. PL signifies prior learning and IS represents independent study.



Arts and Literature

PURPOSE: The goal of an Arts & Literature concentration is to prepare students to work in fields such as writing, publishing, publicity, the visual and performance arts, curating and arts management. Students also acquire the necessary prerequisites for successful graduate study. While students often choose to focus on either writing/literature or the visual/performance art, the concentration encourages cross-disciplinary study and work. Partnerships with local arts organizations, such as Freehold Theatre, expand students' learning opportunities.

Core courses, including those offered in 2009-10

1. Writing workshop: One of the following courses, an independent study or transfers

- Writing the Stories We Know
- Writing Fiction: Whose Story?
- Telling Stories: Live Art
- Advanced Writing Fiction
- Writing for Stage and Screen

- Writing Poetry and the Pursuit of Memory

2. Art Studio: One of the following courses, an independent study or transfers

- Ceramics I/II
- Ceramics and the Wheel
- Ceramics: Primitive Techniques
- Ceramics: Raku Techniques
- Mixed Media I/II
- Acting Fundamentals
- Acting With Text
- Acting: Voice
- Introduction to Drawing
- Collage and the Creative Process

3-6. Literature/Literary Theory/Art History 1

- American Family in Literature and Film
- Ecoliterature: Narrative and Ecological Conflict
- Literature of Displacement
- The African American 20th Century
- Literary Criticism: Many Voices of Short Fiction

Electives can be satisfied by courses mentioned above which were not taken as core, plus transfer courses or prior learning.

What follows is a *sample* Arts & Literature Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Writing Workshop - <i>Poetry and the Pursuit of Memory</i>	Winter 08	AUS	3
<input type="checkbox"/> 2.	Art Studio - <i>Collage and the Creative Process</i>	Winter 07	AUS	3
<input type="checkbox"/> 3.	Literary & Art History Seminar - <i>Survey of the Art of India</i>	Spring 06	AUS	3
<input type="checkbox"/> 4.	Literary & Art History Seminar - <i>Translating Gender</i>	Winter 07	AUS	3
<input type="checkbox"/> 5.	Literary & Art History Seminar - <i>Introduction to Literature</i>	Summer 94	Univ 1	5
<input type="checkbox"/> 6.	Seminar in Professional Skills <i>Making of a Literary Journal/KNOCK</i>	Fall 06	AUS	3

Subtotal: 20

2. Area of Concentration Electives

title	quarter	school	credits
Introduction to Music	Summer 94	Univ 1	5
Courageous Philosophy	Summer 06	AUS	3
Birds in the Imagination and in the Field	Fall 06	AUS	3
Introduction to Glass Art Form (PL)	Fall 06	AUS	3
Introduction to Stained Glass (PL)	Fall 06	AUS	3
Intermediate Glass Art (PL)	Spring 08	AUS	3
Introduction to Drawing	Spring 07	AUS	3

Subtotal: 23

3. Community/Field-based Learning Experience

title	quarter	school	credits
Service Learning: Art Festival Volunteer (IS)	Fall 06	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 06	AUS	2

Subtotal: 2

Total Area of Concentration credits: 47

Global Studies

PURPOSE: The goal of the interdisciplinary Global Studies concentration is to provide students interested in contemporary world issues with a solid grounding in ideologies, problems and solutions to transnational phenomena such as trade, debt, outsourcing, environmental concerns, militarization and global terror, together with an exploration of ways to achieve true democracy and global justice. The focus is on the late 20th century and opening decade of the 21st century – that is, the “Age of Globalization” that emerged in the wake of imperialism, post-colonialism and the Cold War.

Core courses

1. Global Economics
 - Globalization: The Global South
 - Globalization, Development and Grassroots Movements

2. Post-colonial Narratives
 - Post-colonial Protest Narratives
3. Narratives of Displacement
 - Border Crossings
 - Brown Thought and Activism
 - Literature of Displacement
4. World Ideologies Today
 - Global Economics and Ideologies
 - Palestine-Israeli Conflict
5. Translating Gender
 - Translating Gender
 - Women and Mental Health
6. International Activism
 - Community Organizing in History
 - Climate Change Activism

Electives

- Black Masculinity
- Community Organizing in Action
- The African American 20th Century
- History of Mindfulness: East and West

What follows is a *sample* Global Studies Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Global Economics <i>Globalization, Development, Grassroots Movements</i>	Fall 06	AUS	4
<input type="checkbox"/> 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 07	AUS	4
<input type="checkbox"/> 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 07	AUS	4
<input type="checkbox"/> 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Sum 04	Univ 1	5
<input type="checkbox"/> 5.	Translating Gender <i>Women's Studies - Cross Cultures</i>	Winter 97	CC 1	5
<input type="checkbox"/> 6.	International Activism <i>Creating Just, Peaceful and Sustainable Societies</i>	Winter 07	AUS	3

Subtotal: 25

2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Summer 06	AUS	3
Culture Studies: Central Amer Immersion (PL)	Summer 06	AUS	10
World Literature	Spring 97	CC1	5
Globalization and Economics	Fall 04	Univ 1	5
Palestine-Israel Conflict	Fall 07	AUS	3
Pilgrimage	Summer 07	AUS	4
Anthropology and Literature	Summer 06	AUS	4

Subtotal: 34

3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Seattle Immigrant Rights Center	Summer 07	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Immigrant Women	Winter 08	AUS	4

Subtotal: 6

Total Area of Concentration credits: 67

Human Services

PURPOSE: The goal of the Human Services concentration is to prepare students for work within the field of human services, which could include case management, advocacy, community organizing, service delivery and policy-related work. In addition, students might pursue this concentration if interested in social justice work within human services or if they want to work within the field of education as a family or child advocate.

Core Courses

1. Personal and Professional Development Seminar in Human Services
 - Human Services Seminar
2. Lifespan Development
 - Lifespan Development
3. The Counseling Role
 - The Counseling Role
4. Community Organizing and Social Movements
 - Community Organizing in Action
 - International Activism
 - Community Organizing in History
5. Literature Focused on the Human Experience

- Border Crossings
- Literature of Displacement
- The African American 20th Century

6. Social Issues

- Black Masculinity
- Service Learning: The Homeless Women's Project
- Globalization
- Translating Gender
- History and Image of the American Family
- Homelessness: The Deepening Scandal
- Climate Change Activism
- Women and Mental Health
- Palestine-Israeli Conflict
- Children and Social Policy
- Women's Health in Developing Countries

Electives

- Interdisciplinary Perspectives on Loss and Grief
- Group Facilitation
- Leadership, Mindfulness and Social Justice
- Vision and World-making
- Facilitating Democratic Participation
- Leadership and Conflict Resolution



What follows is a *sample* Human Services Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Personal Prof. Devel. Human Services <i>Human Services Seminar</i>	Winter 07	AUS	3
<input type="checkbox"/> 2.	Life Span Development <i>Life Span Development</i>	Summer 06	AUS	4
<input type="checkbox"/> 3.	The Counseling Role <i>Counseling Skills</i>	Fall 05	AUS	4
<input type="checkbox"/> 4.	Community Org. & Social Movements <i>Community Organizing in Action</i>	Fall 06	AUS	4
<input type="checkbox"/> 5.	Literature of Human Experience <i>History and Image of American Family</i>	Spring 05	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Children and Social Policy</i>	Fall 05	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Depth Psychology	Winter 06	AUS	4
Abnormal Psychology	Winter 06	AUS	4
Psychology and Spirituality	Spring 06	AUS	4
Monsters and the Literary Imagination	Spring 05	AUS	4
Immigrant Experience	Summer 05	AUS	4
Women and Mental Health	Fall 05	AUS	4
Theories of Personality	Spring 06	AUS	4
LSII: Diversity, Power and Privilege	Summer 05	AUS	4
Introduction to Buddhist Psychology	Summer 06	AUS	3

Subtotal: 35

3. Community/Field-based Learning Experience

title	quarter	school	credits
Service Learning: LGBT Center (IS)	Summer 06	AUS	4

Subtotal: 4

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2

Subtotal: 2

Total Area of Concentration credits: 64

Leadership and Organizational Studies

PURPOSE: The goal of the Leadership & Organizational Studies concentration is to engage students in reflective inquiry into the nature of dynamic leadership and effective organizational life for the 21st century. A particular emphasis is placed on theories and models for guiding systemic and participatory (or collaborative) change. Students who elect this focus are interested in pursuing work in fields such as management, organizational psychology, business, whole systems design, policy making, advocacy, education, health care and social services. Students who complete this concentration also acquire the necessary prerequisites for successful graduate study in these fields.

Core Courses

1. Organizational Studies
 - Introduction to Organizational Studies
 - Readings in Organizational Theory
2. Systems Change 1
3. Systems Change 2
 - Narrating Change: Stories for Collective Action

- Far from Equilibrium: Systems Perspectives on Change
- Introduction to Non-profit Management
- Turning the Ship: Organizational Change

4. Multicultural Competence
 - Creating a Culturally Competent Organization
5. Leadership
 - Expeditionary Leadership
 - Leadership and Conflict Resolution
6. Facilitation
 - Group Facilitation
 - Facilitating Democratic Participation

Electives

- The Counseling Role
- Community Organizing in Action
- Human Services Seminar
- Social Science Research
- Vision and World-making
- Climate Change Activism
- International Activism
- Community Organizing in History

What follows is a *sample* Leadership & Organizational Studies Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
☐ 1.	Organizational Studies <i>Organizational Behavior</i>	Fall 04	CC1	5
☐ 2.	Systems Change 1 <i>Far From Equilibrium</i>	Spring 06	AUS	4
☐ 3.	Systems Change 2 <i>Turning the Ship - Organizational Change</i>	Fall 07	AUS	3
☐ 4.	Multicultural Competence <i>Creating a Culturally Competent Org.</i>	Fall 05	AUS	4
☐ 5.	Leadership <i>Transformative Leadership</i>	Spring 06	AUS	3
☐ 6.	Facilitation <i>Facilitating Democratic Participation</i>	Winter 06	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Introduction to Business	Winter 04	CC1	5
Human Resource Management	Spring 04	CC1	5
Fundamentals of Accounting I	Fall 04	CC1	5
Fundamentals of Accounting II	Winter 04	CC1	5
Accounting Analysis	Spring 05	CC1	5
Interpersonal Communication - Workplace	Winter 05	CC1	5
Intro to Marketing	Spring 05	CC1	5
History of Globalization	Fall 05	AUS	4
Independent Study: Practicum in Leadership	Winter 06	AUS	1
Nonviolent Social Movements & Democracy	Winter 06	AUS	4
Statistics	Spring 06	AUS	3

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Organizational Consulting	Winter 07	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Winter 07	AUS	2
Senior Synthesis: Org. Theory and Practice	Winter 07	AUS	2

Subtotal: 4

Total Area of Concentration credits: 76

Psychology

PURPOSE: The goal of the Psychology concentration is to prepare students for graduate studies in psychology or social work, with the ultimate goal of working as counseling professionals. Students with interdisciplinary interests in areas such as art and psychology (or art therapy), or writing and psychology, also might pursue this structured concentration.

Core Courses

- 1. Theories of Personality
 - Theories of Personality
- 2. Abnormal Psychology
 - Abnormal Psychology
- 3. Life Span Development
 - Life Span Development
- 4. The Counseling Role
 - The Counseling Role
- 5. Literature Focused on the Human Experience
 - The American Family in Literature and Film

- Literature of Displacement
- The African American 20th Century

6. Social Science Research

- Social Science Research

Electives

- Interdisciplinary Perspectives on Loss and Grief
- Group Facilitation
- Transpersonal Psychology
- Introduction to Jungian Psychology
- Joseph Campbell
- Introduction to Organizational Psychology
- Spiritual Autobiographies
- Spiritual Psychology of the Human Heart
- Psychology and Spirituality
- Women and Mental Health
- Ecopsychology
- Depth Psychology
- Children and Social Policy

What follows is a *sample* Psychology Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
❑ 1.	Theories of Personality <i>Theories of Personality</i>	Spring 06	AUS	3
❑ 2.	Abnormal Psychology <i>Abnormal Psychology</i>	Winter 05	AUS	3
❑ 3.	Life Span Development <i>Life Span Development</i>	Fall 06	AUS	3
❑ 4.	The Counseling Role <i>Counseling Skills</i>	Fall 05	AUS	3
❑ 5.	Literature (human experience focus) <i>History of the Body</i>	Summer 04	AUS	3
❑ 6.	Social Science Research <i>Statistics</i>	Spring 06	AUS	3

Subtotal: 18

2. Area of Concentration Electives

title	quarter	school	credits
History of Mindfulness	Winter 04	AUS	3
Loss and Grief	Summer 04	AUS	3
Ways of Knowing	Fall 04	AUS	3
Collage	Winter 05	AUS	3
Understanding Ritual and Healing	Spring 05	AUS	3
Spiritual Psychology of the Human Heart	Spring 05	AUS	3
Women and Mental Health	Fall 05	AUS	3
Depth Psychology	Winter 06	AUS	3
Archetypes & Creative Process (PL)	Spring 06	AUS	10
Integrated Studies of Hypnotherapy	Summer 06	AUS	10
Ritual Process and Ceremonial Design	Summer 06	AUS	3

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Hospice Training	Fall 06	AUS	1

Subtotal: 1

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Winter 07	AUS	1
Personal Voice Synthesis Project	Winter 07	AUS	1

Subtotal: 2

Total Area of Concentration credits: 68

Social Justice Studies

PURPOSE: The goal of the Social Justice Studies concentration is to prepare students for work within political and grassroots organizations working for social justice or within governmental agencies concerned with social justice issues. Students interested in teaching social studies or in strengthening their own civic engagement also could participate in studies in this area. Social Justice Studies is grounded in an understanding of the central role nonviolent social movements and citizen organizations play in a democratic society and in empowering students to take an active role in their communities.

Core Courses

1. Social Movements and Democracy
 - Nonviolence, Social Movements and Democracy
 - Climate Change Activism
 - International Activism
2. Organizing and Building Social Movements
 - Community Organization in Action
 - Community Organizing in History
 - Children and Social Policy
3. Civic Engagement, Policy Making and Government
 - Globalization, Development and Social Movements

- Creating a Just, Peaceful and Sustainable Future

4. Leadership and Development

- Expeditionary Leadership
- Leadership, Mindfulness and Social Justice

5. Social Issues 1

6. Social Issues 2

- Black Masculinity
- Homelessness: The Deepening Scandal
- History and Image of the American Family
- Post Colonial Protest Narratives
- Women's Health in Developing Countries

Electives

- Global Economics
- Brown Thought and Activism
- World Ideologies
- Translating Gender
- Narrating Change: Stories for Collective Action
- Vision and World-making
- Women and Mental Health
- Literature of Displacement
- The African American 20th Century
- The Palestine-Israel Conflict
- North American History



What follows is a *sample* Social Justice Studies Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Social Movements & Democracy <i>Nonviolent Social Movements & Democracy</i>	Winter 06	AUS	3
<input type="checkbox"/> 2.	Organizing & Building Social Movements <i>Community Organizing in Action</i>	Fall 06	AUS	4
<input type="checkbox"/> 3.	Civic Engagement, Policy Making & Gov't <i>Homeless and County Government</i>	Fall 06	Univ 1	5
<input type="checkbox"/> 4.	Leadership Development <i>Transformative Leadership</i>	Spring 06	AUS	3
<input type="checkbox"/> 5.	Social Issues <i>Children and Social Policy</i>	Fall 05	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Post-colonial Literature</i>	Spring 07	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Fall 05	AUS	4
Women and Mental Health	Fall 05	AUS	4
Homelessness (PL)	Spring 07	AUS	5
History and Image of American Family	Spring 05	AUS	4
Child Development	Summer 00	CC1	5

Subtotal: 22

3. Community/Field-based Learning Experience

title	quarter	school	credits
Homeless Women's Project	SpSuFa 06	AUS	6

Subtotal: 6

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Homelessness and Children	Spring 07	AUS	4

Subtotal: 6

Total Area of Concentration credits: 57

Spiritual Studies

PURPOSE: The Spiritual Studies concentration is designed for students whose main concern is the study of the human psyche, the study of religious traditions and how to live a spiritual life. It is well suited for students who wish to continue a path in the helping professions, ground their politics in a spiritual context or seek to deepen their own spiritual life. Special emphasis in both classwork and in field-based learning connects the interior life of the soul to the needs of the world through “engaged” or “incarnational” spirituality. All classes approach the sacred with an attitude of deep ecumenism in which all religious and spiritual traditions are welcome as long as they acknowledge the element of mystery that resides in the heart of the divine.

Core Courses

- 1. Psychology and Spirituality
 - Spiritual Psychology of the Human Heart
 - Psychology and Spirituality

- 2. Depth Psychology
 - Introduction to Jungian Psychology
- 3. Transpersonal Psychology
 - Transpersonal Psychology
- 4. Religious Studies
 - Joseph Campbell
- 5. Comparative Religion
 - World Religion
 - Mindfulness: East and West
- 6. Spiritual Practices
 - Spiritual Autobiographies
 - Diamond Approach
 - Dreams and the Earth
 - Ritual Process and Ceremonial Design

Electives

- Theories of Personality
- Vision and World-making
- Pilgrimage: Walking with Intention
- Foundations of the Great Turning
- Ecopsychology
- Collage and the Creative Process

What follows is a sample Spiritual Studies Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
❑ 1.	Psychology & Spiritual Studies <i>Intro to Psychology and Spirituality</i>	Fall 05	AUS	4
❑ 2.	Depth Psychology <i>Seminar in Archetypal Psychology</i>	Fall 06	AUS	3
❑ 3.	Transpersonal Psychology <i>Transpersonal Psychology</i>	Winter 05	AUS	4
❑ 4.	Religious Studies: Myth, Symbol & Sacred <i>The Legacy of Joseph Campbell</i>	Winter 06	AUS	4
❑ 5.	Comparative Religion <i>World Religions</i>	Fall 03	Univ 1	5
❑ 6.	Spiritual Practices <i>Ritual Practice and Ceremonial Design</i>	Spring 06	AUS	4

Subtotal: 24

2. Area of Concentration Electives

title	quarter	school	credits
The Bible as Literature	Fall 03	Univ 1	5
The New Testament	Winter 04	Univ 1	5
Esoteric Christian Traditions	Spring 04	Univ 1	5
Alchemy & Science: Towards the Re-imagination of Nature	Fall 05	AUS	4
Inquiry into the Myth of the Holy Grail	Winter 06	AUS	4
Spirit in Action	Winter 07	AUS	4
Pilgrimage: Walking With Intention	Spring 06	AUS	4
Open Heart, Open Mind: Intro to Meditation	Summer 06	AUS	4

Subtotal: 35

3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Youth Rites of Passage	Summer 06	AUS	4

Subtotal: 4

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Senior Synthesis: Vision Quest	Spring 07	AUS	4

Subtotal: 6

Total Area of Concentration credits: 69

The Ladder Option

Antioch University Seattle offers a ladder option for undergraduate students in the B.A. in Liberal Studies program. Undergraduate students take specific graduate courses that count toward both their undergraduate and graduate degrees earned at Antioch. Up to 12 credits may be counted toward Psychology and Education programs, and up to 10 in the Center for Creative Change.

Eligibility

All B.A. students are eligible once they have been conditionally accepted into one of the graduate programs and they are in good academic standing. The ladder option is ideal for those who have accumulated fewer than 168 credits.

If for any reason, students lose good academic standing (i.e., they are put on academic concern, academic warning or academic hold), they will lose their conditional acceptance into one of the graduate programs and must reapply once satisfactory academic standing is regained.

Admissions Process

Current B.A. students may start the ladder option process by talking to their B.A. adviser at least three quarters before they intend to graduate from the B.A. program. Once they have created an initial plan with their B.A. adviser, students may then contact the appropriate admissions adviser for their program of interest. Admissions advisers give students detailed information about the application process, information about prerequisites, if any, and arrange an admissions interview. Students are encouraged to attend an Open House. Antioch graduate programs vary their start times depending on the program. Some programs admit students in all quarters, where others only admit fall and spring quarters or only in the fall.

Once students are conditionally admitted, they are assigned a graduate program adviser. They arrange to meet with this adviser prior to beginning the "ladder" portion of the B.A. program (the final 10 or 12 credits needed to graduate). Refer to the list that follows for specific courses eligible for laddering to each school or center.

Tuition

B.A. students pay undergraduate tuition and are eligible for undergraduate financial aid. Students can save a maximum of 12 credits in Education and Psychology and 10 credits in the Center for Creative Change.

B.A. Degree Completion

Ladder option students, like regular B.A. students, must complete at least 180 credits as well as all other degree program requirements established by the B.A. program. Once the B.A. degree is awarded, the student's status changes from "conditionally accepted" to a "full admit" in the graduate program.

Courses Available to Ladder Option Students

School of Education

(12-credit maximum)

M.A. in Education

EDUC504: Diversity and Equity (4)

EDUC511: Curriculum Studies and Reflection (4)

EDUC546: Leadership and Reform (4)

EDUC608: Inquiry and Research (4)

Graduate Teacher Preparation

(Summer and Winter start only)

EDUC502: Educational Foundations (3)

EDUC506: Technology in the Classroom (3)

- EDUC509: Child Development and Learning (3)
 EDUC510: Curriculum and Instruction (3)

Center for Creative Change *(10-credit maximum)*

M.A. in Environment and Community, Organizational Psychology, Strategic Communication, Whole Systems Design, M.S. in Management

Fall and spring start only. Two years of experience in the area of focus are generally required for admission. Because this is a cohort-based program and classes are offered in sequence across quarters, a student's final quarter in the B.A. program needs to occur during spring or fall quarters and be comprised of the following classes in the Center for Creative Change. Also, ladder option students must attend a two-day off-campus gathering at the beginning of the quarter.

- CHNG530: Systemic Thinking for a Changing World (3)
 CHNG545: Sustainability (3)
 CHNG611: Reflective Practicum 1 (3)
 CHNG614-618: Program Caucus (1)

School of Applied Psychology, Counseling and Family Therapy *(12-credit maximum)*

Mental Health Counseling (MHC) / Child, Couple and Family Therapy (CCFT)

- PSYC503: Family of Origin (3)
 PSYC504: Multicultural Perspectives (3) (prerequisite: Family of Origin)
 PSYC505: Systems Perspectives in Family Therapy (3)
 PSYC506: Communication & Counseling Skills (3)

Mental Health Counseling (MHC) / Child, Couple and Family Therapy (CCFT) with Art or Drama Therapy Concentration

- PSYA503/PSYD503: Family of Origin/Art or Drama Therapy (3)
 PSYA504/PSYD504: Multicultural Perspectives in Art or Drama Therapy (3) (prerequisite: Family of Origin/Art or Drama Therapy)
 PSYC505: Systems Perspectives in Family Therapy (3)
 PSYC506: Communication & Counseling Skills (3)

LEAPYEAR - A program of International Travel & Study

Antioch University Seattle partners with LEAPNOW: Transforming Education, based in Sonoma County, Calif., to offer an alternative year of college focused on international travel, cultural immersion and inner growth, called LEAPYEAR. LEAPYEAR students spend the fall quarter studying and traveling with a group in India or South America. They spend the spring quarter doing a three-month individual internship in one of 126 countries throughout the world. The winter quarter and part of the fall and spring quarters are spent in a series of four, inner-directed residential intensives (totaling eight weeks) at LEAPNOW's northern California campus.

LEAPYEAR runs between late August and May, and is open to students between the ages of 17 and 24, and is part of Antioch's B.A. program offered through the University's Office of Extension and Continuing Education. Successful completion of the program leads to 36 quarter hours of credit. LEAPYEAR is an excellent foundation for a B.A. in Liberal Studies with a concentration in Global Studies, Spiritual Studies, Human Services, Social Justice Studies or Leadership & Organizational Studies.

The Center for Creative Change

Building on Antioch's tradition of experiential education and socially engaged citizenship, the degree and certificate programs offered by the Center for Creative Change (CCC) equip students to become leaders for organizational and environmental sustainability, social justice and positive social transformation.

All Center programs are based on the understanding that creative change requires a fundamental shift in peoples' values, awareness and behavior. Solutions to the complex social and environmental problems of the 21st century require a new systemic, interdisciplinary way of thinking that honors everyone's ideas and perspectives.

All CCC degree and certificate programs are grounded in the following approaches to higher education:

Learning in Community

A collaborative learning community stimulates individual and group learning. It encourages the sharing of ideas, values and experience and leads to the creation of new perspectives and understandings. A learning community that is co-created by students and faculty contributes to shared knowledge and individual awareness.

Learning from Experience

By developing the ability to learn from their own practical experience, students open up to new ways of knowing – not derived from books or experts – but from their own lives, work, communities and families. Learning from experience allows students to learn from action, and to learn for action.

Whole Person Learning

Whole person learning enables students to develop and grow as authentic human beings. Learning that engages minds, hearts and spirits, and enables students to integrate critical thinking, empathetic understanding and hands-on skills. Whole person learning nurtures the compassionate, practical genius in everyone.

Skills for Thinking, Skills for Action

Effective education for social change includes developing students' skills for thinking and action. Both are essential to create a sustainable and just world. Change agents need thinking skills to understand the world and its problems, as well as practical skills to design and implement sustainable solutions.

Diversity

A diverse community of students contributes to individual learning and to an inclusive educational environment. Seen in this way, diversity includes different ideas and beliefs, as well as different cultures and ethnicities. Diversity in the classroom is vital for the education of socially engaged citizens in a diverse, democratic society.

Understanding Systems

Education for social change requires understanding systems. Systemic thinking focuses on how a single thing, event or phenomenon interacts with others. Systemic thinking expands students' world-views to take into account interactions and relationships and provide a holistic view of the world.

The Center for Creative Change offers five degree and seven certificate programs.



The five degrees are:

- M.A. in Environment and Community
- M.S. in Management
- M.A. in Organizational Psychology
- M.A. in Strategic Communication
- M.A. in Whole Systems Design

The six certificate programs are:

- Business Leadership and Change Management
- Ecological Planning and Design
- Effective Communication Strategies
- Integrated Skills for Sustainable Change
- Organizational Dynamics
- Systems Thinking and Design

Students may enroll in either a master's degree or a certificate program. Those completing a CCC master's degree concurrently earn two certificates: Integrated Skills for Sustainable Change and the certificate associated with their specialization. The CCC degrees require specialized courses yet permit students to cross boundaries in their other coursework, research and community projects. Students benefit from learning and engaging in practice within an interdisciplinary cohort.

Time Requirements

Classes are offered one weekend per month in four-day modules running Friday through Monday. The master's programs are designed to be completed in seven quarters (21 months). Certificate programs generally take nine months to complete.

Admission Requirements/Candidate Competencies

Through application material and an interview, applicants for admission must demonstrate the following competencies:

- Ability to work collaboratively with other students and faculty in a learning environment
- Ability for reflection, self-awareness, critical thinking and sustained inquiry
- Demonstrated evidence of organizational, conceptual and expressive skills, including writing and oral communications
- Competence in using computerized communication tools and access to a computer with Internet connection

In addition, applicants need to have at least two years of practical work experience relevant to program of interest.

Program Requirements

All of the CCC master's degree programs require students to complete a total of 66 credits distributed as follows:

- 18 credits of required core classes
- 9 credits of Reflective Practicum 1: Simulation and Case Study
- 3 credits of Specialized Caucus
- 12 credits of Reflective Practicum 2: Capstone Change Project
- 24 credits of specialization and elective courses relevant to the student's degree

CCC core classes and Reflective Practicum 1 are offered at the Muckleshoot Tribal College, as well as at the Seattle campus. Students in the First Peoples' Program in Creative Change take this four-quarter series of Reflective Practicum 1 for a total of 12 credits.

CHNG601: Reflective Practicum 1-A: Simulation and Case Study (2)

CHNG602: Reflective Practicum 1-B: Simulation and Case Study (2)

CHNG603: Reflective Practicum 1-C: Simulation and Case Study (2)

CHNG604: Reflective Practicum 1-D: Simulation and Case Study (3)

In addition, students are required to attend:

- Initial two-day new student orientation at an off-campus site
- On-campus orientation prior to the beginning of the first quarter
- Extended residency at the conclusion of their course of study

M.A. in Environment and Community

The Environment and Community program prepares students to design and implement sustainable solutions for today's environmental and social problems. Working together, students and faculty use systemic thinking and critical analysis to develop positive alternatives for a better world. Emphasizing social science perspectives and natural science literacy, this program focuses on the relationships among values, ideas, theory, practice, social and institutional structures, constructive engagement and modalities of socio-environmental change. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Ecological Planning and Design.

Environment and Community Degree Requirements (66 credits)

M.A. Core Requirements (18 credits)

CHNG510: Communication Design (3)

CHNG520: Critical Inquiry and Ways of Knowing (3)

CHNG530: Systemic Thinking for a Changing World (3)

CHNG540: Ecological Sustainability (3) (for students starting prior to summer 2009)

CHNG545: Sustainability (3) (for students starting in fall 2009 and after)

CHNG550: Global Pluralism (3)

CHNG560: Transformative Leadership and Change (3)

M.A. Reflective Practicum Requirements (24 credits)

CHNG611, 612, 613: Reflective Practicum I – Simulation & Case Study (9)

CHNG614: Environment and Community
Caucus (3)

CHNG621, 622, 623: Reflective
Practicum II – Capstone Change Project
(12)

M.A. in Environment and Community Specialization Requirements (12 credits)

ENVC610: Integrative Environmental
Science (3)

ENVC620: Theories and Practices of
Social-environmental Change (3)

ECON630: Economics and the
Environment (3)

ENVC640: Environmental Policy and
Decision-making Processes (3)

M.A. Elective Requirements (12 credits)

Elective courses include:

ENVC611: Healthy, Sustainable
Communities (3)

ENVC612: Healthy Environments,
Healthy People (3)

ENVC613: Permaculture and Sustainable
Systems Design (3)

ENVC621: Philosophical Perspectives on
Environment and Community (3)

ENVC622: Ethics and Environmental
Justice (3)

ENVC641: The Political Ecology of Food
and Eating (3)

ENVC650: History and Culture of the
Pacific Northwest Environment (3)

ENVC651: Globalization and Its
Discontents: The Political Economy of
the 21st Century (3)

Specialization and elective courses from
other Center degree programs

Independent Studies

M.S. in Management

The Leadership and Management program is designed for professionals committed to leading creative change in businesses and corporations, government departments, social service agencies and community and nonprofit groups. Based on the latest ideas about management and leadership, the M.S. in Management program uses students' work experiences as a starting point to:

- Understand how businesses and organizations function as systems and how to change them for the better
- Explore how successful managers plan, collaborate, listen and serve their organizations
- Study conventional and emerging models of leadership
- Learn about the personal, organizational, cultural and global dimensions of management

In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Business Leadership and Change Management.

Management Degree Courses (66 credits)

M.S. Core Requirements (18 credits)

CHNG510: Communication Design (3)

CHNG520: Critical Inquiry and Ways of
Knowing (3)

CHNG530: Systemic Thinking for a
Changing World (3)

CHNG540: Ecological Sustainability (3)
(for students starting prior to summer
2009)

CHNG545: Sustainability (3) (for stu-
dents starting in fall 2009 and after)

CHNG550: Global Pluralism (3)

CHNG560: Transformative Leadership
and Change (3)

M.S. Reflective Practicum Requirements (24 credits)

CHNG611, 612, 613: Reflective Practicum I – Simulation & Case Study (9)
CHNG615: Management Caucus (3)
CHNG621, 622, 623: Reflective Practicum II – Capstone Change Project (12)

M.S. in Management Specialization Requirements (12 credits)

FIN610: Managerial Finance & Accounting (3)
MGMT620: Socially Responsible Marketing (3)
MGMT630: Strategic Thinking and Planning (3)
MGMT640: Leadership in Business and Organization Systems Inquiry (3)

M.S. Elective Requirements (12 credits)

Elective courses include:

MGMT631: Managing in a Changing Context (3)
MGMT633: Innovation and Creativity in Turbulent Times (3)
MGMT643: Harnessing Human Diversity (3)
MGMT646: Evoking Spirit at Work through Islamic Mysticism (3)
ORGP645: Executive Coaching (3)
Specialization and elective courses from other Center degree programs
Independent Studies

M.A. in Organizational Psychology

Antioch's Organizational Psychology program offers a comprehensive approach for revitalizing organizations and workplaces, in contrast with traditional organizational development or human resource programs that provide a narrow set of skills. In this program, students use psychological principles to understand and influence change in organizations. They acquire skills to build collaborative teams, intervene effectively in groups and maintain positive relationships. They learn to understand organizational cultures and assess organizational structures and processes. Students in Organizational Psychology gain:

- Deep understanding of self
- Ability to nurture interpersonal relationships
- Appreciation of the role of spirit in work
- Practical understanding of organizations as systems
- Innovative skills to intervene effectively

In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Organizational Dynamics.

Organizational Psychology Degree Courses (66 credits)

M.A. Core Requirements (18 credits)

CHNG510: Communication Design (3)
CHNG520: Critical Inquiry and Ways of Knowing (3)
CHNG530: Systemic Thinking for a Changing World (3)
CHNG540: Ecological Sustainability (3) (for students starting prior to summer 2009)
CHNG545: Sustainability (3) (for students starting in fall 2009 and after)



CHNG550: Global Pluralism (3)

CHNG560: Transformative Leadership
and Change (3)

M.A. Reflective Practicum Requirements (24 credits)

CHNG611, 612, 613: Reflective
Practicum I – Simulation & Case Study (9)

CHNG616: Organizational Psychology
Caucus (3)

CHNG621, 622, 623: Reflective
Practicum II – Capstone Change Project
(12)

M.A. in Organizational Psychology Specialization Requirements (12 credits)

ORGP610: Organizational Theory (3)

ORGP620: Overview of Organizational
Development (3)

ORGP630: Practitioner Development (3)

ORGP640: Group Dynamics and
Facilitation (3)

M.A. Elective Requirements (12 credits)

Elective courses include:

ORGP621: Human Behavior in the
Workplace (3)

ORGP622: Personal Wellness in
Organizational Systems (3)

ORGP631: Consulting Practice (3)

ORGP632: Systems-level Intervention
and Change (3)

ORGP642: Conflict Management (3)

ORGP643: Trauma and Healing in
Organizations (3)

ORGP644: Collaborative Team
Creation (3)

ORGP645: Executive Coaching (3)

Specialization and elective courses from
other Center degree programs

Independent Studies

M.A. in Strategic Communication

The M.A. in Strategic Communication prepares students to communicate their ideas successfully. Grounded in the latest communications theory, this program combines critical media analysis with practical communication skills. Students design and implement communication strategies that advance creative change wherever they are – in an organization, a workplace, a community or in society at large. Students learn how to frame ideas persuasively and determine the best media to communicate clearly and professionally – websites, blogs, print, video, radio, graphics, live performance or the spoken word.

In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Effective Communication Strategies.

Strategic Communication Degree Courses (66 credits)

M.A. Core Requirements (18 credits)

CHNG510: Communication Design (3)

CHNG520: Critical Inquiry and Ways of Knowing (3)

CHNG530: Systemic Thinking for a Changing World (3)

CHNG540: Ecological Sustainability (3) (for students starting prior to summer 2009)

CHNG545: Sustainability (3) (for students starting in fall 2009 and after)

CHNG550: Global Pluralism (3)

CHNG560: Transformative Leadership and Change (3)

M.A. Reflective Practicum Requirements (24 credits)

CHNG611, 612, 613: Reflective Practicum I – Simulation & Case Study (9)

CHNG617: Strategic Communication Caucus (3)

CHNG621, 622, 623: Reflective Practicum II – Capstone Change Project (12)

M.A. in Strategic Communication Specialization Requirements (12 credits)

STCM610: Communicating Across Cultures (3)

STCM620: Using Media for Social Change (3)

STCM630: Communication Media (3)

STCM640: Participatory Communication for Social Change (3)

M.A. Elective Requirements (12 credits)

Elective courses include:

STCM631: Legal and Ethical Issues in Communication (3)

STCM637: Power in Media (3)

STCM639: Integrity and Public Relations (3)

STCM641: Documentary Film (3)

STCM642: Citizen Journalism (3)

STCM697: Media Fieldwork (3)

Specialization and elective courses from other Center degree programs

Independent Studies

M.A. in Whole Systems Design

The Whole Systems Design program helps students to become designers and leaders of deep systemic change. It emphasizes the relationships between personal, community, organizational, economic, social and ecological issues. Students understand these issues from a systems perspective and focus on preferred sustainable futures as a way of transcending constraints. The program is organized around systemic thinking, holistic perspectives and design praxis. Through a combination of coursework, community-based projects and individualized study, learners develop and synthesize competence in all three areas. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Systems Thinking and Design.

Whole Systems Design Degree Courses (66 credits)

M.A. Core Requirements (18 credits)

CHNG510: Communication Design (3)

CHNG520: Critical Inquiry and Ways of Knowing (3)

CHNG530: Systemic Thinking for a Changing World (3)

CHNG540: Ecological Sustainability (3) (for students starting prior to summer 2009)

CHNG545: Sustainability (3) (for students starting in fall 2009 and after)

CHNG550: Global Pluralism (3)

CHNG560: Transformative Leadership and Change (3)

M.A. Reflective Practicum Requirements (24 credits)

CHNG611, 612, 613: Reflective Practicum I – Simulation & Case Study (9)

CHNG618: Whole Systems Design Caucus (3)

CHNG621, 622, 623: Reflective Practicum II – Capstone Change Project (12)

M.A. in Whole Systems Design Specialization Requirements (9 credits)

To complete this degree, students must take one course within each of the following areas (three courses total = 9 credits)

Holistic Perspectives

Deepen the appreciation for holism as a world view and explore the consequences of such a world view in a variety of applications. Students may take up to three courses in this category and Whole Systems Design master's students must take at least one. **Prerequisite:** CHNG530: *Systemic Thinking for a Changing World*.

Examples include:

WSDN610: Wholophilia: Design as Practice of Wholeness (3)

WSDN611: Mary Parker Follett (3)

WSDN612: Experience of Place (3)

WSDN613: Metaphor, Worldview and Change (3)

Design Theory and Practice

Develop understanding of design as a philosophy and as a practice from a holistic/systemic perspective. Students may take up to three courses in this category and Whole Systems Design master's students must take at least one. **Prerequisite:** CHNG530: *Systemic Thinking for a Changing World*.

Examples include:

WSDN620: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)

WSDN621: Design Approach: The Art and Science of Creative Change (3)

WSDN622: Context Based Design (3)
WSDN623: Notating Imagination:
Advanced Design Communication (3)

Systemic Thinking

Explore the world in terms of dynamic relationships. Topics may include diverse systemic traditions and pragmatic concepts for understanding change and sustainability and engaging in a variety of settings more effectively. Students may take up to three courses in this category and Whole Systems Design master's students must take at least one. **Prerequisite:** CHNG530: *Systemic Thinking for a Changing World*.

Examples include:

WSDN630: Systemic Thinking: The Art of Making Distinctions (3)

WSDN631: Advanced Systems (3)

M.A. Elective Requirements (15 credits)

Elective courses include:

WSDN610: Wholophilia: Design as Practice of Wholeness (3)

WSDN611: Mary Parker Follett (3)

WSDN612: Experience of Place (3)

WSDN613: Metaphor, Worldview and Change (3)

WSDN620: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)

WSDN621: Design Approach: The Art and Science of Creative Change (3)

WSDN622: Context Based Design (3)

WSDN623: Notating Imagination: Advanced Design Communication (3)

WSDN630: Systemic Thinking: The Art of Making Distinctions (3)

WSDN631: Advanced Systems (3)

Specialization and elective courses from other Center degree programs

Independent Studies

Center for Creative Change Graduate Certificate Programs

Business Leadership and Change Management (18 credits)

Learn the business and people skills necessary to lead and manage change in companies. Recommended for mid-level managers. Requirements are any three of the following courses: FIN610: Managerial Finance & Accounting; MRKT610: Socially Responsible Marketing; MGMT630: Strategic Thinking and Planning; or MGMT640: Leadership in Business and Organization Systems Inquiry; plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

Ecological Planning and Design (18 credits)

Become skilled at creating sustainable solutions for today's environmental and social problems. Recommended for natural resource managers, land use and urban planners, policy analysts, environmental consultants, ecological designers and those who work for nonprofits. Requirements are any three of the following courses: ENVC620: Theories and Practices of Social-environmental Change; ENVC610: Integrative Environmental Science; ECON630: Economics and the Environment; or ENVC640: Environmental Policy and Decision-making Processes; plus three elective courses (9 credits) taken in any CCC program approved by the student's adviser.

Effective Communication Strategies (18 credits)

Learn how to design and implement communication strategies that advance creative social change in organizations, communities and society at large. Recom-



mended for journalists, writers, filmmakers, media strategists, communications consultants, community leaders and social-change advocates. Requirements are any three of the following courses: STCM630: Communication Media; STCM610: Communicating Across Cultures; STCM620: Using Media for Social Change; or STCM640: Participatory Communication for Social Change; plus three elective courses (9 credits) taken in any CCC program approved by the student's adviser.

Integrated Skills for Sustainable Change (18 credits)

Strengthen abilities to lead sustainable change in an organization, business or community. Recommended for managers, consultants, community leaders and others who want to learn about collaborative and systemic approaches to change. Requirements are: CHNG510: Communication Design; CHNG520: Critical Inquiry and Ways of Knowing; CHNG530: Systemic Thinking for a Changing World; CHNG540:

Ecological Sustainability or CHNG545: Sustainability; CHNG550: Global Pluralism; and CHNG560: Transformative Leadership and Change.

Organizational Dynamics (18 credits)

Learn how to use psychological principles to understand and change organizations. Recommended for professionals who work in human resources, organizational development, labor relations, training and executive coaching. Requirements are any three of the following required courses (9 credits): ORGP610: Organizational Theory; ORGP620: Overview of Organization Development; ORGP630: Practitioner Development; or ORGP640: Group Dynamics and Facilitation; plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

Systems Thinking and Design (18 credits)

Explore the links among things that seem unconnected and then use this holistic understanding to design new and elegant systems to solve the problems of the 21st century. Recommended for big-picture thinkers in businesses, nonprofits, government departments, social-service agencies and other types of organizations. Requirements are two courses (6 credits) in systemic thinking; two courses (6 credits) in design theory and practice; one course (3 credits) in holistic perspectives; plus one elective course (3 credits) in any CCC program approved by the student's adviser.

School of Education

The School of Education provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and respond to contemporary challenges and opportunities for children, youth and adults.

Antioch Seattle education programs draw on current research and study the implications of that research for learning. All offerings in the School promote constructivist pedagogy, critical reflection about practice in the increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions and commitment to justice through transformative education. Education programs emphasize close integration of theory and practice and reflect Antioch's commitment to social justice, whole person learning and leadership for responsible educational change.

All education candidates are expected to develop as competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Meeting a Range of Needs

Antioch Seattle offers degrees and certification preparation options both on and off campus:

- Bachelor of Arts in Liberal Studies completion with recommendation for a Washington state residency teaching certificate
- Graduate Teacher Preparation leading to recommendation for a Washington state residency teaching certificate with the option to complete a Master of Arts in education
- Master of Arts in Education
- Add-on Endorsements

Bachelor of Arts in Liberal Studies – K-8 Teacher Preparation (BATP) (Residency Certification)

Antioch's Bachelor of Arts completion with teacher preparation provides opportunities for paraprofessionals, instructional assistants in public schools and others interested in working in school settings. For the 2009-10 academic year, this program is not accepting applications. Students interested in earning a bachelor's degree are encouraged to apply to the B.A. Completion program, with continuation in the ladder option for the Graduate Teacher Preparation coursework.

Degree Completion Requirements

- Completion of 180 credits, including at least 96 credits at Antioch Seattle
- Successful completion of field experiences, including student teaching
- Completion of degree work in a timely fashion
- Passing score on the Washington Educators Skills Test – Endorsements (West-E) followed by student teaching

Required Coursework Completed Before Student Teaching (84 credits)

Liberal Studies Courses (21)

EDUC300: Reflective Practice
EDUC321: Literature: Exploring Lives Through Story
EDUC331: The Arts & The Imagination
EDUC341: The Meaning & Practice of Social Studies



EDUC350: Math Content for K-8 Teachers, I

EDUC351: Math Content for K-8 Teachers, II

WRTG405: Writing in Academic Contexts

Note: Passing scores on the WEST-B are prerequisite to taking Teacher Preparation Courses

Teacher Preparation Courses (60)

EDUC302: Schooling in America

EDUC303: Multicultural Education

EDUC304: Child Development & Educational Psychology

EDUC306: Schools, Society and Technology

EDUC310: Curriculum & Instruction

EDUC320: Children's & Adolescents' Literature

EDUC360: Literacy Issues and Methods I

EDUC460: Literacy Issues and Methods II

EDUC430: Teaching the Arts

EDUC440: Teaching Social Studies

EDUC450: Math Methods for K-8 Teachers

EDUC452: Teaching Life Science w/Lab

EDUC454: Teaching Physical Science w/Lab

EDUC456: Teaching Earth & Space Science w/Lab

EDUC458: Health, Fitness & Safety Education

EDUC477: English Language Learners

EDUC479: Children With Special Gifts & Needs

EDUC480: Current Assessment Practices

EDUC481: Educational Law and the School

EDUC484: Classroom Management

Note: Passing scores on the WEST-E are prerequisite to Student Teaching

Professional Development Courses (15)

EDUC485: Field Experience

EDUC490: Student Teaching

EDUC491: Integration Seminar

Upon successful completion of student teaching and all degree requirements, students are awarded a Bachelor of Arts in Liberal Studies degree and qualify for recommendation for a Washington state residency teaching certificate.

Graduate Teacher Preparation (GTP) (Residency Certification)

Graduate Teacher Preparation emphasizes social change and innovative program design. Options include specializations within elementary education with the opportunity to complete the Master of Arts in Education degree. Students arrive with a Bachelor of Arts or Bachelor of Science and advanced degrees with an interest in changing careers and teaching in schools with diverse student populations. Candidates learn to:

- Plan and implement curriculum that meets the needs of diverse students
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom

- Nurture the holistic development of all students
- Develop computer literacy and use educational technology in the classroom
- Perceive and reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

Credit loads vary depending upon the location and expectations for endorsement work completed outside of this program. On campus, students are expected to complete many of the endorsement requirements on their own. Therefore, Antioch offers 62 credits for teacher preparation only and 74 total credits for master's degree completion.

The Master of Arts in Education is available to students in the Graduate Teacher Preparation program. Students focus on action research models, social change and curriculum design and analysis. The master's program culminates in completed inquiry projects.

Admission Criteria

In addition to fulfilling the general admission requirements of Antioch Seattle, applicants must have:

- B.A. or B.S. degree
- Undergraduate cumulative GPA of 2.5 out of 4.0
- Minimum of 40 hours of work in schools
- High degree of literacy in all basic skills areas
- Evidence of strong, positive moral character
- Two letters of recommendation
- A current resume
- Approved plan for completion of

endorsement requirements

- Passing score on Washington Educators Skills Test – Basic (WEST–B)

Completion Requirements for Certification

- Completion of endorsement requirements
- Successful completion of field experiences
- Passing score on the Washington Educators Skills Test – Endorsements (West-E) followed by student teaching

Upon successful completion of student teaching and all requirements, students qualify for recommendation for a Washington state residency teaching certificate.

Note: Passing scores on the WEST-B are prerequisite to taking Teacher Preparation Courses

Teacher Preparation Courses

- EDUC502: Educational Foundations
- EDUC504: Diversity and Equity
- EDUC506: Technology in the Classroom
- EDUC509: Child Development and Learning
- EDUC510: Curriculum and Instruction
- EDUC534: Integrated Arts Instruction
- EDUC540: Instructional Methods: Social Studies
- EDUC550: Instructional Methods: Mathematics I
- EDUC552: Instructional Methods: Science
- EDUC558: Instructional Methods: Health Education & Physical Education
- EDUC560: Literacy Issues and Methods I
- EDUC577: English Language Learners
- EDUC580: Current Assessment Practices
- EDUC581: Educational Law & the School



EDUC584: Classroom Management
SPED602: Children With Special Needs

Note: Passing scores on the WEST-E are prerequisite to Student Teaching

Professional Development Courses

EDUC585: Field Studies
EDUC590: Student Teaching
EDUC591: Support Seminar
EDUC592: Integration Seminar

Master's Project Courses

EDUC610-620-650: Inquiry Project/
Development/Report

Completion Requirements for Degree

Upon successful completion of a research or inquiry project, students receive a Master of Arts in Education.

Master of Arts in Education (M.A.Ed.)

This flexible, 48-credit program serves educators who teach at all levels – PK-12 and beyond. Emphasis is on preparation for leadership in educational change and students have latitude to select a focus area unique to their needs and interests. Core courses explore broad issues of interest to educators in their everyday work. Most courses are offered in the late afternoon and occasionally on weekends. All courses meld the best of contemporary theory and research with focused attention to applications in the students' own work settings. The M.A.Ed. curriculum embodies the value the faculty places on the skills, knowledge and talents students bring to their graduate work. Students have worked in a variety of settings with people of all ages. Fields include early childhood and K-12 education, adult education, community college instruction, English as a second language instruction, public service education and community education in ecology, health and the arts. Graduates typically use their expanded knowledge

base and professional experience to promote and lead efforts for change in their schools, districts, colleges, businesses and communities. Many have received local, statewide and national recognition for designing new educational models and approaches for creating programs dedicated to addressing social equity and justice.

Admission Criteria

In addition to fulfilling the general admission requirements of Antioch Seattle, applicants must have:

- B.A. or B.S. degree
- A current resume
- Two letters of recommendation

An Emphasis on Student Choice and Self-direction

Each student pursues areas of professional interest in the program through student-selected studies. These studies may take many forms, including participation in self-directed independent study, collaborative projects, special topic courses offered in the education programs, related courses from other centers at Antioch Seattle or internships and field experiences. Coursework is designed around three areas: Core Knowledge Area; Inquiry and Reflection; and Concentrations or Endorsements.

Core Knowledge Area (16 credits)

- EDUC504: Diversity & Equity
- EDUC511: Curriculum Studies & Reflective Practice
- EDUC546: Leadership & Reform
- EDUC607: Inquiry & Research

Inquiry and Reflection (12 credits)

- EDUC610: Inquiry Proposal
- EDUC620: Inquiry Development
- EDUC650: Inquiry Report

Concentration/Endorsement Options (20 or more credits)

- Contemporary Adult Education
- Early Childhood Education*
- Education for Sustainability
- Environmental Education
- Global Education
- Integrated Arts
- Library Media*
- Middle School Math*
- Middle School Science*
- Native American Education
- Reading (Literacy)*
- Special Education*
- Theater Arts*

**Washington state endorsement*

To enhance the selected studies, research projects enable students to examine in detail an area of professional interest. Students design their projects to pose and answer questions important to their work as educators.

A Collaborative Learning Environment

Faculty and peer support are important components of learning. The faculty encourages cooperative models of learning in an environment of critical intellectual inquiry. All students participate in introductory and concluding seminars. These seminars provide students with support from faculty and peers for program planning, independent study development and research. Students find opportunities for both independent and collaborative work in classes, projects and research.

Concentration/Endorsement Options

Concentration areas are designed by students in cooperation with an adviser. Students combine courses, independent studies and collaboration projects. Areas of specific interest include environmental

education and Native American education.

Endorsement areas lead to Washington state endorsement. Related area endorsements may be obtained via Pathway II and/or as part of the Master of Arts degree for experienced educators.

Evidence elements for endorsements include:

- A. A professional portfolio
- B. Performance on Pedagogy Assessment Tool
- C. Performance on West-B & E
- D. Documentation of alternative work

Students create an exemplary instructional plan in the new endorsement area using the criteria described in the state of Washington Pedagogy Assessment Tool:

<http://www.k12.wa.us/certification/profed/PPA.aspx>

They clarify and document readiness to meet the prerequisites of the required practicum and competencies in the new endorsement area.

The practicum consists of three to six weeks (30 hours) of supervised internship in a classroom appropriate to the new endorsement area. Students also collect documentation to be used as work samples for the exit portfolio.

For the culminating project, students prepare an exit portfolio, a collection of instructional plans and samples of student work to document content knowledge and teaching effectiveness.

School of Applied Psychology, Counseling and Family Therapy

The School of Applied Psychology, Counseling and Family Therapy provides education and training in the theory and application of psychological principles to current and future license-eligible clinical professionals. The School also provides rich curricula of study in the field of psychology for those who are interested in the subject but do not intend to become licensed professionals.

Steeped in Antioch's long tradition of recognizing the diversity of individual backgrounds, the curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Additionally, programs and classes promote self-exploration, empowerment and whole-person learning. Informed by this tradition and viewpoint, the School of Applied Psychology, Counseling and Family Therapy balances traditional and contemporary perspectives in the field to develop graduates who are informed, effective practitioners and change agents. Ultimately, the professional licensure programs develop practitioners who become part of an Antioch community of mental health professionals dedicated to helping their clients adapt to the challenges created by life in a rapidly changing and complicated world. The non-clinical program provides a venue for inter-disciplinary exploration with an eye toward social change.

Master of Arts in Psychology – Art Therapy (AT/CCFT or AT/MHC)

Students develop competencies in art therapy concurrent with earning a master's degree in either the Child, Couple and Family Therapy program or the Mental Health Counseling program. A lab fee is collected for each class to cover costs

associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Master of Arts in Psychology – Child, Couple and Family Therapy (CCFT)

Students in the CCFT Program develop the basic conceptual and relational competencies needed for the professional practice of child, couple and family therapy. This learning program is designed to meet the educational requirements for Washington state licensure in Marriage and Family therapy as well as the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Master of Arts in Psychology – Drama Therapy (DT/CCFT or DT/ MHC)

Students develop competencies in drama therapy concurrent with earning a master's degree in either the Child, Couple and Family Therapy program or the Mental Health Counseling program.

Master of Arts in Psychology – Integrative Studies in Psychology (ISP)

Students in this program pursue one of three concentrations: (1) **Individualized** – a self-directed, individualized and interdisciplinary course of inquiry through the lens of psychology; (2) **Ecopsychology** – a structured study in the field of ecopsychology with tracks in either *Ecopsychology and Cultural Transformation* or in *Research*; (3) **Psychology and Spirituality** – a structured study of the intersections of

psychology and spirituality with tracks in *Depth Psychology*, *Transpersonal Psychology* or *Buddhist Psychology*. These courses do not lead to clinical licensing or certification. Graduates of this non-licensure Integrative Studies in Psychology program leave with a rich understanding of human behavior, which has been helpful in creating effective and often cutting-edge public service professionals, managers, supervisors, leaders, partners, spouses and parents.

Master of Arts in Psychology – Mental Health Counseling (MHC)

Students in the MHC program acquire comprehensive skills for the practice of counseling. The MHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling. These goals are accomplished through a combination of required coursework, electives, practical experience and a supervised internship. This learning program is designed to meet the educational requirements for state licensure in Mental Health Counseling as well as the national standards of the counseling profession.

Doctor of Psychology (Psy.D.)

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum advances students in the broadest and most liberal manner, including the conduct of research in psychology. The program promotes the highest standards of ethics, conduct, education and achievement in a manner that balances traditional and contemporary perspectives so students become responsible change agents in this complex world.

Career Choices for Psychology Graduates

Many professional options are open to graduates of the Master of Arts in Psychology programs. Depending on the program, graduates can seek professional positions in organizations such as community agencies, hospitals, mental health clinics, private practices, community college teaching, consulting and research. Those who choose to continue their education find the Antioch degree provides a solid foundation for entering a doctoral program or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

Graduates of the Psy.D. program find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Doctoral graduates work in private practice, for state or county agencies and at universities.

A Commitment to Diversity

Antioch Seattle's School of Applied Psychology, Counseling and Family Therapy programs reflect the University commitment to diversity in at least three distinct areas:

Curriculum: Skill-based classes and field experience address emerging issues and trends and promote values of ethical practice, social responsibility and cultural pluralism. The courses deliver the critical skills and knowledge necessary to prepare students to meet professional challenges and serve a diversity of people.

Faculty: Psychology faculty members bring broad professional experience and diverse backgrounds in education to Antioch Seattle. In addition to their teaching and advising responsibilities, they are active in their communities and/or in clinical practices.

Student Population: Psychology graduate students at Antioch vary in age, background and professional experience as well as ethnicity. Many have worked in psychology-related fields, such as substance abuse or crisis hotline work. Some are homemakers preparing to re-enter the workforce. Others are leaving professions such as banking, law or education to prepare for a different career. A few enter immediately after receiving their undergraduate degrees.

Clinical Master of Arts Programs

Program Design

The clinical programs offer both the academic and practical training needed to work in diverse settings. All programs are academically rigorous, intertwining theory and practice through classroom learning and an internship, with an emphasis on multicultural competencies.

Upon graduation, students meet educational requirements, which, along with appropriate supervised practical experience, allow them to become licensed as mental health counselors, marriage and family therapists or clinical psychologists in Washington and in most other states. Art therapy students meet educational requirements for additional registration as art therapists (ATR).

Required Prerequisite Courses

Normally applicants for admission to the M.A. programs are expected to have completed courses equivalent to those listed here.

PSYC490: Theories of Personality (3)

A study of major personality theorists within their cultural and historical contexts, providing students with a broad

understanding of the evolution of ideas concerning human nature. The focus is on the exploration of theories that apply specifically to the practice of counseling. Major topics include the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

PSYC492: Lifespan Development (3)

Traces the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum on which crises and changes, coping and adjustment occur within a social context. The emphasis is on addressing how developmental perspective informs students of important lifespan issues.

PSYC494: Abnormal Psychology (3)

Introduces students to theories and concepts of human behavior in the context of both personal and professional understanding of what is normal vs. abnormal behavior. This includes: defining abnormal behavior; understanding historical context; reviewing psychological models and forms of assessment; delineating major categories of abnormal behavior; reviewing treatment interventions; and discussing social, cultural, ethical and legal issues.

Commuter Option

Cluster scheduling enables students from the Pacific Northwest and Western Canada to attend classes on the Antioch Seattle campus Thursdays, Fridays, Saturdays and occasional Sundays for M.A. and Fridays/Saturdays for Psy.D. students. This schedule helps reduce commuting time and allows students to integrate their studies with other personal and professional commitments.

Internship Experience

All students participate in field-based practica. These experiences in professional settings enable students to validate and clarify the theory they acquire in the classroom while they develop their own roles as clinicians. The combination of coursework and supervised field experience fosters self-awareness and understanding of ethical and professional guidelines critical for practice. Examples of practica and internship sites include: college counseling centers, group homes, homeless shelters, youth and family services, community centers, public mental health clinics, jails, penitentiaries and in-patient psychiatric hospitals.

Program-specific Admission Requirements for M.A. Clinical Programs

- Completion of one of the following academic prerequisites:
 - Theories of personality, abnormal psychology and developmental psychology courses with a minimum grade of C taken within the last 10 years –OR–
 - A bachelor's degree in psychology completed within the last 10 years with a GPA of 3.0 or higher on a 4.0 scale.
- Completion of 100 hours of practical experience in a helping relationship role in an educational and/or human services setting. Experience may be volunteer or professional.
- Two letters of recommendation: one from a professional who has provided oversight of practical experience and one from a social science instructor who can assess the applicant's capabilities and readiness to enter graduate clinical training. If the applicant has not enrolled in a college course in five years, two letters may be submitted from professional supervisors.

Additional Admission Requirements for Art Therapy

In addition to the aforementioned requirements, applications to the art therapy concentration must have:

- Art coursework (27 quarters/18 semester hours) in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture.
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology (18 quarter/12 semester hours) including Theories of Personality, Abnormal Psychology and Lifespan Development.

Additional Admission Requirements for Drama Therapy

- Psychology prerequisite coursework (18 quarter/12 semester hours) that includes completion of three prerequisite courses: theories of personality, abnormal psychology and developmental psychology with a minimum grade of C taken within the last 10 years.
- Drama Therapy prerequisite coursework (at least 6 semester or 9 quarter credits in courses such as Improvisation, Directing, Drama/Theater in education, Acting or Playwriting) or 270 hours of direct theater experiences including acting, directing and/or improvisational work performed in a college, community or professional setting.
- An outline indicating background in theater and/or theater-related classes taken.



Admission Essay

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Transfer Credits

A student may request transfer of up to 12 quarter credits of prior graduate-level coursework, graded B or better.

Provisional Admission to Clinical Programs

This option may allow an applicant to be granted pre-master's status when only one or two of the three prerequisite course requirements listed previously are fulfilled. If admitted provisionally, a student has two quarters to complete the psychology prerequisites at Antioch. An applicant provisionally accepted in art therapy has four quarters to complete the art prerequisites. Upon completion, the student is fully admitted into one of the M.A. clinical programs.

M.A. in Psychology – Child, Couple and Family Therapy

Degree Requirements

72 total credits to graduate

Required Coursework Completed Before Internship (32 credits)

PSYC500: Competency Assessment I (taken first quarter) (1 credit)

PSYC501: Competency Assessment II (taken one quarter before starting internship) (1 credit)

PSYC503: Family of Origin Systems (taken first quarter)

PSYC504: Multicultural Perspectives (taken second quarter)

PSYC505: Systems Perspectives in Family Therapy (taken first or second quarter)

PSYC506: Communication and Counseling Skills

PSYC512: Counseling Individuals in the Family System

PSYC515: Psychopathology

PSYC516: Psychodiagnostics and Treatment Planning

PSYC518: Ethics and Professional Issues

PSYC520: Theories and Practice of Family Therapy I

PSYC521: Theories and Practice of Family Therapy II

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship)

Other Required Credits (12 credits)

PSYC502: Competency Assessment III (taken last quarter of internship) (1 credit)

PSYC519: Ethics in Family Practice

PSYC522: Human Development in the Family Lifecycle

PSYC524: Human Sexuality

PSYC550: Research Methods: Introduction to Research

PSYC551: Research in Family Practice

Elective Courses (12 credits)

- One elective in Family Practice Series
- One elective in Multicultural Counseling Series: Counseling a culturally specific population
- One elective in Abuse Relationships or Addictions Electives
- Three other elective credits

Required Internship Courses (19 credits)

PSYC600B: Internship: Child, Couple and Family Therapy

PSYC601B/602B: Case Consultation OR Case Supervision

M.A. in Psychology – Mental Health Counseling

Degree Requirements

81 total credits to graduate

Required Courses Completed Before Internship (45 credits)

PSYC503: Family of Origin Systems (taken first quarter)

PSYC504: Multicultural Perspectives (taken second quarter)

PSYC505: Systems Perspectives in Family Therapy

PSYC506: Communication and Counseling Skills

PSYC507: Group Counseling

PSYC508: The Counseling Profession and Identity

PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

PSYC515: Psychopathology

PSYC516: Psychodiagnostics and Treatment Planning

PSYC518: Ethics and Professional Issues

PSYC523: Human Development in Context: Gender – A Lifespan Perspective

PSYC527: Career Development and Counseling

PSYC550: Research Methods: Introduction to Research

PSYC552 Assessments: Tests and Measurements

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship)

PSYC630-638: Advanced Theories: Varying topics

Elective Courses (21 credits)

- One elective class in counseling a culturally specific population or one of the Historical/Socio-Cultural Perspectives in Psychology classes
- One of the following electives:
 - PSYC528: Abusive Relationships
 - PSYC529: Addictions and Substance Abuse
 - PSYC530: Loss and Grief
 - PSYC531: Assessing & Treating Domestic Violence
- Other elective credits

Required Internship Credits (15 credits)

- PSYC600A: Internship: Mental Health Counseling
- PSYC601A: Case Consultation: Mental Health Counseling

M.A. in Psychology – Art Therapy with CCFT or MHC

Either of Antioch Seattle's two master's degree in psychology programs – Child, Couple and Family Therapy or Mental Health Counseling – can be combined with courses leading to professional credentials in art therapy as recognized by the American Art Therapy Association (AATA).

Degree Requirements for M.A. in Psychology – Art Therapy with CCFT

90 total credits to graduate

Required Psychology Courses Completed Before Internship (31 credits)

- PSYC505: Systems Perspectives in Family Therapy (taken first or second quarter)
- PSYC506: Communication and

Counseling Skills

- PSYC512: Counseling Individuals in the Family System
- PSYC515: Psychopathology
- PSYC516: Psychodiagnostics and Treatment Planning
- PSYC518: Ethics and Professional Issues
- PSYC519: Ethics in Family Practice (1 credit)
- PSYC520: Theories and Practice of Family Therapy I
- PSYC521: Theories and Practice of Family Therapy II
- PSYC522: Human Development in the Family Life Cycle
- PSYC524: Human Sexuality
- PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship) 0 credit

Required Art Therapy Courses Completed Before Internship (35 credits)

- PSYA500: Competency Assessment I (not for credit; taken first quarter)
- PSYA501: Competency Assessment II (not for credit; taken one quarter before starting internship)
- PSYA503: Family of Origin Systems and Art Therapy (taken first quarter)
- PSYA504: Multicultural Perspectives and Art Therapy (taken second quarter)
- PSYA506: Family Group Art Therapy (1 credit)
- PSYA507: Art Therapy in Diverse Settings: Individual and Group
- PSYA508: Techniques and Practice of Art Therapy
- PSYA510: History and Theory of Art Therapy I
- PSYA511: History and Theory of Art Therapy II

PSYA518: Ethical Issues in Art Therapy
(1 credit)

PSYA540: Developmental and Treatment
Models in Art Therapy

PSYA551: Art Therapy Research in
Individual and Family Therapy

PSYC552: Assessment: Tests and
Measurements

PSYA651: Advanced Art Therapy
Research in Individual and Family
Therapy

PSYA653: Advanced Art Therapy
Assessment

Other Required Art Therapy Courses (2-5 credits)

PSYA502: Competency Assessment III
(not for credit; taken last quarter of
internship)

PSYA650: Art Therapy Master's Project
-OR-

PSYA660: Art Therapy Thesis

Elective Courses (6 credits)

- One elective in a family practice course
- One elective class in counseling a
culturally specific population,
Historical/Socio-cultural Perspectives in
Psychology classes,
-OR-
- One of the following electives:
PSYC528: Abusive Relationships
PSYC529: Addictions and Substance
Abuse

Required Internship Credits (16 credits)

PSYA600B: AT/CCFT Internship I

PSYA600D: AT/CCFT Pre-internship
Practicum and Supervision (optional)

PSYA601B/602B: AT/CCFT Case Consul-
tation or Case Supervision

Degree Requirements for M.A. in Psychology – Art Therapy with Mental Health Counseling

90 total credits to graduate

Required Psychology Courses Completed Before Internship (36 credits)

PSYC505: Systems Perspectives in
Family Therapy

PSYC506: Communication and
Counseling Skills

PSYC508: The Counseling Profession
and Identity

PSYC510: Theories and Practice of
Counseling: Psychodynamic and
Cognitive Behavior

PSYC511: Theories and Practice of
Counseling: Humanistic, Transpersonal
and Eastern

PSYC515: Psychopathology

PSYC516: Psychodiagnostics and
Treatment Planning

PSYC518: Ethics and Professional Issues

PSYC523: Human Development in
Context: Gender – A Lifespan Perspective

PSYC527: Career Development and
Counseling

PSYC552: Assessment: Tests and
Measures

PSYC630-638: Advanced Theories:
Varying topics

Required Art Therapy Courses Completed Before Internship (34 credits)

PSYA503: Family of Origin Systems and
Art Therapy (taken first quarter)

PSYA504: Multicultural Perspectives and
Art Therapy (taken second quarter)

PSYA505: Group Art Therapy

PSYA507: Art Therapy in Diverse
Settings: Individual and Group Therapy

PSYA508: Techniques and Practice of
Art Therapy

PSYA510: History and Theory of Art Therapy I

PSYA511: History and Theory of Art Therapy II

PSYA518: Ethical Issues in Art Therapy (1 credit)

PSYA540: Developmental and Treatment Models in Art Therapy

PSYA551: Art Therapy Research in Individual and Family Therapy

PSYC552: Assessment: Tests and Measurements

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship)

PSYA651: Advanced Art Therapy Research in Individual and Family Therapy

PSYA653: Advanced Art Therapy Assessment

Elective Courses (3 credits)

- One of the following electives:
- PSYC528: Abusive Relationships
-OR-
- PSYC529: Addictions and Substance Abuse
-OR-
- PSYC530: Loss and Grief

Other Required Art Therapy Courses (2-5 credits)

PSYA650: Art Therapy Master's Project
-OR-
PSYA660: Art Therapy Thesis

Required Internship Credits (15 credits)

PSYA600A: AT/MHC Internship I

PSYA600C: AT/MHC Pre-internship Practicum and Supervision (optional)

PSYA601A: AT/MHC Case Consultation

M.A. in Psychology – Drama Therapy with CCFT or MHC

The School of Applied Psychology, Counseling and Family Therapy offers a master's in Psychology with a concentration in drama therapy (DT) and either mental health counseling (MHC) or child, couple and family therapy (CCFT). The drama therapy curriculum promotes values of ethical practice, social responsibility and cultural pluralism through a learning environment that encourages self-exploration, empowerment, and whole person learning. Informed by this tradition and viewpoint, the drama therapy program balances traditional and contemporary perspectives to develop graduates who are informed, effective practitioners and change agents in verbal and expressive therapies.

Upon graduation, the drama therapy program enables students to work toward registration in drama therapy (RDT) as recognized by the National Association for Drama Therapy (NADT), as well as licensure as either a mental health counselor (LMHC) or marriage and family therapist (LMFT).

Program Design

Students who enter the drama therapy program take 90 credits total, of which 36 credits are in drama therapy, and remaining credits in core courses, internship and electives. Students develop competencies in drama therapy concurrently with MHC or CCFT for the effective practice of drama therapy with individuals, groups, couples and families.

Degree Requirements for M.A. in Psychology – Drama Therapy with CCFT

90 total credits to graduate

Required Psychology Courses Completed Before Internship (32 credits)

PSYC505: Systems Perspectives in Family Therapy (taken first or second quarter)

PSYC506: Communication and Counseling Skills

PSYC512: Counseling Individuals in the Family

PSYC515: Psychopathology

PSYC516: Psychodiagnostics and Treatment Planning

PSYC519: Ethics in Family Practice (1 credit)

PSYC520: Theories and Practice of Family Therapy I

PSYC521: Theories and Practice of Family Therapy II

PSYC522: Human Development in the Family Life Cycle

PSYC524: Human Sexuality

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship)

Required Drama Therapy Courses Completed Before Internship (36 credits)

PSYD500: Competency Assessment I (Not for credit; taken first quarter)

PSYD501: Competency Assessment II (Not for credit; taken one quarter before starting internship)

PSYD502: Competency Assessment III (Not for credit; taken last quarter of internship)

PSYD503: Family of Origin Systems and Drama Therapy

PSYD504: Multicultural Perspectives in Drama Therapy

PSYD505: Introduction to Drama Therapy

PSYD506: Improvisation and Creative Dramatics

PSYD507: Approaches to Drama Therapy

PSYD508: Psychodrama

PSYD509: Creative Arts Therapy I: Children and Adolescents

PSYD510: Creative Arts Therapy II: Adults and Geriatrics

PSYD511: Community-based Theater & Sociodrama

PSYD518: Ethics and Drama Therapy

PSYD551: Research and Assessment in Drama Therapy with Individuals and Families

PSYD650: Drama Therapy Master's Project

Elective Courses (6 credits)

■ One elective in a family practice course

■ One elective class in counseling a culturally specific population, Historical/Socio-Cultural Perspectives in Psychology classes, -OR- one of the following electives:

PSYC528: Abusive Relationships or

PSYC529: Addictions and Substance Abuse

Required Internship Credits (16 credits)

PSYD600B: DT/CCFT Internship

PSYD601B: DT/CCFT Case Consultation

Degree Requirements for M.A. in Psychology – Drama Therapy with Mental Health Counseling

90 total credits to graduate

Required Psychology Courses Completed Before Internship (30 credits)

PSYC505: Systems Perspectives in Family Therapy

PSYC506: Communication and Counseling Skills

PSYC507: Group Counseling

PSYC508: The Counseling Profession and Identity

PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

PSYC515: Psychopathology

PSYC516: Psychodiagnostics and Treatment Planning

PSYC523: Human Development in Context: Gender – A Lifespan Perspective

PSYC527: Career Development and Counseling

PSYC552: Tests and Measurements

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship)

PSYC630-638: Advanced Theories: Varying topics

Required Drama Therapy Courses Completed Before Internship (36 credits)

PSYD503: Family of Origin Systems and Drama Therapy

PSYD504: Multicultural Perspectives in Drama Therapy

PSYD505: Introduction to Drama Therapy

PSYD506: Improvisation and Creative Dramatics

PSYD507: Approaches to Drama Therapy

PSYD508: Psychodrama

PSYD509: Creative Arts Therapy I: Children and Adolescents

PSYD510: Creative Arts Therapy II: Adults and Geriatrics

PSYD511: Community-based Theater & Sociodrama

PSYD518: Ethics and Drama Therapy

PSYD551: Research and Assessment in Drama Therapy with Individuals and Families

PSYD650: Drama Therapy Master's Project

Elective Courses (3 credits)

■ One of the following electives:

PSYC528: Abusive Relationships

PSYC529: Addictions and Substance Abuse

PSYC530: Loss and Grief

Required Internship Credits (15 credits)

PSYD600A: DT/MHC Internship

PSYD601A: DT/MHC Case Consultation

Individualized Program: M.A. in Psychology – Integrative Studies

The Integrative Studies in Psychology (ISP) program offers a formal and interdisciplinary master's degree program in which students explore one of three concentrations:

- (1) **Individualized**, where students develop a self-directed, self-designed program. Through this program, students collaborate within the diverse Antioch community and access other resources in the larger academic and professional community. This program is for people who are: interested in new career paths that involve psychology; want to apply psychology to their current careers; are interested in pursuing research; or want to pursue personal and professional development.
- (2) **Ecopsychology** – a structured program of study in the emerging field of Ecopsychology with tracks in either Ecopsychology and Cultural Transformation, or Research
- (3) **Psychology and Spirituality** – a structured program of study of the intersections of these two areas with tracks in Depth Psychology, Transpersonal Psychology or Buddhist Psychology.

These courses of study do not lead to clinical certification or licensure.

Program-specific Admission Requirements

- Ability to initiate independent work with a high degree of responsibility and self-direction
- Ability to work collaboratively within a learning environment

- Completion of one of the following academic prerequisites:
 - Lifespan development and theories of personality courses with a minimum grade of C
 - AND-
- Two letters of recommendation: one from a professional who can assess the applicant's organizational and interpersonal skills and one from a social science instructor who can describe his or her potential as a graduate student

Admission Essay

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Transfer Credit

An applicant may request transfer of up to 12 quarter credits of prior graduate-level coursework.

Provisional Admission to ISP Program

This option allows an applicant to be admitted into a pre-master's status when all prerequisites have not yet been completed. If admitted provisionally, the student has two quarters to complete the prerequisites at Antioch, prior to full admission into the ISP program.

Individualized Concentration Within ISP

Program Design

Students entering the Integrative Studies in Psychology program take 27 credits of required core courses, 24 credits in their concentration area and nine credits in their application project. Students design their program in consultation with a degree committee composed of a faculty adviser and field advisers drawn from

the academic and professional communities. Students can select courses in their focus area from either Antioch or other accredited institutions. Examples of current student interests include: East/West psychology, ecopsychology, health psychology, intercultural communication, adult development, somatic psychology, geriatric interventions and transpersonal psychology.

Theoretical Foundation Courses (27 credits)

The theoretical foundation is comprised of the following required courses and content areas:

PSYI560: ISP Program Seminar (12)

Content Areas:

Research Methods (3)

Multicultural Perspectives (3)

Advanced Theories (3)

Communication Skills (3)

Systemic Perspectives (3)

Individualized Self-designed Courses (24 credits)

The foundation of the program is the individualized, self-designed portion of the learning. During this time, students take courses as electives or design independent study courses to fulfill a learning goal of their program. A typical elective course or independent study is one to three credits. Up to nine credits may be transferred as elective credits from another master's-level, accredited institution.

Application Project (9 credits)

The application project section of the program is the culmination of the student's work in the program. The nine credits for the project are distributed as follows: three for the literature review and six for the application project, which can be a formal

research thesis or research project, an applied project, a creative/expressive project or a supervised internship.

Ecopsychology Concentration within ISP

Ecopsychology seeks to tend the edges of cultural transformation and offers to those who are called to this work an opportunity to participate in one of the great challenges of these times. Through rediscovering humanity's kinship with all of life and following the ancient pathways of ancestors and healers, students in the ecopsychology concentration become bearers of the kind of change Antioch University always has been known for. The structure of the ecopsychology concentration offers a student the blueprint for building an understanding and practice in the field of ecopsychology. The application of this program would give a student an opportunity to teach, write, practice wilderness-based healing, or work in a nonprofit or governmental social change setting.

The focus of this concentration is the in-depth study of the theory and practice of ecopsychology as it pertains or relates to a student's field of interest. From that position, both practice and research in ecopsychology can take many forms. The courses and the potential for elective and self-designed explorations utilize the format of the ISP program in order to satisfy the requirements for the concentration in ecopsychology. There are no additional credits required and the degree concentration can be completed within 60 credits.

Theoretical Foundation Courses:

PSYI560: ISP Program Seminar (12)

Content Areas (12 credits):

PSYI660: Ways of Knowing (3) this is a specific course

Multicultural Perspectives (3)
Communication Skills (3)
Systemic Perspectives (3)

Concentration Courses (9 credits):

PSYI540: Introduction to Ecopsychology (3)
PSYI542: Advanced Theory, Practice and Research in Ecopsychology (3)
PSYI544: Applied Ecopsychology (3)

Second-year Tracks (18 credits):

See courses under track descriptions.

Application Project (9 credits)

PSYI597: Application Project (9)

Concentration Track Descriptions

Ecopsychology and Cultural Transformation Track (18 credits)

This track consists of three credits of classroom-based learning in each quarter and three credits of practicum to offer the student an opportunity to build a body of knowledge and experience in the field of ecopsychology and cultural studies. Each course requires the student to create an experiential practicum that relates specifically to the course content. The 3-credit practicum can be framed as participation in a vision quest, shamanic training, internship with a relevant nonprofit organization or the creation of an independent study that expands the course content. There is some flexibility in that the student may design a 9-credit practicum that spans the year of coursework. The three classes are organized as follows:

PSYI643: Indigenous Perspectives and Global Psychology (3)
PSYI644: The Psychology of Climate Change (3)

PSYI645: Ecopsychology, Activism and Personal Transformation (3)

PSYI590: ISP Practicum (3) (Repeated for a total of 9 credits)

Research and Design in Ecopsychology Track (18 credits)

This offers the student an opportunity to explore the impact and outcomes of wilderness-based and ecopsychologically-focused practices. These courses are self-designed and evaluated by Antioch faculty or approved evaluator.

Track Specific Courses (18 credits)

For this track, the student takes the same three courses as students in the Ecopsychology and Cultural Transformation concentration. The 9-credit practicum for research students involves the independent study of research methodologies relevant to the content area of their research project.

PSYI550: Quantitative Research Methods (3)
PSYI551: Qualitative Research Methods (3)
PSYI643: Indigenous Perspectives and Global Psychology (3)
PSYI644: The Psychology of Climate Change (3)
PSYI645: Ecopsychology, Activism and Personal Transformation (3)
PSYI646: Survey and Critique of Ecopsychological Research (3)

Application Project (9 credits)

The core focus of this track is the research project. Here the student can design and execute an in-depth study of areas within ecopsychology.

PSYI597: Application Project (9)

Psychology and Spirituality Concentration within ISP

The intent of the concentration is to provide a more structured and comprehensive orientation to the intersection of spirituality with the discipline of psychology, while still allowing students to pursue individualized areas of interest. These areas of study are non-clinical in nature, and have potential relevance in areas of personal growth and development, education, organizational culture, theoretical understanding, research and many other domains of interest. All students in this concentration complete the 33 credits of foundational coursework as listed here. In addition, students choose a second-year track (18 credits) and an Application Project (9 credits).

Theoretical Foundation Courses:

PSY1560: ISP Program Seminar (12)

Content Areas (9 credits):

Communication Skills (3)

Systemic Perspectives (3)

Multicultural Perspectives (3)

Concentration Courses (12 credits):

PSY1660: Ways of Knowing (3)

PSY1662: Comparative Spiritual Traditions (3)

PSY1664: Contemporary Spiritual Orientations (3)

Elective Course (3)

Second-year Tracks (18 credits):

Buddhist Psychology

Transpersonal Psychology

Depth Psychology

Application Project (9 credits)

PSY1597: Application Project (9)

Concentration Track Descriptions

Depth Psychology focuses on the structure and dynamics of the psyche and the history of the discovery of the personal, collective and world unconscious in the works of Freud, Jung and James Hillman. Key themes in depth psychology relevant to spiritual studies include dreams, mythology, individuation, alchemy, initiatory process, shamanism, the evolution of consciousness, the dynamics of the god-image and the anima mundi (the soul of the world). Students learn to apply these ideas to the healing of self, other, community and earth.

Transpersonal Psychology focuses on a theoretical and experiential understanding of the intersections of psychology with the wisdom and practices of various spiritual traditions, as explored in the field of transpersonal psychology since the 1960s. Students examine the work of Maslow, Wilbur, Grof, Washburn, Walsh, Vaughan and many others who emphasize study of the entire spectrum of human development, including the potential for stages of growth "beyond the personal." Students become familiar with research and theory on such topics as states of consciousness, meditation and other transformative practices and spiritual emergencies. They also explore the evolving integral framework that provides multiple perspectives (body, mind and spirit in both nature and culture) and engages with human experience and challenges of the times.

Buddhist Psychology focuses on the theoretical and philosophical models and ideas that have emerged from Buddhist tradition, and how it informs understanding of human psychology. This includes the Buddhist concepts of personality, identity, perception, mindfulness and being in the world. Students explore the work of a variety of contributors to this field, which may include writers/practitioners such as Suzuki, Abe, Benoit, Epstein, Kornfield, Welwood and Rahula.

Doctor of Psychology – Clinical Psychology

Program Design

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners, and agents of change in a complex world.

Features of the Program

- Flexibility to pursue the doctoral program full or part time (full time takes five years.)
- Two basic and three elective concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States

- Elective course options that round out the program
- Practical experiences integrated throughout the program, including a full-year internship
- Clinical focus with flexibility of choice for dissertation format
- Competency-based model with electronic portfolio

Concentration Options

Concentrations provide the student with a spectrum of theoretical perspectives and concomitant practical experiences supported through professional seminars. Choose between two basic concentrations:

- Adult Psychotherapy
- Child and Family Systems

Then choose an elective concentration:

- Art Therapy
- Forensic Psychology
- Health Psychology



Admission Requirements for the Psy.D. in Clinical Psychology Program

- Completion of academic prerequisites: A master's degree in a mental health-related field within the last 10 years. Eligible master's degrees include: marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10-year requirement may be granted on a case-by-case basis.)

–OR–

A bachelor's degree in psychology within the last 10 years

–OR–

A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of B:

- Theories of Personality
- Abnormal Psychology
- Developmental Psychology
- Introduction to Statistics

(If these courses were completed more than 10 years ago, they must be retaken)

- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting
- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Documentation of relevant professional and volunteer experience
- Documentation of professional affiliations, publications and licensure

Additional Admission Requirements for Art Therapy Concentration

In addition to the program requirements already listed, admission to the art therapy concentration requires:

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology and developmental psychology plus other elective psychology courses
- Art coursework (27 quarter/18 semester hours) including work in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned. An applicant may apply to the Psy.D. art therapy concentration with some art studio coursework in progress. If accepted into the program, the student must complete these credits during the first year.

Admission Essay Instructions

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

Prior Graduate Work

Graduate credits earned at regionally accredited institutions are accepted toward Antioch Seattle's Psy.D. degree as follows:

- Applicants who have a completed or partial master's degree in a mental health-related field may submit graduate syllabi for review for course waivers toward the doctoral program requirements; eligible fields include but are not limited to: marriage and family therapy, mental health counseling, clinical social work and art therapy.

- Students must have earned a grade of B or better
- A maximum of 24 graduate-level quarter credits may be accepted

Transfer into Psy.D. Program

- Applicants who began a Psy.D. program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted.
- Courses must carry a grade of B or better.
- For applicants entering from another Psy.D. program without a master's degree in a mental health-related field, up to 24 quarter credits may be awarded.
- Courses from an institution that is regionally accredited but not APA approved will be considered on a case-by-case basis.

International Transfer Credit

To receive credit for coursework completed at an institution outside the United States or English-speaking Canada, an applicant must have that institution send official transcripts and records directly to a credential evaluator. The applicant may select an evaluator from either of two websites: www.naces.org or www.aice-eval.org. Certified translations and evaluation of international documents are required. Four to 10 weeks should be allowed for the evaluation. The evaluation and the original transcript must be sent to the Admissions Office. International transcripts must be evaluated before admission.



International Student Admission

An international student who requires a student visa must submit additional documentation to satisfy admission requirements:

- Certified and translated educational records, if the records are not in English.
- Evaluation of international transcripts from institutions outside the United States or English-speaking Canada. See International Transfer Credit information.
- Demonstration of English language proficiency – official TOEFL (Test of English as a Foreign Language) test results must be submitted and must reflect a minimum score of 600 (paper-based) or 250 (computer-based). An applicant who has completed education in the United States or Canada may request that this requirement be waived.
- Financial certification – Documentation of the applicant's ability to pay for the educational and living expenses for the duration of the program must be submitted.

Contact the Admissions Office for more information at admissions@antiochseattle.edu.

Graduation Requirements

150 total credits to graduate

In addition to the satisfactory completion of all core courses, a student also must meet the following requirements to qualify for award of the Psy.D. degree:

- Satisfactory oral case study presentation
- Satisfactory annual review evaluation from the faculty
- Satisfactory completion of clinical training sequence
- Performances reflecting program competencies
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of dissertation
- Completion of 50 hours of personal psychotherapy

Psy.D. Competencies and Electronic Portfolio

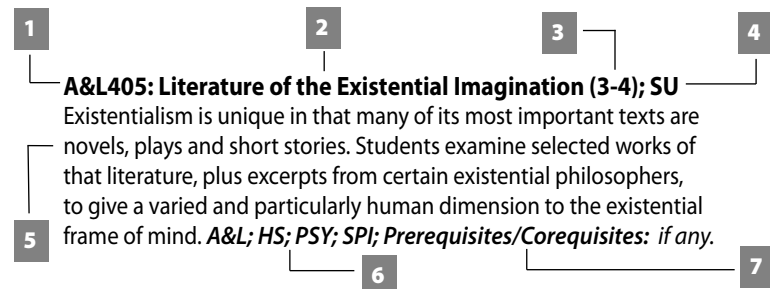
The Psy.D. program is framed in terms of eight competencies needed by professional psychologists. The competencies are: *relationship, intervention, scientific foundations, assessment, supervision, multicultural practice, consultation and career development and management*. Each competency is subdivided into levels, which are the developmental steps needed to achieve each competency. All Psy.D. courses are tied into this framework: the levels become the course goals, and the course requirements are designed to show the student can effectively put into action the content of that course and demonstrate the mastery of the competency level. An *electronic portfolio* is created by each student, documenting these *key performances*. The portfolios help assess and advise students, help the Psy.D. faculty continuously improve the program and help outside accreditors (e.g., APA) see that Antioch trains competent psychologists.

Clinical Training Sequence

Students who enter the program complete a year-long community action research project. This work is tied to a series of courses in the first year, in which reflection on multicultural practice and other beginning-level clinical competencies are central. The next step of clinical training is in a concentration in which every student sees two to five clients each week in Antioch's on-campus Community Counseling and Psychology Clinic, under supervision, for a year. By asking students to demonstrate their clinical skills in the Clinic and concentrations first, Antioch can confidently recommend students to sites for their practicum in the community and advanced practicum. Students are then well prepared to apply for competitive internships. The work done in the Antioch Clinic meets Washington state licensure requirements for practicum and internship.

Course Listings

A Quick Reference Guide to Course Descriptions



1. Course prefix and number
Course levels: 300 & 400 - undergraduate
500 & 600 - graduate, master's level
700 & 800 - doctoral
2. Course title
3. Quarter credits earned upon successful completion of course
4. Term(s) in which course is scheduled to be offered
FA = fall term **WI** = winter term **SP** = spring term **SU** = summer term
5. Description of course
6. Baccalaureate Structured Areas of Concentration for which the course meets requirements
A&L = Arts and Literature **PSY** = Psychology
GS = Global Studies **SPI** = Spiritual Studies
HS = Human Services **LOS** = Leadership and Organizational Studies
SOJ = Social Justice
7. **Prerequisite** - course(s) that must be in progress or completed to register for the course
Corequisite - course(s) that must be taken concurrently with the course

Index to Course Prefixes

Course number prefixes identify the academic discipline:

A&L	Arts and Literature	LOS	Leadership and Organizational Studies	PSYI	Psychology – Integrative Studies Program
CHNG	Creative Change	MATH	Mathematics	SCI	Science
ECED	Early Childhood Education	MGMT	Management	SOC	Sociology
ECON	Economics	MIDS	Middle Level Math/ Science Education	SOJ	Social Justice
EDUC	Education	MRKT	Marketing	SPAN	Spanish
ENVC	Environment and Community	ORGP	Organizational Psychology	SPED	Special Education
EXP	Experiential Learning	PLSC	Political Science	SPIR	Spiritual Studies
FIN	Finance	PSYA	Psychology – Art Therapy	STCM	Strategic Communication
HIST	History	PSYC	Psychology	THTR	Theater Arts
LIB	Liberal Studies			WRTG	Writing
LIBM	Library Media			WSDN	Whole Systems Design
LITR	Literacy				

A&L301: Writing from Life (3-4)

Direct observation and interaction are the focus of a creative writing class that explores different elements of fiction and narrative. Students practice how to develop the writer's mindset where no experience is wasted or useless. Notebooks for recording observations go with the student everywhere and provide the raw materials for writing. **A&L**

A&L302: Character Driven: Writing Short Fiction (3-4)

Students approach short story writing from a character-driven perspective. Through a variety of fiction exercises, students develop believable and compelling characters, and discover what happens when the characters are let loose on the page. Students learn how different elements of a story – such as plot, setting or structure – come into play. Through this process, students gradually build skills to produce a full-fledged story. **A&L**

A&L303: Writing the Stories We Know (3-4); FA

A creative nonfiction writing class in which students learn to bring stories artfully and truthfully to the page. Students explore narrative, find ways to frame stories, choose details to put in and leave out, consider point of view and language usage. Students consider the similarities and differences between examples of personal essays and selections from different memoirs, autobiographies and biographies. **A&L**

A&L304: Writing for Stage and Screen (3-4)

Examines the characteristics of plays and films from the writer's perspective. The principles of dramatic technique such as conflict, character as action, rising crisis, and spectacle are made clear through class discussion, analyzing scenes from both classic and contemporary films and plays,

and writing exercises that focus on specific elements of craft. **A&L**

A&L305: Writing Poetry and the Pursuit of Memory (3-4); WI

Students increase their confidence and abilities in writing poetry by refining their own poems. They improve critical reading skills by analyzing modern and contemporary poetry. Using memory as a trigger to develop their own original pieces, students focus on the continuum between the lyric impulse and narrative strategies in poetry, as well as on issues of craft such as imagery, tone, pacing, voice and persona. **A&L**

A&L310: Vocal Improvisation and Expressive Arts: Vocal Bliss (3-4); SU

An experiential introduction to explore how spontaneous vocal self-expression – along with movement, drawing and writing – can nurture a musicianship of authenticity and joy. Students investigate personally and academically how this artistic experience relates to the theme of voice in the fields of education, psychology, spirituality, politics and feminism. **A&L**

A&L311: Acting Fundamentals (3); FA, WI, SP

The study of acting as a dynamic process of self-discovery. Through a progression of improvisation and sound-and-movement exercises, students develop fundamental acting techniques: living truthfully under imaginary circumstances, deep listening and emotional availability to the scene partner. Students are encouraged to take risks in a safe and supportive environment. **A&L**

A&L312: Acting with Text (3); FA, WI, SP

Working with text and given circumstances, students apply the tools learned from A&L311: Acting Fundamentals

to the crafting of scenes. Students learn how to make strong choices that put the actor at the heart of the conflict and how to keep the spark of spontaneity alive in scripted work. **A&L**

A&L313: Voice (3)

Students move through a series of voice/ mind/body exercises intended to free the natural voice and strengthen a connection to vocalized sound. Students develop a set of tools for vocal development that draws on an understanding of human anatomy and how to apply that knowledge of physiology to voice work. Students acquire ease and power in their vocal skills that enhance their vocal potential. **A&L**

A&L315: Telling Stories: An Introduction to Live Art (3-4)

Provides a supportive atmosphere for experimenting with different forms of storytelling. Students combine autobiographical and historical materials with images and objects to tell stories. Students also engage in creative writing and movement exercises and library research to help generate new performance ideas. **A&L**

A&L318: Placemaking and Public Art (3-4); SU

Rethink art as an elite endeavor. Discover how art affects place and community. Students investigate the role of art in public arenas, from housing projects to commercial environments. Explore concept development, art plans, site-integrated sculpture, funding possibilities from grassroots-initiated to percent of public monies and take part in a community art project. **A&L**

A&L321: Ceramics I (3-4)

An introduction to the basic principles and elements of ceramics. Students learn a variety of clay-handling methods and skills, create pieces using various hand-

building techniques and are introduced to wheel throwing and the primary principles of glazing and firing. **A&L**

A&L322: Ceramics II (3-4)

Building on the skills developed in A&L321: Ceramics I, students learn more advanced building and glazing techniques, including assignments completed using a potter's wheel. Students concentrate on techniques they wish to explore further and creatively apply their skills toward an artistic goal. Students may obtain instructor's approval for special projects. **A&L**

A&L323: Ceramics: Beginning Wheel Throwing (3-4); WI

The fundamental techniques of wheel-thrown pottery. Students learn the ceramic process beginning with wedging and centering clay on the potter's wheel, throwing the basic cylinders that are the foundation for vases, cups, bowls and more complex forms, trimming, making attachments and a thorough introduction to glazing and firing all at a fully-equipped facility off campus. A&L321: Ceramics I recommended but not required. **A&L**

A&L325: Introduction to Drawing (3-4); FA

Students learn to manipulate traditional and modern material, establish an understanding of terminology and explore personal styles of expression. Still life, nature and the cityscape are used as subject matter. The class participates in group and individual discussions related to the aesthetics and impact of student work. **A&L**

A&L326: The Making of a Literary Journal: KNOCK (3-4); FA, WI, SP

Students grow as writers and editors by learning the history of literary journals, surveying a number of current journals and practicing several key factors of

literary journal production: design and layout, editing, publicity, distribution, fulfillment, fundraising, etc. Focus is on KNOCK, Antioch Seattle's literary magazine, including production of the current issue as well as plans for expanding key features of the magazine and website. *May be repeated for credit.*

A&L327: Collage & the Creative Process (3-4)

An ongoing dialogue emphasizes the nature of symbolic form and meaning making, while encouraging flexible movement in the creative process. Students combine active imagination and dream journaling with specific collage work, pertinent readings, reflective writing and class discussion. The class focuses on the psychological processes of creativity and is not therapeutic in nature. **A&L**

A&L328: The Comedic Mask (3-4)

The craft of comedy playwriting is unique to theater and dramatic literature, a source for mining the political, cultural and social landmarks of civilization. Through examination of playwriting principles, from Aristophanes to Steve Martin, and a deeper appreciation into humanity's humor, students gain insight to theatrical comedy and its impact on society. **A&L**

A&L329: Afro-Brazilian Dance (3-4)

With live drumming, students learn dances that originated in Africa and migrated to Brazil during slavery. For the people of the villages surrounding Rio de Janeiro, *samba* is considered their most "intense, unambivalent joy." Students dance to the driving, rapturous beat from Brazil known as *samba*, *Samba-Reggae* and the Candomble religious dances of the Orixas as well as the *Baiao*, the *Ferro* and the *Maracatu*. **A&L; GS**

A&L335: The American Family in Literature and Film (3-4)

Students examine the parameters and significance of family in America. Students explore American families that have evolved over a historically specific time period. Films expand students' understanding of cultural contexts of the readings. Throughout, students examine elements of literary analysis such as voice/address, narrative forms, poetics, chronological devices and allusions. **A&L; HS; PSY; SOJ**

A&L337: Literary Representations of American Slavery (3-4); SP

Edward P. Jones, *The Known World*, and Toni Morrison, *Beloved*, are well-known examples of fictional works published in recent decades that recreate the historical experience of slavery, while making vivid connections to contemporary racism. Students read in the genre, study the fictional techniques used to illuminate the pervasiveness of the slavery system and think critically about the value of fiction to understanding race relations. **SOJ**

A&L390: Special Topics in Arts & Literature (1-5)

Includes course offerings of special interest within or across areas of concentration.

A&L400: Literary Criticism: Many Voices of Short Fiction (3-4)

Students read and analyze contemporary short fiction written from a range of cultural perspectives inside and outside the U.S. The focus is on learning how stories are constructed, and the many ways in which basic craft elements such as character development, language usage, dialogue and narrative voice are used and shaped by different authors. **A&L**

A&L401: Border Crossings: A Multi-cultural Journey Through Film (3-4)

Movies and short stories are used as a

means of crossing borders of race, class, gender and ethnicity, to view American society from diverse viewpoints. Students consider the element of privilege and the experience of living in the wealthiest country in the world. The stories, images, themes, characters and settings encountered serve as jumping off points for students to write their own stories and poems, imagining their way into different lives. *A&L; HS; PSY; SOJ*

A&L402: Literature of Displacement (3-4)

With essays and novels by today's immigrants, refugees and indigenous peoples, students look at specific factors that motivate or force people to leave their countries or to become alienated in their historical homeland. Students also examine the similarities in the circumstances of displaced peoples (illusions, initial setbacks, hopes, expectations, opportunities or lack thereof, hardships etc.), as the course shatters some myths about immigration as the gateway to a brighter future. *A&L; GS; HS; SOJ*

A&L403: Postcolonial Protest Narratives (3-4);WI

A look at narrative strategies used by the colonized and formerly colonized to denounce their own oppression and dispossession in the 20th and 21st centuries. The assigned readings include representative selections from the major directions that literature of protest has taken in various parts of the postcolonial world. *A&L; GS; HS; PSY; SOJ*

A&L404: Ecoliterature: Narrative and Ecological Conflict (3-4)

While reading primary works of fiction, poetry, drama and nonfiction, students examine literary and extra-literary criticism that supports and denies the power of making the current ecological crisis a larger part of the narrative crisis, ultimately

suggesting ways – through creative/critical analysis – that contemporary literature can continue to elicit emotional response, yet at the same time establish empirical credibility. *A&L; GS; SOJ*

A&L405: Literature of the Existential Imagination (3-4)

Existentialism is unique in that many of its most important texts are novels, plays and short stories. Students examine selected works of that literature, plus excerpts from certain existential philosophers, to give a varied and particularly human dimension to the existential frame of mind. *A&L; HS; PSY; SPI*

A&L407: Writing Fiction: Whose Story (3-4); WI

An exploration of short-story writing with an emphasis on point of view and narrative voice. Students discover the ways in which shifting the point of view from one character to another can dramatically alter a story. They experience the different freedoms and restrictions of writing in first person or third person. Other key elements of story writing – such as character development, voice or plot – unfold in relation to the central question of “whose story?” *A&L*

A&L408: Advanced Fiction Writing (3-4)

Students take what they already have learned about the craft of fiction writing and develop it further with writing practice and intensive workshops. The focus is on student writing, whatever they wish to develop. For some, this is a short story. For others, it might be a novel in progress or a fictionalized or creative memoir. *A&L*

A&L411: Spoken Word and Performance Poetry (3); SU

This exploration of the art of performance poetry engages students in critique/

analysis of past and present performers and poetic styles through text, video and audio samplings. Students find/develop/refine their own voices with writing exercises and take written poems on the journey to become spoken-word pieces/performance poems. **A&L**

A&L421: Ceramics – Raku and Related Techniques (3-4); SU

Fosters a creative self-awareness, kindling the creative spirit in each student through various hands-on assignments. Students develop a working knowledge of ceramic studio vocabulary, while learning the basic principles of hand building with special emphasis on Raku firing and spinnoff techniques. Experiential learning with required participation in firings at the instructor's studio. **A&L**

A&L422: Ceramics: Primitive Techniques Today (3-4)

Students work creatively with clay, regardless of experience level. Various techniques are explored, some of which have been used in cultures across the world for more than 10,000 years and are still employed today. The focus is on creative self-expression through clay and the exploration of optional low fire techniques. Class may require participation in firings off campus, outside of regularly scheduled class periods. **A&L**

A&L423: Mixed Media (3-4)

An exploration of the purposeful use of mixed materials for visual and conceptual expression. Students create two- and/or three-dimensional artwork using wet, dry, natural and manmade materials. Students increase skills related to congruities in content and materials, composition, personal style and preference. Students learn to articulate their ideas and expand their understanding of the basic elements of art. **A&L**

A&L424: Mixed Media II (3-4)

Emphasis is on personal choice of subject matter. **A&L**

A&L425: Digital Storytelling (4); SP

The ancient art of storytelling brought to new life in the digital age. This class explores the power of story as it gives voice to memories, identities, life lessons, dreams and yearnings for change. Students learn to craft script, still and video images and music soundtrack into a 3 to 5 minute digital movie.

A&L431: A Survey of the Art of India: Indus to Indo-Islamic Periods (3-4)

A grand survey of the art of India beginning from the Indus Valley Civilization (1500-800 B.C.E.), through Buddhist (200 B.C.E.-450 C.E.), through Hindu (450-600 C.E.) to Indo-Islamic (1200-1700 C.E.) periods. The course focuses heavily on architectural development but also touches on sculpture and painting as they flourished in each of the periods. **A&L**

A&L432: Courageous Philosophy (3-4)

A true philosophical education changes us. Students explore philosophers who challenge themselves and us to question what we think we know and to look further. Students take up questions about the nature of reality and their place in it. Why are we here? Are we free? Is this chair real? Why should I care? In what ways am I responsible for humanity? Questions like this take courage to face in an authentic way. **A&L**

A&L438: Anthropology of Media (3-4)

Examines mass media (printed texts, television, journalism, motion pictures and the Internet) from an anthropological perspective, as artifacts and as the basis of social interaction and communities. Students learn concepts fundamental to anthropology and outline a basic program by which to understand media.



A&L590: Special Topics in Arts & Literature (1-4)

Includes course offerings of special interest within or across areas of concentration.

A&L625: Digital Storytelling (3); SP

The ancient art of storytelling brought to new life in the digital age. This class explores the power of story as it gives voice to memories, identities, life lessons, dreams and yearnings for change. Students learn to craft script, still and video images and music soundtrack into a 3 to 5 minute digital movie.

CHNG310: Creative Collaboration (6); FA, WI, SP

Working cooperatively, each student participates in the design, research and application of a project designed to represent his/her values and commit to the beginning, middle and end of a process. This is a design of the student's own choosing and focuses attention on threading the heart into all actions and practicing what it means to be the change he/she wishes to see in the world.

CHNG510: Communication Design (3)

Learn and share perspectives and skills for designing, presenting and evaluating effective communication. Analyze rhetorical contexts including intention, audience and hoped-for outcomes.

CHNG520: Critical Inquiry and Ways of Knowing (3); SU, WI

Learn social inquiry and research methods by completing and critically reflecting on several small research projects, which address fundamental questions about the construction of knowledge as the foundation for action and about power as it relates to representation and communication in social change.

CHNG530: Systemic Thinking for a Changing World (3); FA, SP

Develop conceptual frameworks and integrative and analytic skills for understanding complex, dynamic patterns in human and natural systems, with particular attention to the influences of dualism, reductionism and holism.

CHNG534: Methods of Collaborative Inquiry (3); SU

Explore methods of collaborative inquiry that engage members of organizations and communities in defining, designing and completing their own inquiries to initiate change.

CHNG540: Ecological Sustainability (3); FA

Examine a range of key issues – through social/natural science and philosophical perspectives – facing both the Pacific Northwest and the world as a means of characterizing local through global sustainability performance and opportunities.

CHNG545: Sustainability (3); FA, SP

Explore the many dimensions of sustainability – ecological, social, economic, organizational and personal – and how they interact with each other using practical examples and conceptual models.

CHNG550: Global Pluralism (3); SU, WI

Gain perspective of self in a global context and explore key forces – cultural, political, social, environmental, spiritual and economic – that impact the world community.

CHNG560: Transformative Leadership and Change (3); FA, SP

Gain a nuanced understanding of the dimensions of power, social organization and cultural diversity as applied to leadership opportunities and challenges.

CHNG570: Tribal Law for Practitioners (4); SU

The course presents an overview of the ethics, laws and legal issues facing managers and practitioners today with particular attention to specific laws affecting Native Americans. Issues include sovereignty, tribal jurisdiction, language

policy, tribal schools, Indian Child Welfare, working with Tribal Councils, tribal justice resources, and constitutional matters. Case studies will be used to demonstrate Native issues including Supreme Court Indian law opinions and social and legal issues involved in acts of violence against Native women.

CHNG590: Special Topics (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

CHNG599: Independent Study (1-3); SU, FA, WI, SP

Students work on independent study projects with consultation from an adviser.

CHNG601: Reflective Practicum 1: Simulation and Case Study (2);

CHNG602: Reflective Practicum 1: Simulation and Case Study (2);

CHNG603: Reflective Practicum 1: Simulation and Case Study (2);

CHNG604: Reflective Practicum 1: Simulation and Case Study (6);

Required: Attendance at new student orientation at an off-campus site prior to first quarter residency.

Over four quarters, students in the First People's Program in Creative Change learn how others have led and been involved in successful creative change through thinking and reflecting in action. With emphasis on collaboration for social change in Native communities, students improve their ability to learn from their experiences. **This series of courses is taken four consecutive quarters, starting in either spring or fall. For spring entry, students begin SP, and continue SU, FA, and WI. For fall entry, students begin FA and continue WI, SP, and SU.**

CHNG611: Reflective Practicum 1: Simulation and Case Study (3); SP, FA

CHNG612: Reflective Practicum 1: Simulation and Case Study (3); SU, WI

CHNG613: Reflective Practicum 1: Simulation and Case Study (3); FA, SP

Required: Attendance at new student orientation at an off-campus site prior to first quarter residency.

Over three quarters, students learn how others have led and been involved in successful creative change through thinking and reflecting in action. With emphasis on collaboration for social change, students improve their ability to learn from their experiences.

This series of courses is taken three consecutive quarters, starting in either spring or fall. For spring entry, students begin SP, and continue SU, FA. For fall entry, students begin FA and continue WI, SP.

CHNG614: Environment and Community Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Environment and Community. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG615: Management Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Management. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG616: Organizational Psychology Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Organizational Psychology. Students

must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG617: Strategic Communication Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Strategic Communication. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG618: Whole Systems Design Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Whole Systems Design. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG621: Reflective Practicum 2: Capstone Change Project (4); SP, FA

CHNG622: Reflective Practicum 2: Capstone Change Project (4); SU, WI

CHNG623: Reflective Practicum 2: Capstone Change Project (4); FA, SP

Increase capacity to integrate theory, practice and reflection in a collaborative learning community. Collaboration, design and social change come together in a capstone change project.

This series of courses is taken three consecutive quarters, starting in either spring or fall. For spring entry, students begin SP, and continue SU, FA. For fall entry, students begin FA and continue WI, SP.

CHNG699: Thesis (3-6); Varies

Students demonstrate their academic competence in a topic related to their

degree program and their personal learning goals. Students explore the relationship between their practical experiences of social change and the relevant body of intellectual knowledge.

ECED600: Early Childhood Education Concentration Independent Study/ Elective (1-4)

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

ECON630: Economics and the Environment (3); FA

Uses presentation and comparison of economic assumptions and models from several paradigms to address local and regional social, environmental and sustainability issues.

EDUC300: Reflective Practice (3)

Students begin an exploration of themselves as future educators through a cognitive process of reflective practice and address: What is education? What concerns and questions define the field of teaching and education? How do paraprofessionals and prospective teachers define their relationship to the field of teaching and education?

EDUC301: Schooling in America (3)

Students investigate and discuss fundamental foundations of schooling. Topics include: educational philosophy; culture; power; socialization; values; and

the study, construction and dissemination of knowledge in the context of a multicultural nation-state.

EDUC302: Children in America (3)

An examination of the economic, political and sociological conditions of children in the 21st century in the United States. Students examine factors that most impact children's lives and roles children and adults may play in constructing a socially just future.

EDUC303: Multicultural Education (3); FA

Pre-service teachers become acquainted with theories, domains and possibilities of multicultural education in the schools. Diverse interactions with educational organizations and other human services systems form the basis for exploring comparative race, class and gender issues. Students focus on culture as the basis of meaning-making and multicultural education as the basis for teaching all children. A required learner application activity includes the development and demonstration of theories applied to integrated instructional units.

EDUC304: Child Development and Educational Psychology (3); SP

Students increase their understanding of the various stages and types of development of young children and early adolescents. They are equipped to deal with the profound impact of students' psychological, social, physical, moral and ethnic identity development on the educational process.

EDUC306: Technology in American Society & Education (3); FA

An introduction to technology curricular concepts as well as effective strategies for science and technology instruction. The course models innovative practices, reviews resources and explores authentic

assessment tools. Multicultural issues in technology education are highlighted.

EDUC307: School and Community Relations (3)

Topics addressed include: the influences of families' and teachers' attitudes; school leadership; school climate; and district, state and federal policies on the lives of schools. Special attention to the ways selected policies and mandates aid or obstruct efforts to reach out to families and the community. Students investigate the effect of the school's family and community involvement on student learning.

EDUC310: Curriculum and Instruction (3); FA

Curriculum development, instructional theory and assessment techniques are the focus. A look at a spectrum of educational issues, from theories of learning to the nuts and bolts of lesson planning and assessment rubrics. Throughout the course, students use a critical and multicultural lens to understand the role of schooling in a democratic society. They also explore a variety of instructional methods they apply directly to their instructional units.

EDUC320: Child and Adolescent Literature (3); SU

Pre-service teachers are introduced to the range of children's literature and a variety of materials and activities used to enrich children's awareness of literature. Students also explore materials and develop techniques that engage children in the reading process.

EDUC321: Literature: Exploring Lives Through Story (3); FA

Students become engaged in reading and writing stories so they can appreciate the value of fictional and/or autobiographical stories in the classroom. Reading a variety

of fictional stories and memoirs, listening to oral tales and writing personal stories form the study of the personal influences in an understanding of "Americans." As students find themselves captivated by story, it is hoped they are encouraged to integrate multiple and diverse voices through story in their classrooms. Students develop an instructional unit in a collaborative project as part of the course.

EDUC330: Arts, Culture and Learning (3); FA

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? Participants deepen their understanding, appreciation and confidence in guiding their potential students and themselves into the core of being human – generating beauty, communion and zest for life. Students explore with joy, humor and purpose the ways the arts can articulate soul and bring forth community, self-expression and celebration.

EDUC331: Arts and the Imagination (3)

Students examine the role of the arts in society and in learning. They explore use of the imagination for motivating students and encouraging self-expression as they create their own works of art.

EDUC340: Social Studies Concepts (3)

Students learn to integrate the content of history, civic ideals, people and places, and issues of power and authority in society by applying best practices in planning, instruction and assessment in the context of the National Standards for Social Studies and the state's Essential Learnings. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies.

EDUC341: The Meaning and Practice of Social Studies (3); FA

Through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society, students examine the knowledge and skills needed to participate as responsible and effective citizens in an increasingly complex world.

EDUC350: Math Content I (3); WI

Students examine concepts, skills and processes of number sense and algebraic sense with emphasis on problem solving and communication. Hands-on materials are used to solve problems and students develop stronger personal understandings of concepts such as number systems, place value, computation, patterns and relationships. Students use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. Focus is on mathematics as an integral part of life and accessible to all learners

EDUC351: Math Content II (3); FA

Math concepts, skills and processes of geometric sense, measurement, probability and statistics are the focus, with emphasis on problem solving and communication. Hands-on materials are used to solve problems as students develop stronger personal understandings of concepts such as geometric shapes and their properties, measurement uses and appropriate tools, exploring uncertainty and data gathering and analysis. Students use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. Focus is on mathematics as an integral part of life and accessible to all learners.

EDUC360: Literacy Issues and Methods I (3); FA

In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. The course considers the full spectrum in the field of literacy, from whole language to direct instruction methods and theories. Particular emphasis is given to beginning reading development and reading as the construction of meaning.

EDUC370: Critical Issues in Native American Education (3)

Educational issues in Native American communities – from birth through adulthood – are addressed, with particular attention to the Pacific Northwest region. Emphasis is on solutions for current educational issues and how to involve families and communities with schools and other educational institutions.

EDUC371: Tribal Law (1)

Explores the legal history and present context for tribal sovereignty and its ramifications, including those concerning schools.

EDUC390: Special Topics in Education (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDUC399: Independent Study (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study in an academic discipline or professional field.

They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDUC430: Teaching the Arts (3); SP

Integrate creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K-8 classrooms. Students are introduced to the basic elements, principles, related concepts and vocabulary of the creative arts, and learn to apply district and state (EALR) guidelines for the creative arts curriculum. The course expands exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

EDUC440: Teaching Social Studies (3); WI

Students learn to view social studies as a central interdisciplinary aspect of the curriculum that addresses the student as a present and future world citizen in a multicultural world. Attention is given to teaching methods that foster conceptual learning, inquiry and creativity.

EDUC450: Math Methods for K-8 Teachers (3)

Students learn theories and a variety of approaches to teaching math. The coursework emphasizes number sense, patterns and algebraic sense, geometry and measurement, and probability and statistics. Using manipulatives, students explore problem solving, reasoning, communication and connections.

EDUC451: Instructional Methods: Mathematics I (3)

The understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic

sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled with the integration of multicultural ideas and literature.

EDUC452: Teaching Life Science with Lab (3); SP

The great Northwestern natural environment is the laboratory for students in this class. During field trips to Puget Sound, mountains and forests, students learn about the flora and fauna, and the development and processes that create the Northwestern ecosystem.

EDUC454: Teaching Physical Science with Lab (3); WI

Prospective teachers actively engage in hands-on physical science investigations that focus on chemistry, physics and matter. Students examine the WASL assessment tools, instructional strategies and the use of technology in science classrooms.

EDUC456: Teaching Earth and Space Science with Lab (3); SP

Participants actively engage in examining hands-on Earth and space science investigations, create and design lesson plans, perform investigations, critique articles and examine the role and the use of technology in science classrooms.

EDUC458: Health, Fitness and Safety Education (3); WI

This surveys curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

EDUC460: Literacy Issues and Methods II (3); WI

Students continue the study of literacy teaching and learning. The focus is on creating classroom contexts that support all student reading and writing

development, including those with special literacy needs.

EDUC462: Joy of Writing (3); SU

This course is intended to give the future teacher extensive experience in written composition. The class approaches writing as a “way of knowing and understanding the world” by requiring students to compose in a variety of genres.

EDUC477: English Language Learners (3); WI

The focus is on theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

EDUC479: Children with Special Gifts and Needs (3); SU

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students’ needs are considered.

EDUC480: Current Assessment Practices (3); SP

Development and use of effective classroom assessment practices – both formal and informal – guide instruction and ensure the continuous intellectual, social and physical development of learners.

EDUC481: Educational Law and the School (3); FA

An overview of the law and legal issues facing all educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students’ development and strategies for child abuse preventive education.

EDUC482: Teacher as Professional (2-3)

Teaching candidates reflect upon the goals they have for themselves as professionals. They prepare their portfolios and draft their professional development growth plan.

EDUC484: Classroom Management and Discipline (3); FA

Students explore a range of management and discipline theories and strategies from the perspectives of researchers, administrators, teachers and others. Students examine the values and beliefs inherent within each system, especially as they pertain to populations that traditionally fare poorly in the public schools.

EDUC485: Field Experience (1-3)

Students explore the diversity of teaching and schooling with visits to various schools and by participating in the diverse educational practices at the schools. Through exposure to many schools in a number of school districts, students gain a wider vision of the possibilities of teaching.

EDUC490: Student Teaching (9-12); FA, WI, SP

During student teaching, students are responsible for: presenting a positive, professional and leadership role in the classroom and school; writing, teaching, assessing and reflecting upon lesson plans, curriculum units and an instructional sample; videotaping and critiquing two lessons; securing feedback from the host teacher and faculty supervisor and refining one’s performance accordingly; and participating in both formal and informal evaluations.

EDUC491: Integration Seminar (1); SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis on issues that arise in the course of student teaching and preparation

for interviewing for jobs once students are certified. Students create the draft professional growth plan.

EDUC500: Seminar I (1)

Students begin to create a community of learners through a process that examines their personal histories and beliefs and develops each student's voice and authority as a teacher.

EDUC501: Seminar II (2)

Teaching as a profession involves much more than the skills necessary to conduct a productive classroom setting. Teaching as a political activity to promote equity and justice through education involves a high degree of confidence and flexibility in your own position within the profession as well as exceptional communication skills.

EDUC502: Educational Foundations (3); SU, FA, WI, SP

A survey of the social, philosophic and historic traditions that have shaped American education. Issues of diversity and inequality are explored, as are the social, political and moral dimensions of classrooms, teaching and schools.

EDUC503: Introductory Seminar (2)

This is required of all students new to the campus-based M.A.Ed. program. It is designed to create a collaborative and academically challenging environment within which students find the support they need to develop as educators during their graduate school experience.

EDUC504: Diversity and Equity (4)

Students begin by constructing a critical and historical context for today's issues of race, class and gender, then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to recurring public policy, ethical and legal issues concerning access to schools, allocation of resources,

social and cultural relationships, and educational outcomes. This exploration is associated with all social groups, especially those with less power, privilege, status and wealth. How students and teachers from diverse backgrounds can deal with cultural differences in the classroom is addressed.

EDUC505: Affirming Our Diversity (3); SU, FA, WI, SP

Students construct a critical and historical context for today's issues of race, class and gender, then examine culture and how it affects education and learning. The perspective of equity with all social groups calls attention to recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. Students consider how those from diverse backgrounds can deal with cultural differences in the classroom by examining their own challenges and limitations.

EDUC506: Technology in the Classroom (3); SU, FA, WI, SP

Students use their own experiences with computers to address the interaction between computers and learning theory. They have opportunities to improve their personal computer skills. Emphasis is on designing, building and using cognitive tools that can assist diverse learners in their understanding of curricular content. Of particular importance is the use of computers to enhance higher order thinking skills in a way that demonstrates congruence between Washington's Essential Academic Learning Requirements and appropriate assessment strategies.

EDUC507: School and Community Relations (3); SU

Topics addressed include: the influences of families' and teachers' attitudes; school leadership; school climate; and district, state and federal policies on

the lives of schools. Special attention is given to the ways in which selected policies and mandates aid or obstruct efforts to reach out to families and the community. Students investigate the effect of the school's family and community involvement on student learning.

EDUC508: Progressive and Alternative Education (2-3)

An exploration of the history, philosophy, and current practices of progressive and alternative education within American public and private education. Through readings and conversations with educators, students consider the visions and dilemmas of individuals who have created alternative or progressive classrooms and schools. Students learn how alternative and progressive methods can inform one's practice within a traditional system, how to develop a classroom and school congruent with progressive practices, and identify resources and networks to support progressive and alternative teachers and administrators.

EDUC509: Human Development and Learning Theory (3); SU, FA, WI, SP

Students explore specific theorists and themes in child development and learning and the implications for classroom instruction and learning.

EDUC510: Curriculum and Instruction (3); SU, FA, WI, SP

Curriculum development, instructional theory and assessment techniques are the focus. Students look at a spectrum of educational issues, from theories of learning to the nuts and bolts of lesson planning and assessment rubrics. Throughout the course, students use a critical and multicultural lens to understand the role of schooling in a democratic society. They also explore a variety of instructional methods they

apply directly to their instructional units.

EDUC511: Curriculum Studies and Reflective Practice (4)

Consideration of major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs); investigates their pedagogical, social and political origins within American culture; and examines critiques of these orientations particularly from the perspectives of children and adolescents from non-dominant American cultures.

EDUC530: Arts, Culture and Learning (3); SU

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? Participants deepen their understanding, appreciation and confidence to guide their potential students and themselves into the core of being human, generating beauty, communion and zest for life. Students explore with joy, humor and purpose the ways the arts can articulate soul and bring forth community, self-expression and celebration.

EDUC532: Instructional Methods: Integrating the Arts (2); FA, SP

What are current perspectives about blending arts such as dance, drama, music and visual art into academic disciplines? How can the two create synergy, motivation and deep understanding of the interlinking concepts, skills and knowledge of each to help empower the learner? How does the creative process transform the classroom? Students explore these questions through various methods that are a lively fusion of practice, theory and possibility, all grounded in an experiential context.

EDUC534: Integrated Arts Instruction (3); FA

Integrate creative arts (music, visual arts, drama and creative movement/dance) into planning academic, technological and multicultural curricula for K-8 classrooms. Students are introduced to the basic elements, principles, related concepts and vocabulary of the creative arts, and learn to apply district and state (EALR) guidelines for the creative arts curriculum. The course expands exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

EDUC540: Instructional Methods: Social Studies (3); SU, SP

Examination of complex issues involved in social studies education. Application of best practices in planning, instruction and assessment.

EDUC542: Instructional Methods: Language Arts and Social Studies (3)

Students are asked to deepen and expand their methods of teaching in their subject matter. They study effective instructional strategies in their fields and plan lessons that make their content knowledge relevant to the lives of their students.

EDUC544: Instructional Methods II: Language Arts and Social Studies (3)

Students integrate and apply their knowledge of the nature of adolescents (including those with special needs), classroom management considerations and issues and teaching strategies in their subject areas. They also address curricular and outcome expectations related to national, state and local standards by completing and exhibiting yearlong curriculum plans.

EDUC546: Leadership and Reform (4); SU

This is an overview of the wide landscape of educational change in society, present and past. Students gain a broad

perspective on the critical issues of reform and innovation in order to evaluate systematically the merit and effect of change projects, and to take important and meaningful leadership roles in projects of interest and concern to them.

EDUC550: Instructional Methods: Mathematics I (3); SU, FA, WI

The understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled with the integration of multicultural ideas and literature.

EDUC552: Instructional Methods: Science (3); SU, WI

Introduction of science curricular concepts and effective strategies for science instruction. Multicultural issues in science education are highlighted.

EDUC554: Instructional Methods: Mathematics and Science (3)

Students are asked to deepen and expand their methods of teaching in their subject matter. They study effective instructional strategies in their fields and plan lessons that make their content knowledge relevant to the lives of their students.

EDUC555: Instructional Methods II: Science and Mathematics (3)

Students integrate and apply their knowledge of the nature of adolescents (including those with special needs), classroom management considerations and the issues and teaching strategies in their subject areas. They also address curricular and outcome expectations related to national, state and local standards by completing and exhibiting yearlong curriculum plans.

EDUC556: Instructional Methods: Mathematics and Educational Technology II (3)

A study of how children learn mathematics concepts and skills, with focus on concepts of measurement, geometry, probability and statistics. Development and use of instructional technology and assessment techniques in multicultural settings are covered.

EDUC558: Instructional Methods: Health Education & Physical Education (3); FA, SP

A survey of curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

EDUC560: Literacy Issues and Methods I (3); FA

In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. The course considers the full spectrum in the field of literacy, from whole language to direct instruction methods and theories. Particular emphasis is given to beginning reading development and reading as the construction of meaning.

EDUC562: Media Literacy Education (2-3); SU

In our technological age, literacy must include the ability to evaluate critically that information received from a range of media. Students consider differing perspectives about literacy, media and the role of media literacy education in both organizational and school-based programs. Students are exposed to a variety of media literacy models through readings, films and class visits by local media literacy educators. Each then creates a plan for integrating media literacy into his/her own work.

EDUC570: Critical Issues in Native American Education (3)

Educational issues in Native American communities, from birth through adulthood, are addressed, with particular attention to the Pacific Northwest region. Emphasis is on solutions for current educational issues and how to involve families and communities with schools and other educational institutions.

EDUC571: Tribal Law (1)

Students explore the legal history and current context for tribal sovereignty and its ramifications, including those that concern schools.

EDUC577: English Language Learners (3); FA, SP

The focus is on theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

EDUC580: Current Assessment Practices (3); FA, SP

Development and use of effective classroom assessment practices, both formal and informal, guide instruction and ensure the continuous intellectual, social and physical development of learners.

EDUC581: Educational Law and the School (3); FA, SP

An overview of the law and legal issues facing educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development and strategies for child abuse preventive education.

EDUC582: Teacher as Professional (2-3)

Teaching candidates reflect upon the goals they have for themselves as professionals. They prepare their portfolios and draft their professional development growth plan.

EDUC583: Teacher as Researcher (3)

Students investigate various methodologies and practices in education research. They explore the roles and responsibilities teachers have in conducting research in their own classrooms.

EDUC584: Classroom Management and Discipline (3); WI

Students explore a range of management and discipline theories and strategies from the perspectives of researchers, administrators, teachers and others. Students examine the values and beliefs inherent within each system, especially as they pertain to populations that traditionally fare poorly in the public schools.

EDUC585: Field Studies (1-3); Varies

Students explore the diversity of teaching and schooling with visits to various schools and by participating in the diverse educational practices available at the schools. Through exposure to many schools in a number of school districts, students gain a wider vision of the possibilities of teaching.

EDUC586: Politics of Education (4)

Students become engaged in a critical thinking process and enhance their practical and analytical abilities in the area of popular education. This also serves as a practical way to introduce learners to the effect and understanding of methods of politics in the educational arena, on both local and state political issues. Students develop an understanding of the theory

and practice of popular struggles in historical and contemporary contexts.

EDUC590: Student Teaching (9-12); FA, WI, SP

During student teaching, students are responsible for: presenting a positive, professional and leadership role in the classroom and school; writing, teaching, assessing and reflecting on lesson plans, curriculum units and an instructional sample; videotaping and critiquing two lessons; securing feedback from the host teacher and faculty supervisor and refining one's performance accordingly; and participating in both formal and informal evaluations.

EDUC591: Support Seminar (1); FA, WI, SP

Students focus on preparation of the endorsement portfolio.

EDUC592: Integration Seminar (1); SU, FA, WI, SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis is on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.

EDUC599: Independent Study (1-4); Varies

Through a specially tailored learning contract, students engage in focused study in an academic discipline or the professional field of education. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDUC600: Subject Area Concentration Independent Study/Elective (1-4);

Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

EDUC602: Oral History (3-4)

As part of the qualitative research series, this introduces the collection of oral histories to master's students. Students read about the use of oral histories in Native American communities as well as in public and tribal schools. They learn how to design and do an interview, as well as how to analyze relevant documents. Each student identifies a researchable question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

EDUC604: Introduction to Research (4)

An exploration of the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They learn research design with particular attention to teacher-conducted, action and participatory approaches, and consider which research orientations can help them pose and answer questions important to their work.

EDUC606: Research and Grant Writing (4)

This combines research, methodology and application process. Students have the opportunity to locate funding sources and then write a grant for a project of their choice.

EDUC607: Inquiry and Research (4); SU, FA, WI, SP

Designed for the educator as researcher, this explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods.

EDUC608: Research Project I (4)

Each student carries out a research project of strong personal interest that involves an issue or problem central to contemporary schooling. The studies range widely; all address practical questions and most employ quantitative and qualitative action research methodologies.

EDUC609: Research Project II (4)

Each student carries out a research project of strong personal interest that involves an issue or problem central to contemporary schooling. The studies range widely; all address practical questions and most employ quantitative and qualitative action research methodologies.

EDUC610: Inquiry Proposal (1-4); SU, FA, WI, SP

This study begins the inquiry project work. Each student develops a proposal that delineates a focus for inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a full literature review that shows deep knowledge of the conceptual fields and research studies related to students' inquiry and a description of the methodology to be used for investigation and interpretation.

EDUC611: Research Seminar (4)

Students participate in a research seminar that combines individual work and group study. The seminar provides support for students to define a research area of interest, conduct a literature review and prepare a research project proposal.

EDUC613: Project Planning (3); FA

This sequence provides a structure within which students can create and implement an inquiry-based educational project.

EDUC614: Project Completion (3); FA

Students submit the report that demonstrates successful completion of the project.

EDUC620: Inquiry Development (1-4); SU, FA, WI, SP

Students who have had their inquiry proposal approved by their advisers may register for this course. These credits consist of the development of a focus and the collection of data that allows for experiential understanding of the chosen investigation. Evidence of data collection includes curriculum development work, interview transcripts, observation notes and the researcher's journals.

EDUC621: Clinical Action Component I (2)

Clinical action independent studies permit students to look closely at aspects of what they are doing or of something of special interest that is close at hand. This may take the form of investigating and reflecting on new ways to carry out professional responsibilities.

EDUC622: Clinical Action Component II (2)

Clinical action independent studies permit students to look closely at aspects of what they are doing or of something of special interest that is close at hand. This may take the form of investigating and reflecting

on new ways to carry out professional responsibilities.

EDUC640: Leadership and Change (3); FA

This is an overview of the wide landscape of educational change in American schools and society, past and present. Students gain a broad perspective on the critical issues of reform and innovation so they are able to evaluate the merit and effects of change projects.

EDUC642: Leadership Seminar I (4)

Students engage in a series of interrelated seminars focused on various types of projects for educational change and school reform that teachers have helped to define and lead.

EDUC644: Leadership Seminar II (4)

Students continue engagement in a series of interrelated seminars focused on various types of projects for educational change and school reform that teachers have helped to define and lead.

EDUC648: Changing Schools (3)

Students explore the knowledge and tools needed to bring about change within educational settings. They examine many issues together and also have an opportunity to look in greater depth at an area of current reform in which they are personally interested.

EDUC650: Inquiry Report (1-4); SU, FA, WI, SP

A culmination of the inquiry project, the inquiry report consists of an introduction that articulates and updates the elements of the proposal, literature review, findings and a discussion or interpretation of the findings.

EDUC660: Instructional Planning (3)

A forum for creation of an exemplary instructional plan in the new endorsement

area using the criteria described in the Pedagogy Assessment Tool. Students clarify and document their readiness to meet the prerequisites of the practicum and competencies required in the new endorsement area.

EDUC662: Practicum (3)

Students engage in three to six weeks (30 hours) of supervised internship in a classroom appropriate to the new endorsement area and collect documentation to submit in the work samples for the exit portfolio.

EDUC664: Culminating Project (3)

For the culminating project students prepare an exit portfolio, a collection of instructional plans and samples of student work as documentation of their content knowledge and teaching effectiveness.

EDUC690: Special Topics in Education (1-5)

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDUC710: Leadership for Affirming Diversity and Equity (4)

Students explore the benefits of multicultural perspectives for emerging leaders and look at how personal, social, political, cultural and educational factors affect the success or failure of all students in today's classrooms. Social justice is firmly embedded in this view of multicultural education. Drawing on the experiences each student brings to the course, students develop as educators and leaders who work for social change in their schools and communities.

EDUC730: Instructional Leadership and Supervision (4)

Students learn about the leadership role of the supervisor in the teaching and learning process. Curriculum development, instructional improvement and developing the capacity of others to become curricular and instructional leaders are key elements.

EDUC740: Shaping Organizations: Management and Leadership in Education (3)

Students examine qualities of effective leadership and management, organizational skill development, organizational behavior and change in organizations.

ENVC300: Environmental Studies (3-4); FA

Students explore the physical, biological and social environment from a variety of perspectives. Special emphasis on the role of science in solving complex environmental issues and governmental policies intended to provide solutions. Students research and analyze a complex environmental issue and present their findings to the class. *SOJ*

ENVC303: Birds in the Imagination and in the Field (3-4)

Takes a multidisciplinary approach to viewing birds through many lenses and avenues. As naturalists, class members observe and identify bird species in a variety of habitats, learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. Students also explore the symbolic role of birds as expressed through the literature, myth, art and spirituality of several cultures and consider how birds serve as metaphors for one's own relationship with the natural world. *A&L*

ENVC330: Bioregional Studies: Dynamic Duwamish (3-4) ; SP

Explore the Duwamish River using a deep time perspective: How can environmental history inform a sense of place and inspire a vision for the future? Students engage a multidisciplinary and bioregional approach to studying Pacific Northwest ecosystems with an experiential component - including field studies, kayaking and restoration work -to understand the complex issues surrounding the river.

ENVC390: Special Topics in Environmental Studies (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

ENVC400: Field-based Environmental Analysis (3-4); SP

Students examine the techniques and procedures used to evaluate the relative health of an ecological system. Students conduct a field research project, which includes data collection, analysis and interpretation. Students then synthesize findings into a comprehensive product (deliverable) that addresses both abiotic (non-living) and biotic (living) factors. *SOJ*

ENVC550: Foundations of Environmental Education (3); SU

Introduction to the conceptual and philosophical basis for environmental education. Development of an understanding of the history, definitions, rationale and principles of environmental education and the exploration of different approaches to environmental education.

ENVC560: Methods of Environmental Education (3)

An introduction to environmental education teaching methods for formal, informal and non-formal settings. Through readings, discussion, written assignments, participation and observation, students gain an understanding of the philosophy,

history, content and current practices of environmental education.

ENVC570: Environmental Interpretation (3); SU

Examine the history, philosophy and current trends of environmental interpretation and use them as a theoretical framework for creating effective environmental interpretation programs. Students examine and critique several environmental communication programs and develop an environmental communication plan as a final class project.

ENVC590: Special Topics in Environment & Community (1-3); Varies

Students and faculty explore various topics using collaborative and individual approaches to create new knowledge.

ENVC610: Integrative Environmental Science (3); SU

Evaluate, integrate and apply natural and social science perspectives to explore effects of human activities on the environment.

ENVC611: Healthy, Sustainable Communities (3)

Discover qualities that make communities healthy and sustainable and use a case-study approach to assess communities we participate in and develop practical strategies for enhancing them.

ENVC612: Healthy Environments, Healthy People (3)

Learn how to research, evaluate and apply environmental health information and explore the role of the biophysical environment as a determinant of health at community, national and global levels.



ENVC620: Theories and Practices of Socio-Environmental Change (3); SP

Explore how a variety of social, economic and environmental theories, perspectives, insights and innovations can be implemented and practiced with special attention on regional, national and international sustainability innovations.

ENVC621: Philosophical Perspectives on Environment and Community (3)

Become familiar with a variety of contemporary philosophical stances on the relationship between the human community and the more-than-human environment, including environmental ethics, communitarianism, deep ecology, environmental justice, bioregionalism, ecofeminism and earth-based spiritualities.

ENVC622: Ethics and Environmental Justice (3)

Investigate the evolution of the environmental justice movement, and its impacts on mainstream environmental thought. Develop more inclusive models of environmental practice and identify

strategies for multiracial/class coalition building.

ENVC640: Environmental Policy and Decision-Making Processes (3); WI

Examine social, political and scientific considerations inherent in environmental policy and regulation, and gain a deeper awareness of how these factors interact.

ENVC641: Political Ecology of Food and Eating (3); FA

Examine food production, distribution and consumption issues across political, social, cultural and economic dimensions and develop a more sophisticated understanding of the connection between how we eat and how we live.

ENVC650: History and Culture of the Pacific Northwest Environment (3)

Address a historical and cultural context for the environmental issues facing communities in the Pacific Northwest and gain a richer understanding of how environmental, cultural and social issues are deeply intertwined.

ENVC651: Globalization and Its Discontents: The Political Economy of the 21st Century (3); SP

Examine contemporary economic globalization and some of its cultural, social and ecological impacts throughout the world.

ENVC671: Permaculture and Sustainable Systems Design (3); SU

Develop a holistic approach and the practical skills and knowledge – in permaculture, urban sustainability, natural building and community development – to design and implement restorative and sustainable systems – at home, work and elsewhere – in harmony with the natural world.

EXP301: Learning From Experience: Documenting Life Learning (1); FA, WI, SP

Learn skills necessary to translate life experience into potential prior learning credit through concrete steps needed to accomplish the translation and integrate prior learning into a liberal studies degree. Required for all students intending to document prior learning credits. Attendance at all classes is required.

EXP303: Writing Prior Learning Experience (2-3); SU, FA, WI, SP

For students who actively document life learning for college credit. Emphasis is on discrete disciplinary categories, class titles, learning competencies and coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development and are given constructive feedback on their writing. They complete prior learning packages that are ready for evaluation by the completion of the class.

EXP390: Using the World as a Classroom (8); SP

A three-month individual internship that

focuses on service work in a part of the world that is of particular significance to the student and his/her developing interests. This independent experience exposes the student to diverse cultures, broadening horizons and deepening understanding of personal world view. Students complete an ethnology project which explores the dynamic relationship between history and the present. An exploration of career possibilities and further language studies is part of the internship. Participants learn specific job skills, identify their strengths and challenges regarding work ethic, personal motivation and self-presentation.

EXP394: Prior Learning

Signifies credit earned through analysis, documentation and evaluation of learning gained from life experience.

EXP396: Student Leadership (2-10); Varies

There are many opportunities for B.A. students to gain leadership skills through involvement in campus activities and initiatives. Examples include: organizing quarterly performance salons or educational forums; advertising/marketing student events; participation in campus governance system as an elected or appointed representative; involvement in program development or strategic planning initiatives.

EXP397: Service Learning (2-10); Varies

This includes learning in conjunction with a volunteer/service project in the community.

EXP398: Internship/Practicum (2); Varies

This includes learning related to the development of practitioner skills either in one's current workplace or in a new professional role or setting one is

considering and/or preparing to enter.

EXP400: Service Learning: Women's Education Project (2-4); FA, WI, SP

In this learning activity, students participate in Antioch's Women's Education Project. Students learn about the lives of homeless women in the Seattle community and find ways to assist those seeking to improve their lives during a difficult time. Students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects and discussion and writing groups. *HS*

FIN610: Managerial Finance & Accounting (3); SU

Learn to discern the financial health of an institution or business through knowledge of sustainable business practices and commitment to the triple bottom line: people, profits and planet.

HIST312: Human Experience: The Long View (3-4); FA

Explores the development of human self-understanding from earliest times to 1500 C.E., as expressed in history, philosophy, religion, politics, economics and science. Themes include variations in human cultural, economic, ecological and gender relationships. The major aim is to develop students' critical thinking capabilities for constructing a long view of human experience.

HIST313: Human Experience: The Modern World (3-4); WI

Continuation of HIST 312, focusing on the development of a modern and a global human culture since 1500 C.E. Studies philosophical, historical, cultural, economic, political, scientific and literary evolution and change, with emphasis on such themes as colonialism, economic power, race, gender, war and peace. Seeks to develop students' critical thinking capacities for

the purpose of situating their lives in an understanding of the modern world. *SOJ*

HIST390: Special Topics in History (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

LIB300: Foundations in Liberal Studies (4); FA, WI

Students formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; survey the theory and philosophy of self-directed, adult and experiential learning; and explore the acquisition of voice, whole-person learning, the nature of learning communities, cultural diversity and the historical context of the liberal arts.

LIB301: Liberal Studies I (3-4); FA, WI, SP

Students formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. Students explore the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts.

LIB302: Liberal Studies II: Diversity, Power & Privilege (3-4); WI, SP

American studies with an emphasis on issues of diversity, power and privilege in American history and culture. Students bridge theory and practice by applying what they learn from their readings and videotapes to their real world. Students explore the historical and contemporary American construction of race, gender, social class and sexual orientation.

LIB310: Educational Design I (1-2); SU, FA, WI, SP

Introduces students to the theory and philosophy of self-directed, adult and experiential learning. Students learn the process and phases of designing their own degree. They also learn how to locate and obtain learning resources, strategies for collaborative learning, how to create e-portfolios and choose a degree process pathway. *Required for all entering B.A. Liberal Studies students.*

LIB311: Educational Design II (Individualized pathway) (1); SU, FA, WI, SP

Through this workshop/independent study, the student continues to develop self-directed learning skills. Working closely with a core faculty adviser and her/his committee, the student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies and plans the second degree committee meeting. *Required for individualized area of concentration pathway students.*

LIB312: Educational Design II (Structured pathway) (1); SU, FA, WI, SP

This workshop/independent study is for the student who chooses a structured pathway area of concentration. In consultation with the core faculty adviser, the student chooses one of the pre-approved areas of academic concentration, develops an individualized plan for how to meet the requirements of that concentration and articulates preliminary program goals and a plan for achieving the program's liberal arts competency outcomes. *Required for structured area of concentration pathway students.*

LIB315: Empowered Learning (6); FA, WI, SP

An introduction to a year-long study of the context, ingredients and skills needed to empower self and other in lifelong learning. Each student participates in designing a curriculum that supports individual growth and expansion while intersecting with the global community. This quarter focuses on how cultural biases influence the individual. Students also create a culture that serves the thriving individual in community and explores who and what each wants to be in the world.

LIB390: Special Topics in Liberal Studies (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

LIB399: Independent Study (1-10); Varies

Includes all manner of independent learning beyond the scope or format of the B.A. program curriculum. It includes, but is not limited to: guided readings; independent research; special writing projects; studio work in the fine arts, music and theater; and, when appropriate, completion of a course syllabus on an individualized basis.

LIB400: Applied Liberal Arts (3-4); SU, WI

Seminar provides a reflective forum for degree completion in a weekend college cohort. Students reflect on the integration of theoretical and practical aspects of a liberal arts education. Students demonstrate liberal arts competencies and complete a senior synthesis/capstone project. Students also learn dynamic and professional presentation skills in preparation for public presentation.

LIB401: Liberal Studies III: Competency Demonstration (1-2); SU, FA, WI, SP

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Students enter into reflective conversation about the meaning of a liberal arts education as seen from their current vantage point. They envision their senior synthesis project and write a formal proposal.

LIB402: Liberal Studies IV: Senior Synthesis Seminar (1-2); SU, FA, WI, SP

Graduating students complete senior synthesis/capstone projects in learning community contexts. Students learn dynamic and professional presentation skills in preparation for their presentation to the senior symposium. The seminar also provides a reflective forum for degree completion.

LIB403: Educational Design III (Individualized pathway) (1); SU, FA, WI, SP

Through this independent study, the student deepens her/his ability to synthesize, present and self-assess program learning. Working closely with a core faculty adviser, the student prepares for and convenes the second degree committee to demonstrate achievement of the liberal arts core competencies and area of concentration goals. In addition, she/he develops a senior synthesis proposal. *Required for individualized area of concentration pathway students.*

LIB450: Senior Synthesis (1-10); Varies

A capstone learning experience that may include an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

LIBM600: Library Media Concentration Independent Study/ Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

LIBM602: School Library Program Management for the 21st Century (3); SU

Students examine various procedures for developing a comprehensive collection for the K-12 school library. They use existing electronic and in-house management tools and processes for analyzing existing collections, with an emphasis on the practical application of these tools. Students become prepared to promote a dynamic, multicultural school library collection that meets the needs of students and staff. They connect with the school curriculum and state standards, address current curricular issues and support leisure reading.

LIBM604: Technology-based Instructional Resources (3); SU

Students are introduced to the technology appropriate for a school library program and examine, evaluate and utilize a variety of technology-based instructional resources for use in the classroom and school library setting. The emphasis is on the role of the librarian in connecting students and teachers to information media, regardless of its format. This lab-centered course helps librarians create a

technology-friendly media center in which technology/instructional tools are an integral part of the library program.

LIBM606: Technology in the Library: Production and Presentation (3); SU

Participants focus on teacher-librarian productivity, instructional presentation and student productivity to support student-centered learning in the classroom. Librarians and future librarians learn how to transform the learning experience by designing lessons based on Grade Level Equivalents, ISTE technology standards and a scope and sequence of technology skills designed to meet the technology standards for No Child Left Behind legislation.

LIBM608: Selection of Children's and Adolescent Library Materials (3); SU

The focus is the evaluation and selection of books, magazines and other resources for the K-12 school library. Examination of all library material includes discussion of a multicultural focus in collection consideration. In order to develop critical standards for literature and other library resources, students examine online and print review sources and apply these to the selection of library material.

LIBM610: Library Research Skills: Working in Collaboration (3); SP

Students develop a school research program that includes understanding and instructing student research skills, evaluating and using various resources, and collaborating with teachers. Through hands-on practice and action research, students gain an understanding of student research practices, develop a research project and plan, and collaborate with a classroom teacher to implement a research project. Students also develop strategies for becoming the research and curriculum hub of the school.

LITR600: Literacy Concentration Independent Study/Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

LOS301: Leadership, Mindfulness and Social Justice (3-4)

Approaching leadership from the inside out, through an experiential exploration of contemplative mindfulness practices. Students deepen awareness of guiding values and commitments to social justice while developing practical leadership skills for social change in the workplace and community. *HS; LOS; SOJ; SPI*

LOS306: Intro to Nonprofit Management (3-4)

Overview of management functions in nonprofit organizations, including capacity-building, advocacy, fundraising and board development. Emphasizes building community collaborations, multicultural issues and change leadership. *HS; LOS; SOJ*

LOS310: Theory and Practice of Coaching (3-4)

An experiential introduction to the theory and practice of life/personal coaching. Co-active coaching is the primary method studied; includes introduction to other schools. Students learn concepts of fundamental coaching models, the relationship between coach and client, and specific techniques and skills utilized by

the coach. They also study coaching ethics and general practice information. *HS; LOS; PSY*

LOS315: Group Facilitation (3-4)

A hands-on introduction to group facilitation, with special emphasis on team building. Students learn the theory and practice of group dynamics through in-class role-play experiences and reflective discussion and identify elements of effective facilitation. There are plenty of opportunities to practice facilitation skills. *HS; LOS; PSY*

LOS325: Case Studies in Leadership (3-4); SP

Explores leadership by examining how figures who are well known came to be leaders. Effective leadership principles are extracted from the lives of several successful leaders and a few failed leaders as well, primarily gleaned from biographies and autobiographies. Participants consider that leadership has less to do with roles and positions than it does with how one mobilizes oneself and others to do important things in the world. *LOS; SOJ*

LOS390: Special Topics in Leadership & Organizational Studies (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

LOS401: Leadership and Conflict Resolution (3-4)

Well-managed conflict can bring communities and individuals closer together, be resolved nonviolently and contribute to a richer and more diverse community experience. Emphasizes skills that help students understand and influence community conflict, manage interpersonal conflict and understand their own relationship with conflict more deeply. Includes an outdoor ropes course component. *HS; LOS; SOJ*

LOS403: Far From Equilibrium: Systems Perspectives on Change (3-4); SP

Properties of complex living systems are brought to life – wholism, purposefulness, interdependence and self-organization, with special emphasis on patterns of emergence. Inquiry focuses on what it means for group, organizational and community systems to embrace instability and uncertainty; that is, to live creatively as participative, adaptive and self-renewing systems far from equilibrium at the edge of chaos. *LOS; SOJ*

LOS406: Turning the Ship: Organizational Change (3-4); FA

Provides students interested in organizations and organizational change with techniques for being creative within organizations in times of change and uncertainty. Students review nonlinear approaches to changing and/or developing within an organizational context. *LOS; SOJ*

LOS408: Facilitating Democratic Participation (3-4); WI

Informed by theoretical perspectives in the democratic literature, students examine numerous case examples of contemporary participatory practice, such as self-managed work teams or Seattle neighbors who dialogue in conversation cafes about world issues. Students also have multiple opportunities to observe, experience and facilitate participatory processes and explore applications of individual interest. *LOS; SOJ*

LOS410: Narrating Change: Stories for Collective Action (3-4)

Students explore ways stories can be used to guide organizational and community change, and draw from ethnography's focus on narrative and traditions of participatory and action-oriented research. In a dynamic interplay

of theory and practice, students alternately study underlying principles of story-based change while they engage in an application project that utilizes stories from their own organization or community in cycles of reflection and action. *LOS; SOJ*

LOS413: Introduction to Organizational Psychology (3-4)

Application of psychological theories to understanding workplace issues, with special focus on creating healthy work lives for individuals and generative environments for work teams. Addresses family-of-origin issues, group dynamics, motivation and work/life balance.

HS; LOS; PSY

LOS415: Expeditionary Leadership: Lessons in Group Facilitation (3-4); SU

Explores the complexities of facilitative leadership by examining real-life case studies of expeditions on the edge, from Shackleton's journey to the Antarctic to Arlene Blum's all-woman ascent of Annapurna. Students apply lessons from the successes and failures of studied expeditions to facilitating effective groups in nonprofits, business, schools and communities. Experiential course format involves overnight camping and both wilderness and urban day hikes.

HS; LOS; PSY

MATH390: Special Topics in Math (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

MATH400: Math Tutorial (1); FA

Offers a small group tutorial experience that supports proficiency in mathematics literacy. Through structured, weekly meetings with a tutor, students engage in exploring analytical, mathematical concepts and processes to support their academic and career successes.

MATH590: Special Topics in Math (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

MATH600: Math Tutorial (1); FA

Offers a small group tutorial experience that supports proficiency in mathematics literacy. Through structured, weekly meetings with a tutor, students engage in exploring analytical, mathematical concepts and processes to support their academic and career successes.

MGMT590: Special Topics in Management (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

MGMT630: Strategic Thinking and Planning (3); SP

Explore planning concepts and methodologies with focus on organizational life, including the evolution of organizational systems, diverse paradigms, spiral dynamics, self-organizing systems and systems dynamics.

MGMT631: Managing in a Changing Context (3)

Students and faculty collaboratively address specific personal, organizational and global issues and topics related to management and leadership in the 21st century.

MGMT633: Innovation and Creativity in Turbulent Times (3); SU

Examine diverse paradigms associated with the study of creativity, concepts of similarities and differences from both Eastern and Western traditions, and various convergent and divergent processes for solving puzzles.

MGMT640: Leadership in Business and Organization Systems Inquiry (3); FA

Use a case-in-point method to learn and practice key concepts of effective leadership. Identify roles often played in organizations, learn reflection-in-action skills and develop a greater understanding of the many forces influencing group or team behavior.

MGMT643: Harnessing Human Diversity (3)

Explore the interdependence of personal, interpersonal and transpersonal identities to harness the immense richness of diverse human identities in order to enhance creativity, morale and productivity in the workplace.

MGMT646: Evoking Spirit at Work through Islamic Mysticism (3)

Explore the human spirit at the core of all learning experiences from the venue of Islamic mysticism – Sufism in particular. The principal objectives are to create awareness of the conditioning of thoughts by diverse paradigms – ranging from the reductionist to the holistic – and to use mystical and mythological perspectives to go beyond conventional thinking to reexamine everyday reflections and practices.

MIDS600: Middle Level Math/Science Concentration Independent Study/ Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be

relected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

MRKT610: Socially Responsible Marketing (3); FA

Examine the role, practical application, ethics and social responsibility of marketing including learning the values-based approach to marketing and the building blocks of creating and managing a successful integrated marketing program. Includes exploration of marketing as a tool for organizational and social change and gaining consulting experience with a real client project.

ORGP590: Special Topics in Organizational Psychology (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

ORGP610: Organizational Theory (3); WI

Examine the interdependent components of organizations, study the relationship of the organization to its environment and learn to create and maintain sustainable, high-performance organizations.

ORGP620: Overview of Organizational Development (3); SP

Learn theoretical bases, operating principles, terminology and concepts used to create an organizational development perspective as well as practical applications and implementation tools to diagnose issues and build momentum for improving organizations.

ORGP621: Human Behavior in the Workplace (3)

Beginning with family of origin, students examine their own personal and professional development, including identifying the ways in which the

generational family patterns impact their work as practitioners.

ORGP622: Personal Wellness in Organizational Systems (3)

Using a systems framework and emphasizing the intersection of the personal and the organizational, students develop models and assess an actual organization using their organizational wellness model.

ORGP623: Strategic Human Resource Management (3)

Survey the strategic role of the human resources department and gain some knowledge and skills in the competency areas expected of human resource managers. (Note: This course is NOT intended to provide students with an operational level of competency as human resource managers.)

ORGP630: Practitioner Development (3); SU

Explore the impact of self in a consultative relationship and focus on the skills and insights that accompany increased self-awareness and effectiveness in doing organizational change work.

ORGP631: Consulting Practice (3)

Learn the fundamentals of collaborative consultation based on principles of action research and process consultation, and apply these concepts as you consult with local organizations.

ORGP632: Systems-level Intervention and Change (3)

Students collaboratively explore large-group strategy in whole-organization and community change efforts, with a focus on technologies such as Future Search, Real Time Strategic Change, SimuReal and Open Space.

ORGP640: Group Dynamics and Facilitation (3); FA

Deepen theoretical and practical understanding of group process and group roles.

ORGP641: Theory and Practice of Coaching (2); FA, SP

Gain an overview of coaching types, learn coaching theories and practices (including: adult development, social psychology, motivational theories, organizational development, human systems thinking and personality style assessments), receive video-taped feedback and develop the business case for the value of coaching. *Eligibility: permission of the instructor; open only to CCC students.*

ORGP642: Conflict Management (3); FA

Explore the interconnection of various types and levels of conflict and increase practitioner skills in managing conflict by practicing the application of concepts and models.

ORGP643: Trauma and Healing in Organizations (3); SP

Through an exploration of organizational culture, students look at sources of organizational trauma and the resulting internal dynamics. Using a systemic perspective, students learn ways to address these dynamics and heal organizations.

ORGP644: Collaborative Team Creation (3)

Learn how to form teams that work collaboratively through study of communication, personality styles, problem solving, decision making, coaching and conflict management.

ORGP645: Executive Coaching (3); SU

Explore coaching theories and best practices in this highly interactive course,

which encourages rapid skill development regardless of experience level.

PLSC440: Political Economy of Oil States (3-4); SU

Trains students in the comparative method of political science. Emphasis on dependency theory and on the theory of the rentier state, through examination of three oil-producing states. Students evaluate theory for its internal consistency and normative implications, and to test its validity using empirical evidence. *GS; SOJ*

PLSC462: Marx's Theory of History (3-4); SP

Marx typically wrote as a critic, critiquing some of the most famous works in the liberal tradition. Students understand where the primary differences exist between the way Marx and the classical economists understood supply and demand. The class experiences Marx's critique of consumer society as well as his critique of property, which has serious ramifications for the liberal understanding of liberty. Students rip apart an analytical question set and organize an analytical essay that answers the question.

PSYA500: Competency Assessment I (0); FA, WI, SP

Provides an orientation to the CCFT Program, curriculum and student e-portfolio. Emphasis given to students' educational process, career goals and preliminary assessment of beginning clinical competencies. *Note: Open only to first-quarter students or by program permission.*

PSYA501: Competency Assessment II (0); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details

regarding internship preparation are provided. *Prerequisites: Completion of the required core courses in the student's program; must be taken one quarter before starting internship.*

PSYA502: Competency Assessment III (0); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. *Note: Open only to students in their final quarter of internship or by program permission.*

PSYA503: Family of Origin Systems and Art Therapy (3); FA, SP

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a lab fee for supplies. *Prerequisite: First-quarter clinical/AT students.*

PSYA504: Multicultural Perspectives and Art Therapy (3); WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of art therapy. Emphasis on nonverbal aspects of art therapy. There is a lab fee for supplies. *Prerequisite: PSYA503: Family of Origin Systems and Art Therapy; others by permission of liaison.*

PSYA505: Group Art Therapy (3); WI

Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and

emphasizes basic skills needed to prepare for leading a variety of client groups through creative experiential activities, lecture and role-play. There is a lab fee for art supplies. **Prerequisites:** PSYC506: *Communication and Counseling Skills*.

PSYA506: Family Group Art Therapy (1); WI

Designed for CCFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experiential activities, lecture and role-play. There is a lab fee for supplies.

Prerequisites: PSYC506: *Communication and Counseling Skills*.

PSYA507: Art Therapy in Diverse Settings: Individual and Group Therapy (3); WI, SU

Provides background and theory on the practice of art therapy in a variety of settings, primarily with adult through geriatric populations. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-play, readings and papers. There is a lab fee for supplies. **Prerequisite:** PSYA503: *Family of Origin Systems and Art Therapy*.

PSYA508: Techniques and Practice of Art Therapy (3); FA

Provides comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Case studies are used to illustrate specific AT applications. There is a lab fee for supplies.

PSYA510: History and Theory of Art Therapy I (3); WI

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a lab fee for supplies.

PSYA511: History and Theory of Art Therapy II (3); SP

Provides a continuation of and further development of History and Theory of Art Therapy I. There is a lab fee for supplies.

Prerequisite: PSYA510: *History and Theory of Art Therapy I*.

PSYA518: Ethical Issues in Art Therapy (1); SP

Provides historical, philosophical and practical context for ethical, clinical and professional issues in art therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art therapy and ethical research practice. Students prepare a file of relevant ethical codes, a glossary, a bibliography and other related material. There is a lab fee for supplies. **Prerequisites:** PSYA508: *Techniques and Practice of Art Therapy* and PSYA510: *History and Theory of Art Therapy*. Only for AT students.

PSYA540: Developmental and Treatment Models in Art Therapy (3); SP, FA

Provides an overview of the developmental stages and effective treatment models with differing populations, primarily children through adolescents. Emphasizes individual and group art therapy format with role-play to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a lab fee for supplies. **Prerequisites:** PSYA510: *History and Theory of Art Therapy* and PSYA508:

Techniques and Practice of Art Therapy.
Only for AT students.

PSYA551: Art Therapy Research in Individual and Family Therapy (3); FA

Covers research literature, design and implementation in the art therapy field, applicable to individual clients or family clients. Students research, design and complete a literature review and gain approval to implement the research project. The instructor aids in research ideas as needed. There is a lab fee for supplies. **Prerequisite:** PSYA507: *Art Therapy in Diverse Settings: Individual and Group Therapy.*

PSYA590: Special Topics in Art Therapy (1-5); Varies

Explores contemporary and seminal issues related to theoretical understanding, clinical assessment and treatment issues using art therapy with individuals, groups, couples and families. The emphasis is on the creative process within the therapeutic realm that attends to multicultural competency. Developmental, interactional and multicultural aspects are examined.

PSYA599: Independent Studies – Art Therapy (1-6); Varies

For students who seek to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

PSYA600A: Internship: Mental Health Counseling/Art Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups,

couples and families. During a minimum of four quarters, students must acquire 700 on-site hours, 350 of which must involve direct face-to-face client contact using art therapy. There is a fee each quarter for liability insurance. **Prerequisites:** *Core required courses as listed in MHC/AT plan of study. Must be taken concurrently with Case Consultation.*

PSYA600B: Internship: Child, Couple and Family Therapy/Art Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families and 350 of which must use art therapy, and 100 hours of supervision from an Antioch-approved supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance. **Prerequisites:** *Core required courses as listed in CCFT/AT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.*

PSYA600C: Pre-Internship Practicum and Supervision: Mental Health Counseling/Art Therapy (1-3); SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a fee each quarter for liability insurance. **Prerequisites:** *Adviser's and Art Therapy chair's approval.*

PSYA600D: Pre-Internship Practicum and Supervision: Child, Couple and Family Therapy/Art Therapy (1-3); SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a fee each quarter for liability insurance.

***Prerequisite:** Adviser's approval.*

PSYA601A: Case Consultation: Mental Health Counseling/Art Therapy (1); SU, FA, WI, SP

Provides MHC/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practices associated with art therapy and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues. There is a lab fee for supplies. ***Prerequisites:** Core required courses as listed in MHC/AT plan of study and concurrent enrollment in MHC/AT internship. Enrollment optional after four quarters of internship.*

PSYA601B: Case Consultation: Child, Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP

Provides CCFT/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class and integrated with theories and practices associated with art therapy, emphasis typically is given to such topics as individual and family assessment, integration of theory and practice, and ethical and

professional issues. There is a lab fee for supplies. ***Prerequisites:** Core required courses as listed in CCFT/AT plan of study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.*

PSYA602B: Case Supervision: Child, Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP

Designed for CCFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch-approved supervisor. (See the updated list of approved supervisors at "My Center" on FirstClass.) Provides minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. Supervision integrates family therapy and art therapy. There is a lab fee for supplies. ***Prerequisites:** Core required courses as listed in CCFT/AT plan of study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.*

PSYA650: Art Therapy Master's Project (1-5); SU, FA, WI, SP

An individualized process designed mutually by the student and art therapy chair to expand scholarship in and make a contribution to the field of art therapy. This process may include various media, including film, presentations and visual imagery. ***Prerequisites:** Core art therapy coursework.*

PSYA651: Advanced Art Therapy Research in Individual and Family Therapy (3); WI

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. A student's completed research project includes an abstract, literature review, methodology and results section, and

future research options. There is a lab fee for supplies. **Prerequisites:** All other art therapy classes and PSYA551: Art Therapy Research in Individual and Family Therapy.

PSYA653: Advanced Art Therapy Assessment (3); FA

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field. Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations also included. There is a lab fee for supplies. **Prerequisite:** PSYA507: Art Therapy in Diverse Settings: Individual and Group Therapy.

PSYA660: Art Therapy Thesis (1-5); SU, FA, WI, SP

An extensive research paper that expands the body of existing art therapy literature and makes a contribution to the field of art therapy. The student and art therapy faculty mutually decide upon the research topic area, timeline, design and process of completion. **Prerequisites:** Core art therapy coursework.

PSYA751: Professional Seminar I – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content.

PSYA753: Professional Seminar II – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. **Prerequisite:**

PSYA751: Professional Seminar I – Art Therapy.

PSYA755: Professional Seminar III – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. **Prerequisites:** PSYA751: Professional Seminar I – Art Therapy, PSYA753: Professional Seminar II – Art Therapy.

PSYA799: Independent Studies – Art Therapy (1-3); SU, FA, WI, SP

Students work with faculty to design a course in an area of their interest not covered in the Psy.D. curriculum.

PSYA810: Dissertation Seminar I – Art Therapy (1-3)

Students in the Art Therapy concentration within Psy.D. work with an art therapist as they plan their dissertations, build their dissertation committees and schedule their first committee meeting. **Prerequisites:** PSYC731: Research Ethics and Quantitative Methods and Analysis, PSYC732: Quantitative Methods and Analysis II, PSYC733: Qualitative Methods and Analysis I and PSYC734: Qualitative Methods and Analysis II.

PSYC310: The Counseling Role (3-4); FA

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing and practice, as well as additional practice assignments, supplement the readings. **HS; PSY**

PSYC320: Loss and Grief: Interdisciplinary Perspectives (3-4); SU

Physiological, psychological, social and ethical perspectives on the process of dying and bereavement. Students identify different coping styles with each developmental stage in the life cycle as a response to attachment and loss, and examine the individual in the context of gender, family, culture and spirituality. Class time includes an off-campus weekend retreat. *HS; PSY; SPI*

PSYC330: Transpersonal Psychology (3-4); WI

Introduces the field of transpersonal psychology, tracing its spiritual, intellectual and cultural origins as well as its development in contemporary times. Emphasis is on direct experience of the transpersonal through some form of spiritual practice and through creative expression. *PSY; SPI*

PSYC340: Ecopsychology (3-4); FA

Ecopsychology is the emerging synthesis of concerns in the fields of psychology, ecology and the environmental movement. Ecopsychology broadens the context of traditional psychological perspectives to include the human relationship with the other-than-human world in historical, theoretical and applied aspects. *PSY, SOJ*

PSYC350: Social Psychology (3-4); SP

Provides an overview of classic and contemporary research in social psychology, the study of individual behavior in group contexts, group behavior and associated phenomena. Students explore social psychology both theoretically and practically, examining interpersonal and group dynamics, and exploring how the thoughts, feelings and actions of individuals are influenced by (and influence) the beliefs, values and

practices of large and small groups. *HS; PSY; SOJ*

PSYC360: Liberatory Psychology and Cultural Healing (3); SU

Psychologies of liberation are emerging on every continent in response to the collective traumas inflicted by colonialism and globalization. Students explore how the personal and collective unconscious, as well as historical and current events, are ways to see through and listen into the psychological wounds of individuals and communities for the purposes of creating individual and community well-being. Students explore the concepts and implementation of cultural healing.

PSYC361: Liberation Psychology Workshop (1); SU

While drawing on post Jungian theory, trauma studies, liberation arts, and contemporary cultural work, students engage the imagination in ways of healing and address creation of public homeplaces, the work of liberation arts, critical participatory analysis, and contemporary cultural work.

PSYC390: Special Topics in Psychology (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

PSYC420: Introduction to Jungian Psychology (3-4)

An overview of Jung's theory, including Jung's model of the structure of the personality and the psyche, typology, implications for treatment and the analytic process. Students explore differences between the personal and the collective unconscious by looking at four major archetypes: the Shadow, the Anima, the Animus and the Self. Students consider symbolism, myth and metaphor as fundamental principles in Jungian analysis. *PSY; SPI*

PSYC450: Seminar in Archetypal Psychology (3-4)

Students examine a view of self and world that begins with the assumption that mind is grounded not in physiology, behavior, language or society, but in the processes of imagination. Focus is on the philosophical assumptions of the archetypal perspective, from the origins of this primarily Western perspective in Classical Greece, the Renaissance, the Romantic era and 20th century depth psychology. *PSY; SPI*

PSYC490: Theories of Personality (3-4); SP

The major Western and Eastern personality theories and theorists within their cultural and historical contexts provide students with a broader understanding of the evolution of ideas concerning human nature. Attention given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HS; PSY*

PSYC492: Lifespan Development (3-4); SU

Traces the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum on which crises and change, coping and adjustment occur within a social context. Students address how a developmental perspective informs them of important lifespan issues. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HS; PSY*

PSYC494: Abnormal Psychology (3-4); WI

Introduces students to the theories and concepts of human behavior, as understood in the field of psychology.

Topics include: defining abnormal behavior; understanding the historical context; reviewing psychological models and forms of assessment; delineating the major categories of abnormal behavior; treatment interventions; and social, cultural, ethical and legal issues related to this area of study. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HS; PSY*

PSYC500: Competency Assessment I (1); FA, WI, SP

Provides an orientation to the CCFT Program, curriculum and student e-portfolio. Emphasis given to students' educational process, career goals and advising issues. *Note: Open only to first-quarter clinical students or by program permission.*

PSYC501: Competency Assessment II (1); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details regarding internship preparation are provided. *Prerequisites: Completion of the required core courses in the student's program; must be taken one quarter before starting internship.*

PSYC502: Competency Assessment III (1); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. *Note: Open only to students in their final quarter of internship or by program permission.*

PSYC503: Family of Origin Systems (3); FA, WI, SP

Introduces family of origin systems perspective as a basic interpretive

framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of their socio-cultural roots, family history and unresolved family conflicts. **Note:** *Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical programs.*

PSYC504: Multicultural Perspectives (3); SU, WI, SP

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of MHC and CCFT. **Prerequisite:** PSYA503: *Family of Origin and Art Therapy or PSYC503: Family of Origin Systems (for CCFT/MHC students); space may be available for other students during late registration.*

PSYC505: Systems Perspectives in Family Therapy (3); SU, FA, WI, SP

Introduces family systems theory for the clinical assessment and treatment of mental health problems, inclusive of multicultural perspectives. Emphasis is on understanding and intervening in the interpersonal dynamics of the family system as a basic framework for mental health treatment. Required of all MHC and CCFT students. **Prerequisite:** PSYC503: *Family of Origin Systems (or may be taken concurrently; waived for ISP students)*

PSYC506: Communication and Counseling Skills (3); SU, FA, WI, SP

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing and practice, as well as additional practice assignments, supplement the readings.

PSYC507: Group Counseling (3); SU, FA, WI, SP

Introduces students to the theory and practice of group counseling. Emphasizes integrating theoretical approaches to group counseling and learning basic skills needed to prepare for leading a variety of client groups. **Prerequisite:** PSYC506: *Communication and Counseling Skills.*

PSYC508: The Counseling Profession and Identity (3); SU, FA, WI

This course provides the foundation for the development of one's professional identity within the fields of counseling. Areas for exploration will include the history and philosophy of the counseling profession; professional organizations (including membership benefits, current issues, counselor roles, etc.); professional credentialing (including licensure, accreditation, public policy); the role of counselors as part of multi-disciplinary crisis response teams; counselor supervisions models and practices; and counselor self-care strategies.

PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior (3); SU, FA, WI, SP

Links theoretical foundations of psychodynamic and cognitive behavior theories to their application in the practice of counseling. **Prerequisites:** PSYC506: *Communication and Counseling Skills* and PSYC490: *Theories of Personality.*

PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern (3); SU, FA, WI, SP

Links theoretical foundations of humanistic, transpersonal and eastern theories to their application in the practice of counseling. **Prerequisites:** PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior.*

PSYC512: Counseling Individuals in the Family System (3); SU, FA, WI, SP

Links theoretical foundations of individual psychotherapy with their application in the context of family dynamics and relationships. Individual psychotherapy methods are grounded in the overarching perspective of systemic theory.

Prerequisites: PSYC506: *Communication and Counseling Skills* and PSYC490: *Theories of Personality*.

PSYC515: Psychopathology (3); SU, FA, WI, SP

Provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology, as understood from a variety of perspectives. Includes discussion of schizophrenia, major affective disorders, borderline, narcissistic and other personality disorders and anxiety disorders. Focus is on the role of the symptom in the inner world of the individual and in the broader interpersonal and cultural contexts. **Prerequisite:** PSYC494: *Abnormal Psychology*.

PSYC516: Psychodiagnostics and Treatment Planning (3); SU, FA, WI, SP

A survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM-IV-TR and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. **Prerequisite:** PSYC515: *Psychopathology*.

PSYC518: Ethics and Professional Issues (3); SU, FA, WI, SP

Introduces specific ethical guidelines for counselors and therapists, with attention to the broader historical, cultural and professional contexts within which helping behavior occurs. Emphasis is on

developing the ability to think about clinical situations in ethical terms.

PSYC519: Ethics in Family Practice (1); FA, WI, SP

Provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case-focused presentation.

Prerequisite: PSYC518: *Ethics and Professional Issues*. (CCFT students are encouraged to take these courses concurrently.)

PSYC520: Theories and Practice of Family Therapy I (3); SU, FA, WI, SP

Examines major theories of couple/family therapy and different therapeutic practices associated with them. Includes discussion of the historical development of the field of couple/family therapy. Required of all CCFT students, immediately followed by Theories & Practice of Family Therapy II. **Prerequisites:** PSYC503: *Family of Origin Systems* and PSYC505: *Systems Perspectives in Family Therapy*.

PSYC521: Theories and Practice of Family Therapy II (3); SU, FA, WI, SP

Continues to examine major theories of couple/family therapy and different therapeutic practices associated with them. Must be taken immediately following the completion of Theories and Practice of Family Therapy I. **Prerequisite:** PSYC520: *Theories and Practice of Family Therapy I*.

PSYC522: Human Development in the Family Life Cycle (3); SU, WI, SP

Focuses on the basic developmental tasks of individuals throughout the lifespan, and how these tasks relate to stages of the family life cycle. Students also examine stressors common to contemporary American families and their effect on the family life cycle. **Prerequisite:** PSYC492: *Lifespan Development*.

PSYC523: Human Development in Context: Gender – A Lifespan Perspective (3); FA, WI, SP

Presents current theories and perspectives on the development of gender identity and gender role across the lifespan. Within an interdisciplinary perspective, students explore the psychological, interpersonal and societal issues related to gender in Western culture. Particular attention is given to students' individual experiences.

PSYC524: Human Sexuality (3); FA, WI, SP

Focuses on psychological aspects of human sexuality and the development of interpersonally intimate relationships, including sexual attitudes and values, sexual issues in intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

PSYC525: Art, Practice and Application of Meditation (1); FA

Exploration of various meditations and aspects of being which are related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second meeting. Practice of the meditations in class and between classes is integral to course content.

PSYC526: Culturally Responsive Cognitive-Behavioral Therapy (1); SP

Presents a practitioner-oriented framework for addressing diverse cultural influences in therapy, an overview of the key concepts and principles in the field of Cognitive- Behavioral Therapy and opportunities to practice CBT with fellow students and in relation to case examples of culturally diverse clients. Students learn cutting-edge research from Culturally Responsive Cognitive-Behavioral Therapy (2006), co-edited by the instructor.

Prerequisite: PSYC506: Communication and Counseling Skills.

PSYC527: Career Development and Counseling (3); FA, WI, SP

Provides a practical understanding of the resources and tools available to career development practitioners. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms. *Prerequisite: PSYC506: Communication and Counseling Skills.*

PSYC528: Abusive Relationships (3); FA

Provides an integrated perspective on forms of abuse, including sexual, physical and emotional. Explores the relational dynamics commonly found in such situations, examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

PSYC529: Addictions and Substance Abuse (3); SU, SP

Covers assessment, referral and intervention in addictions and substance abuse, based on current theories of etiology and treatment. It includes special topics such as children of alcoholics, women and addiction, family dynamics of addiction and family intervention, community resources and prevention.

PSYC530: Loss and Grief (3); WI

Explores the experience of loss and grief from a variety of perspectives – personal, socio-cultural, psychological, therapeutic, symbolic and spiritual. Emphasis on increasing awareness of one's own grief process and its potential impact on counseling work as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

PSYC531: Assessing and Treating Domestic Violence (3); FA, WI, SP

Addresses the theory and practice of assessing, treating and monitoring domestic violence. Emphasizes the practical application of theory to treatment.

PSYC535: Historical and Socio-cultural Perspectives in Psychology: Social Justice, Advocacy and Practice (3)

Explores how contemporary social and cultural changes impact how people negotiate personal identity and live out their self-concept. Synthesis of wide-ranging and multidisciplinary perspectives, including the environmental, cultural, social, economic and political contexts within which individual and community behavior is shaped.

PSYC537: Historical and Socio-cultural Perspectives in Psychology: Explorations in Psychology and Spirituality (3); SP

Examines how humans experience connections between spirit and psyche, diverse spiritual traditions and transpersonal psychology. Investigates such questions as: What is the self? What are the connections between self and spirit, between psychological and spiritual development? How can spiritual perspectives and practices contribute to psychotherapy?

PSYC539: Historical and Socio-cultural Perspectives in Psychology: History of Psychology (3)

This course introduces students to the historical, cultural and intellectual foundations of the field of psychology on the cusp of the 21st century. In particular, students explore the history of “madness,” the philosophy of science, the effects of culture and gender, and ways in which psychological thought has been translated into application. In a broader sense, we come to understand how a diversity of

explorations into the human endeavor contributes to what is called “Psychology.”

PSYC540: Counseling African Americans (3)

Students explore cultural considerations necessary to provide relevant assessment and treatment to African American clients. More specific course content and assignments are provided in the syllabus. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC541: Counseling Jews (3)

Assists students in developing an understanding of Jewish cultural and religious contexts that inform assessment and interventions with respect to clinical issues presented by Jewish individuals, couples and families. The class illustrates the way in which anti-Semitism and its internalization inform this cultural and therapeutic context. The class assists students to develop therapeutic attitudes and strategies that effectively address these issues. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC542: Counseling Multiracial Families (1); SU

Examines the lives of contemporary interracial couples, multiracial individuals and multiracial families, including cross-racial adoptive families. A multicultural counseling competency framework is applied to discussion and recommendations of counseling intervention with this population. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC543: Counseling Asian-Americans & Pacific Islanders (3)

Explores cultural considerations necessary to provide relevant assessment and treatment to various Asian American and Pacific Islander populations. *Prerequisites: PSYC504: Multicultural Perspectives. Students complete assigned readings prior to class.*

PSYC544: Counseling Native Americans (3)

Offers students an opportunity to explore psycho-social/cultural considerations relevant to assessment and treatment issues with urban and reservation-based Native Americans, extended families and communities. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC545: Counseling Hispanic/Latino(a) Clients (3)

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisites: PSYC504: Multicultural Perspectives. Students complete assigned readings prior to the class.*

PSYC546: Counseling Clients with Disabilities (3)

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC547: Counseling Sexual Minorities: Issues and Interventions (3)

Students address a range of clinical, cultural and developmental issues related to sexual minorities in light of theory, intervention and practice. A variety of approaches serve to heighten participants' awareness of problems such as homophobia and heterosexism as they affect the counseling relationship and process. *Prerequisite: PSYC504: Multicultural Perspectives.*

PSYC550: Research Methods: Introduction to Research (3); SU, FA, WI, SP

Introduces social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, and the logic

of hypothesis development and testing. Required of all MHC and CCFT students who have not had an introductory social science research course in the past 10 years. Other CCFT students may take *PSYC551: Research in Family Practice.*

PSYC551: Research in Family Practice (1); FA, SP

Addresses special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves. *Prerequisite: PSYC550: Research Methods: Introduction to Research (CCFT students are encouraged to take these courses concurrently). This course is not required for CCFT students who complete PSYC651: Research in Family Studies for 4 credit hours.*

PSYC552: Assessment: Tests and Measurements (3); SU, FA, SP

Introduces psychological testing and surveys the most widely used tests. Emphasis on basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. A hands-on course with opportunities to take, administer or observe the administration of a sampling of tests.

PSYC590A: Special Topics in Mental Health Counseling (3)

Explores contemporary and seminal issues related to the theoretical understanding, clinical assessment and/or treatment of individuals and groups across the lifespan. The emphasis is on a mental health counseling approach to these topics and examining them through a lens that takes into consideration appropriate developmental, interactional and multicultural aspects.

PSYC590B: Special Topics in Child, Couple and Family Therapy (3)

Explores contemporary and seminal issues related to the clinical assessment and/or

treatment of children, couples and families. The emphasis is on taking a systemic approach to these topics and examining the developmental, interactional and multicultural aspects of these issues.

PSYC591: Pre-internship Practicum and Supervision in Child, Couple and Family Therapy (1); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. At instructor's discretion, up to three clients may be assigned in subsequent quarters. There is a fee each quarter for liability insurance.

***Prerequisites:** PSYC503: Family of Origin Systems, PSYC505: Systems Perspectives in Family Therapy, PSYC506: Communication and Counseling Skills, and PSYC515: Psychopathology. This is an elective course; once elected, students are expected to repeat the course for three consecutive quarters.*

PSYC592: Pre-internship Practicum and Supervision in Mental Health Counseling (1); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance. ***Prerequisites:** PSYC503: Family of Origin Systems, PSYC504: Multicultural Perspectives, PSYC506: Communication and Counseling Skills, PSYC515: Psychopathology. This is an elective course; once elected, students are expected to repeat the course for two consecutive quarters.*

PSYC594: Case Management in Mental Health (1); SU

Explores case management in mental health, including the history and philosophical bases of case management, its role in the delivery of mental health services and its connections to counseling and psychotherapy inclusive of the inherent therapeutic value case management may provide in a collaborative approach to treatment.

PSYC598: Internship Preparation (0); SU, FA, WI, SP

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. ***Prerequisites:** Completion of required core courses in the student's respective program; may be taken any quarter before the internship starts, but it is highly recommended to be taken no less than two quarters before starting internship. May be repeated.*

PSYC599: Independent Studies (1-6); SU, FA, WI, SP

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

PSYC600A: Internship: Mental Health Counseling (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 600 on-site hours, 300 of which must involve

direct face-to-face client contact. There is a fee each quarter for liability insurance.

Prerequisites: *Core required courses as listed in MHC plan of study. Must be taken concurrently with Case Consultation.*

PSYC600B: Internship: Child, Couple and Family Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance. **Prerequisites:** *Core required courses as listed in CCFT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.*

PSYC601A: Case Consultation: Mental Health Counseling (1); SU, FA, WI, SP

Provides MHC students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practice, and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues. **Prerequisites:** *Core required courses as listed in MHC plan of study and concurrent enrollment in MHC internship.*

PSYC601B: Case Consultation: Child, Couple and Family Therapy (1); SU, FA, WI, SP

Provides CCFT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular

experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues.

Prerequisites: *Core required courses as listed in CCFT plan of study and concurrent enrollment in CCFT internship.*

PSYC602B: Case Supervision: Child, Couple and Family Therapy (1); SU, FA, WI, SP

Designed for CCFT students who are completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch-approved supervisor. (See the updated list of approved supervisors at “My Center” on FirstClass.) Provides a minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues.

Prerequisites: *Core required courses as listed in CCFT plan of study and concurrent enrollment in CCFT internship.*

PSYC610: Psychopharmacology (1); SP

An overview of psychopharmacology for nonmedical counseling or psychology students. Students explore the uses of medication for mental disorders from a holistic perspective. Course material is presented within the whole picture of treatment. Readings before class are given and a brief research paper is assigned.

Prerequisite: *PSYC515: Psychopathology.*

PSYC611: Applied Couple Therapy (3); FA, WI

Provides an integrated systems model for conducting couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow-up to treatment.

Prerequisites: PSYC505: *Systems Perspectives in Family Therapy* and one of the *Theories and Practice of Counseling* courses, PSYC510 or PSYC511.

PSYC612: Clinical Treatment of Children (3); FA, SP

Provides an overview of clinical techniques in the treatment of children from early childhood to puberty. Topics include: play therapy, parent education, family therapy, collateral parties, transference/counter-transference, use of expressive mediums, discussion of diagnostic issues and medication use.

PSYC613: Clinical Treatment of Adolescents (3); SU

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

PSYC614: Clinical Treatment of Older Adults and Families (3); WI

Introduces concepts related to human development, assessment and treatment of older adults. Emphasis given to selected subtopics such as: myths about growing older, cultural aspects of aging, contemporary social trends – such as children being raised by their grandparents instead of their parents – and other topics.

PSYC616: Treating Internalized Oppression (3); SU, WI

Introduces counseling theories and interventions for issues that result from internalized oppression based on gender, class, race, age, religion etc. Emphasis on self-exploration as a basis for subsequent clinical work. Theoretical material, counseling demonstrations and practice sessions are included in the course curriculum. **Prerequisites:** PSYC506: *Communication and Counseling Skills* and PSYC504: *Multicultural Perspectives*.

PSYC617: Clinical Treatment of Adult Survivors of Childhood Sexual Abuse (3); SU

Students are introduced to the application of counseling theories and interventions to assist clients in addressing clinical issues resulting from childhood sexual abuse (CSA). The effects of CSA on human development as well as the relationship between CSA trauma and the emergence of psychopathology throughout the lifespan are addressed. Emphasis is on developing an understanding of principles and practices involved in the childhood sexual abuse healing process using multiple modalities. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

PSYC621: Creative Modalities: Transference, Countertransference and Creativity (3)

A variety of expressive arts modalities offer students an opportunity to engage with their immediate experience and to observe and creatively attend to experience as the basis for learning about transference and countertransference phenomena. This provides a substantive and imaginative introduction to the personal experience of these illusive dynamics. The concepts of transference and countertransference have evolved tremendously since Freud's identification of them. In addition to the experiential nature of this course, students explore the evolution of theory about transference and countertransference and its clinical application through reading and discussion of seminal and current writing. **Prerequisites:** PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*, PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior* or by program and instructor permission for students outside of the clinical programs.

PSYC622: Creative Modalities: Movement and Therapy (3); FA

Introduction to the theory and practice of dance/movement therapy, with focus on psychotherapeutic use of movement and body experience toward the expression, communication and transformation of the self. Includes experiential movement work as an important adjunct to conceptual work derived from readings and group discussion. Class schedule includes an all-day intensive meeting. *Prerequisite: PSYC506: Communication and Counseling Skills.*

PSYC623: Creative Modalities: Music, Self-exploration and Therapy (3)

An overview of the field of music therapy. Offers varied perspectives of therapeutic approaches in this creative modality and hands-on opportunities for exploration in the uses of music in therapy.

PSYC624: Creative Modalities: Adventure-based Counseling (3); SU

Introduction to a spectrum of therapeutic uses of outdoor experiences, ranging from vision quests to challenge/survival programs. Students have an opportunity to pursue special topics of interest as well as to participate in planning and facilitation of scheduled field experiences.

Prerequisite: Good health. Please clear any health concerns with instructor before registering. Prior experience in outdoor activities not required, but students must be able to hike several miles with a backpack and be able to participate in ropes course activities. Group gear for trips is provided. Students are responsible for their own personal gear, a share of food and transportation costs and ropes course fees.

PSYC625: Creative Modalities: Writing and Therapy (3)

Explore multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Includes current theories on the use of these tools in therapy. Examination of the relationship

of writing, emotion and the imperative to create. *Prerequisite: PSYC506: Communication and Counseling Skills.*

PSYC626: Creative Modalities: Psychodrama (3)

An introduction to the theory and practice of psychodrama. Developed by J.L. Moreno in the first half of the 20th century, psychodramatic methods, widely used in group psychotherapy, also are applied in education, business and community development. Students learn about the interweaving of dramatic ritual, role theory and sociometry in Moreno's approach. Students explore the ethics of psycho-dramatic practice and the appropriate application of action methods in client groups. This is learning by doing: practice outside of class in a peer group is a requirement of the course.

Prerequisite: PSYC506: Communication and Counseling Skills.

PSYC628: Integrative Process Therapy: The Virginia Satir Systemic Model (3); SU

Provides an analysis of the systems theory and therapy model developed by Virginia Satir. Students explore and practice interventions, such as the use of family maps to initiate change, sculpting, temperature reading and reframing. Satir's communication/experiential growth model helps move clients from problem focus to solution focus. Discussion includes the applicability of Satir's model to various cultural and gender issues. This course meets the Advanced Theories requirement for MHC students. *Prerequisites: PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern for MHC students, PSYC520: Theories and Practice of Family Therapy I for CCFT students.*

PSYC630: Advanced Theories: Existential (3); FA

Explores the emergence of existential practice from its roots in existential

philosophy. Although the focus of study is on this phenomenological approach to research and therapy, it also can apply to fields such as education and organizational theory. **Prerequisite:** PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs.*

PSYC631: Advanced Theories: Brief Therapies (3); FA

Provides an introduction to the theory and practice of brief psychotherapies. Focuses on cognitive, narrative and solution-focused approaches. Includes consideration of clinical issues that arise in today's often time-limited clinical settings, such as the evidence-based treatment movement and working within managed care. **Prerequisite:** PSYC510: *Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical programs.*

PSYC632: Advanced Theories: Jungian (3); SP

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology on counselors' attitudes and values in working with clients. Introduces the use of typology in understanding personality; the role of imagination, symbols and creative process; and the application of dream analysis in therapy. **Prerequisite:** PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor.*

PSYC633: Advanced Theories: Introduction to Buddhist Psychology (3)

Students discuss primary Buddhist ideas and explore their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs and peace of mind with their inner

lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration. **Prerequisite:** PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs.*

PSYC634: Advanced Theories: Gestalt (3); WI

Gestalt therapy is a phenomenological/existential therapy founded by Frederick and Laura Perls. Students explore gestalt concepts through lecture, reading, discussions, video and live demonstrations. Students have the opportunity to try out the techniques of this approach, including awareness, the dialogue or empty chair, staying with feelings, the experiment and others. **Prerequisite:** PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs.*

PSYC635: Advanced Theories: Object Relations (3); WI

An introduction to the rich and complex object-relations theory in psychoanalysis, with focus on key concepts and writings based on the British school (Klein, H. Segal, Winnicott, Bion) from its inception to contemporary concepts. Emphasis on the object-relations perspective, intra-psychoic and interpersonal functioning in adulthood, as well as on its model of early development and implication for personality structures. Experiential and clinical applications are considered along with theoretical analysis. **Prerequisite:** PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical programs.*

**PSYC636: Advanced Theories:
Cognitive Behavior Therapy (3); SP**

Cognitive behavior therapy (CBT) is especially useful for beginning therapists because it provides clear, specific strategies and a well-defined structure that can be flexibly modified as one gains experience. CBT emphasizes the development of a cooperative therapeutic relationship. Special attention is given to the practice of CBT in a gender-sensitive and culturally responsive manner.

Prerequisite: PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior* or by program and instructor permission for students outside of the clinical programs.

**PSYC637: Advanced Theories:
Psychosynthesis (3)**

Psychosynthesis is both a clinical approach and a self-development practice serving psychological integration and spiritual self-realization. It is itself a synthesis of traditions, ranging from psychoanalysis to Christian and Jewish mysticism to Buddhism. This 90-year-old approach views psychological and spiritual development as inseparable and interdependent. Techniques including inner dialogues, meditation, guided imagery, movement, drawing and writing are taught for working with issues such as deepening experience, sub-personality conflict, narcissism, the I, the will and addiction, the self, etc. **Prerequisite:**

PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern*, or by program and instructor permission for students outside of the clinical programs.

**PSYC638: Advanced Theories:
Adlerian Therapy (3)**

This provides an advanced understanding of Adlerian Psychology theory and application of the theory to the practice of psychotherapy, couple and family therapy,

and parent education. Adlerian Psychology provides a comprehensive foundation for the counselor and therapist that is relevant, radical, practical and hopeful. It consequently lends itself to creative integration with contemporary models and methods. The course includes lecture, discussion, experiential exercises, case illustrations and video demonstrations.

Prerequisite: PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior* or by program and instructor permission for students outside of the clinical programs.

**PSYC651: Research in Family Studies
(3-4); FA, SP**

Provides an opportunity to pursue individually selected topics of interest in research literature pertaining to family studies and/or family therapy. Because the course does not meet on a regular basis, students must be able to work independently. **Prerequisites and notes:** PSYC520: *Theories and Practice of Family Therapy I* and an introductory social science research course taken in the past 10 years (Students should have received a waiver upon admission to CCFT of the requirement to take PSYC550: *Research Methods: Introduction to Research*.) Students who complete this course are not required to complete PSYC551: *Research in Family Practice*. (Those who have already taken PSYC551 register for only 3 credit hours.)

**PSYC701: Diverse Cultures and Social
Systems (3); FA**

The culture of psychology as a profession, orientation to the clinic, electronic library. A framework for understanding and addressing individuals in social systems, multi-cultural ethnic groups, and multi-generational families. Entry to an ethnic/cultural community to start a community action research project, and to practice listening skills.

PSYC702: Diverse Ethnic Groups (3); WI

Classes and clinical experience to complete degree mapped out. Ethnic/cultural groups framework for understanding and addressing individuals in social systems, multi-cultural ethnic groups, and multi-generational families. Oppression and discrimination of U.S. ethnic groups. Development of community action research project and practice basic "presence" in clinic and community.

Prerequisite: PSYC701: Diverse Cultures and Social Systems.

PSYC703: Multicultural Families as Social Bases of Behavior (3); SP

Psychologists' career options. Multi-cultural/ multi-generational family framework for understanding and addressing individuals in the context of social systems, multi-cultural ethnic groups, and multi-generational families. Examination of cultural ancestry of own family of origin. Implement community action research project. Clinical observer for clinic client and attending supervision. *Prerequisite: PSYC702: Diverse Ethnic Groups.*

PSYC704: Individuals Within Culture and Community (3); SU

Examine the individual within the framework for understanding social systems, multi-cultural ethnic groups, and multi-generational family dynamics. Apply social systems contextual understanding to work as clinical observer with clinic clients. Assessment phase of community action research project. Group advising/ reflection on the community action research project. *Prerequisite: PSYC703: Multicultural Families as Social Bases of Behavior.*

PSYC706: Medical Issues and Introduction to Psychopharmacology (3); FA

An overview of health issues that relate to clinical psychology, including basic

classifications of drugs used in clinical psychology and their mechanisms of action.

PSYC707: Theories: Cognitive-Behavioral (3); WI

Introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive-behavioral treatments, such as Dialectical Behavioral Therapy, for some personality disorders.

PSYC708: Theories: Personality and Psychodynamic Theories (3); SP

Developmental and dynamic elements of personality, diagnosis and therapy as seen in psychodynamic theories. A consideration of the description, etiology, assessment, and understanding of symptoms of behavior disorders will be addressed as well as a methodology for organizing clinical data.

PSYC709: Theories: Individual Differences and Humanistic Psychology (3); SU

Provides an overview of the basic theory of humanistic thought with focus on such ideas as self-actualization, internal congruence, self-disclosure, awareness of the here and now, and interpersonal encounters and irrationalism. Students are introduced to the works of a variety of seminal theorists, including Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSYC711: Assessment: Intelligence Testing (3); FA, WI

Introduces students to fundamentals of assessment with a focus on intelligence testing using the Weschler Scales. Covers test construction, psychometrics, history of

assessment, contemporary controversies in assessment and assessment with diverse populations. **Prerequisite:** PSYC721: *Psychopathology*.

PSYC712: Assessment: Intelligence Testing Practicum (1); FA, WI

This practicum supports students to complete assessments learned in the linked class. **Corequisite:** PSYC711: *Assessment: Intelligence Testing*.

PSYC713: Assessment: Personality Inventories (3); WI, SP

Introduction to personality assessment using objective measures. Includes administration, scoring and interpretation with specific focus on applications with diverse populations. **Prerequisites:** PSYC721: *Psychopathology* and PSYC711: *Assessment: Intelligence Testing*.

PSYC714: Assessment: Personality Inventories Practicum (1); WI, SP

Practicum experience focused on administration, scoring and interpretation of objective personality measures. **Corequisite:** PSYC713: *Assessment: Personalities Inventories*.

PSYC715: Assessment: Projective Testing (3); SP, SU

Introduction to projective assessment with a focus on the Rorschach. Includes training in the Exner scoring and interpretation system. **Prerequisites:** PSYC721: *Psychopathology*, PSYC711: *Assessment: Intelligence Testing* and PSYC713: *Assessment: Personality Inventories*.

PSYC716: Assessment: Projective Testing Practicum (1); SP, SU

Demonstrate assessment skill in projective testing. **Corequisite:** PSYC715: *Assessment: Projective Testing*.

PSYC717: Assessment: Integration (3); SU, FA

Students complete a battery of assessments, learn to draw inferences from multiple measures and provide feedback to clients and referral sources. **Prerequisites:** PSYC721: *Psychopathology*, PSYC711: *Assessment: Intelligence Testing*, PSYC713: *Assessment: Personality Inventories*, and PSYC735: *Psychometrics*.

PSYC718: Assessment: Integrative Practicum (1); SU, FA

Practicum experience focused on skills integrating multiple assessment measures in full battery assessments. **Corequisite:** PSYC717: *Assessment: Integration*.

PSYC719: Theories: Systems Perspectives in Family Therapy (3); FA

Provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across varied family structures and a range of presenting problems. Clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multicultural perspectives also are addressed.

PSYC721: Psychopathology (3); FA

Introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the Diagnostic and Statistical Manual-IV (DSM-IV-TR). Designed to give students the knowledge needed to identify behavioral patterns for diagnostic categories presently used by the medical system in the United States.

PSYC722: Psychophysiology (3); FA

Focuses on the biological bases of behavior and provides foundational knowledge in the areas of neuroanatomy, neurophysiology and neurochemistry. Students become knowledgeable about issues surrounding research on the

biological basis of behavior so they can become critical consumers of new information in this area.

PSYC723: Psychopharmacology (3); WI

Focus is on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences.

Prerequisites: PSYC706: *Medical Issues and Introduction to Psychopharmacology* and PSYC722: *Psychophysiology*.

PSYC724: Learning Theory (3); WI

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

PSYC725: Lifespan Development I – Child (3); WI, SP

Part one of a two-course series on human development, this course is focused on prenatal development through adolescence. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive and moral growth.

PSYC726: Lifespan Development II – Adult (3); SU, FA

Part two of a two-course series on human development, this course is focused on young adulthood to geriatric life. Social, cultural, biological, cognitive and psychological issues of adulthood and aging are presented.

PSYC727: History of Psychology (3); SU, WI

Examines the field of psychology in a larger socio-cultural context by exploring its historical roots and development, place in the contemporary world and potential

future in response to the needs of the 21st century.

PSYC730: Ethics (3); FA, WI

A thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their application to daily practice are used to deepen students' understanding of how these principles are applied.

PSYC731: Research Ethics and Quantitative Methods and Analysis (3); FA

This is the first of two courses on methods used in quantitative research in psychology. Students explore how to design and carry out ethical research, how research questions are made operational, how appropriate designs are chosen, and how data files are set up and data analysis is planned.

PSYC732: Quantitative Methods and Analysis II (3); WI

This second course on methods used in quantitative research in psychology explores a variety of quantitative designs and both bivariate and multivariate statistics. *Prerequisite:* PSYC731: *Research Ethics and Quantitative Methods and Analysis*.

PSYC733: Qualitative Methods and Analysis I (3); SP

The first in a two-course series on methods used in, and strategies for data analysis for, qualitative research in psychology. This course focuses on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. A qualitative study is designed and data collection begins in this course. Computer-aided qualitative data analysis is introduced.

PSYC734: Qualitative Methods and Analysis II (2); SU

In the second course on methods used in, and strategies for data analysis for, qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry are presented. The qualitative study is completed, data analyzed and an APA-style report created. *Prerequisite:* PSYC733: *Qualitative Methods and Analysis I.*

PSYC735: Psychometrics (3); WI

The theory and technique of psychological measurement.

PSYC736: Social Psychology (3); FA, SP

Examines on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Includes social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation and ethnic conflict.

PSYC737: Group Therapy (3); SP

Focuses on acquisition of knowledge and skills of group theory and group therapy skills. Applications include: short term and long term, psychoeducational and support, and with particular populations such as women, men, children, adolescents, the medically ill and ethnically and racially diverse populations.

PSYC738: Couples Therapy (3); SU

An integrative systems perspective on couples therapy, including developmental, interactional and multicultural aspects. *Prerequisite:* PSYC774: *Child and Family Systems: Intervention.*

PSYC740: Affective Life and Relational Psychoanalysis (3); FA, WI

Explores the concepts and practices of relational psychoanalysis and the psychotherapeutic and intellectual

traditions that have created and developed it. Focus will be on 1) the functions and meanings of affectivity; 2) the location of affectivity within an interactive, intersubjective, coauthored therapeutic space; 3) a cultural history, interpretive perspective. *Prerequisite:* PSYC708 *Theories: Personality and Psychodynamic Theory.*

PSYC750: Health Psychology I (3); FA

First in a series of three courses that provide an overview of health issues as they relate to clinical psychology from a lifespan developmental perspective. This first course focuses on health issues for children and families. *Prerequisites:* *Either Adult Psychology or Child and Family Systems concentration completed, PSYC722: Psychophysiology.*

PSYC751: Elective Professional Seminar (3); FA

Designed to support a transition following completion of the first year clinical training sequence, students are introduced to the operation of Antioch Community Clinic and assigned their initial clients. They receive supervision, engage in case conceptualizations, and explore basic clinical principles. *Prerequisites:* PSYC701, PSYC702, PSYC703 and PSYC704.

PSYC752: Health Psychology II (3); WI

Second in the series of health psychology courses, students focus on health issues in early and middle adulthood. *Prerequisite:* PSYC750: *Health Psychology I.*

PSYC754: Health Psychology III (3); SP

Third in a series of courses to address health psychology from a lifespan developmental perspective. Students focus on geropsychology and explore common problems of older adults and the aging process. *Prerequisite:* PSYC752: *Health Psychology II.*

PSYC760: Forensics I (3); FA

Covers basic concepts in forensic psychology such as psychopathy, risk assessment, legal terminology, malingering, ethics, testifying and landmark legal cases.

Prerequisites: *Either Adult Psychopathology or Child and Family Systems concentration completed, PSYC713: Assessment: Personality Inventories. Recommended: PSYC715: Assessment: Projective Testing.*

PSYC762: Forensics II (3); WI

Covers basic concepts in criminal forensic psychology, kinds of criminal forensic evaluations and common forensic evaluation instruments. **Prerequisite:** *PSYC760: Forensics I.*

PSYC764: Forensics III (3); SP

Covers basic concepts in civil forensic psychology, kinds of civil forensic evaluations, report writing. **Prerequisite:** *PSYC762: Forensics II.*

PSYC770: Child and Family Systems: Overview (3); FA

Focuses on the development of the individual (child, adolescent and adult) within family and multisystemic systems. Students review clinical interventions that foster strength and resiliency within individuals and systems that are developmentally appropriate and sensitive to issues of race, culture, economic class and gender. Relevant ethical issues and public policy are addressed.

Prerequisites: *PSYC701: Diverse Cultures and Social Systems, PSYC702 Diverse Ethnic Groups, PSYC703: Multicultural Families as Social Bases of Behavior and PSYC704: Individuals Within Culture and Community, PSYC719: Theories: Systems Perspectives in Family Therapy, PSYC721: Psychopathology, and PSYC725: Lifespan Development I: Child or equivalent.*

PSYC771: Professional Seminar I – Child and Family Systems (2-3); WI

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits.

Prerequisites: *PSYC770: Child and Family Systems: Overview, PSYC730: Ethics.*

PSYC772: Child and Family Systems: Introduction to Assessment and Neuropsychology (3); WI

The role of assessment in the diagnosis, treatment and follow up with children, adolescents and their families, including theoretical bases and ethical/multicultural considerations. This skills class emphasizes both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports and communicating treatment recommendations.

Prerequisites: *PSYC725: Lifespan Development I – Child, PSYC711: Assessment: Intelligence Testing, PSYC717: Assessment: Integration, PSYC770: Child and Family Systems: Overview and/or consent of instructor.*

PSYC773: Professional Seminar II – Child and Family Systems (2-3); SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits.

Prerequisite: *PSYC771: Professional Seminar I – Child and Family Systems.*

PSYC774: Child and Family Systems: Intervention (3); SP

The third course in the Child and Family Systems concentration focuses on interventions for children and families. The role of relationship building, the selection of interventions guided by clinical assessments and the evaluation and generalization of treatment effects, plus evidenced-based therapies, are covered. Ethical and multicultural considerations are stressed. **Prerequisite:** PSYC772: *Child and Family Systems: Introduction to Assessment and Neuropsychology*.

PSYC775: Professional Seminar III – Child and Family Systems (2-3); SU

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisites:** PSYC771: *Professional Seminar I – Child and Family Systems* and PSYC773: *Professional Seminar II – Child and Family Systems*.

PSYC780: Adult Psychotherapy I: Introduction (3); FA

An overview of a major approach to the assessment and treatment of adults, including clinical expertise, research evidence and patients' characteristics, values and context. **Prerequisites:** PSYC701: *Diverse Cultures and Social Systems*, PSYC702 *Diverse Ethnic Groups*, PSYC703: *Multicultural Families as Social Bases of Behavior* and PSYC704: *Individuals Within Culture and Community*, and two of the following: PSYC707: *Theories: Cognitive-Behavioral*, PSYC708: *Theories: Personality and Psychodynamic Theories*, PSYC709: *Theories: Individual Differences and Humanistic Psychology*, or PSYC719:

Theories: Systems Perspectives in Family Therapy.

PSYC781: Professional Seminar I – Adult Psychotherapy (2-3); WI

Students apply information acquired in Theories I to clients in the Antioch Community Counseling and Psychology Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Corequisite:** PSYC780: *Adult Psychotherapy I: Introduction*. **Prerequisites:** PSYC721: *Psychopathology*, PSYC730: *Ethics* and PSYC726: *Lifespan Development: Adult*.

PSYC782: Adult Psychotherapy II: Interventions (3); WI

An advanced exploration and refinement of the approaches initially studied in Theories I. **Prerequisites:** PSYC780: *Adult Psychotherapy I: Introduction* and PSYC726: *Lifespan Development II-Adult*.

PSYC783: Professional Seminar II – Adult Psychotherapy (2-3); SP

Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisites:** PSYC781: *Professional Seminar I: Adult Psychotherapy*.

PSYC784: Adult Psychotherapy III: Interventions (3); SP

Designed to give students a comparative look of the main psychotherapeutic approach studied and specific applications. It also expands the context of application to include biological, developmental and socio-cultural influences. Cutting-edge research and development are pursued. **Prerequisites:** PSYC780: *Adult Psychotherapy I: Introduction*

and PSYC782: *Adult Psychotherapy II: Interventions.*

PSYC785: Professional Seminar III – Adult Psychotherapy (2-3); SU

Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits.

Prerequisite: PSYC783: *Professional Seminar II: Adult Psychotherapy.*

PSYC790: Special Topics in Psychology (1-5); Varies

Includes course offerings of special interest within or across areas of concentration.

PSYC798: Practicum: Prior Learning (1); SU, FA, WI, SP

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation.

Prerequisite: *Earned mental health M.A. and prior approval of instructor to ensure M.A. meets practicum equivalents.*

PSYC799: Independent Studies (1-3); SU, FA, WI, SP

Students work with faculty to design a course in an area of their interest not covered in the Psy.D. curriculum. An opportunity to add depth in an area of interest. *Prerequisite:* *Third year or beyond.*

PSYC800: Supervised Experience (0); SU, FA, WI, SP

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, youth and family service agencies, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families.

PSYC801: Supplemented Supervised Experience (1-3); SU, FA, WI, SP

Students register for this course when they choose a practicum, pre-internship or internship site that requires additional supervision for the hours to count toward graduation or licensure. Registering for this course guarantees the availability of one supervisor with appropriate credentials.

Prerequisite: *prior approval of instructor.*

PSYC802: Neuropsychology (3); SP

An overview of the central nervous system in terms of its structure and function. Also includes the study of the relationship between neurophysiological processes and behavior, behavioral dysfunctions and related mechanisms, and approaches used by clinical neuropsychologists.

Prerequisite: *PSYC722: Psychophysiology.*

PSYC803: Assessment: Neuropsychology (3); SU

Focuses on the structure and function of the central nervous system, brain-behavior relationships and neuropathology. Students explore evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory and language processes and remedial strategies for neuropsychological dysfunction.

Prerequisite: *PSYC802: Neuropsychology.*

PSYC804: Community Psychology (3); SU, FA

Psychology in the community context, with special attention to community mental health, prevention and delivery systems for psychological services. Central topics include: primary and secondary prevention delivery; the role of psychologists as change agents implementing actions to bring about greater social justice; and the political and regulatory aspects of psychology.

Prerequisite: *completion of one basic concentration.*

PSYC805: Professional Issues in Career Management (3); SU

Planning for the student's professional life post-graduation. Topics covered include: licensing, lifelong learning, projecting and managing professional image, active engagement in community and professional organizations, balance between work and life, developing a business plan, leadership in professional organizations and retirement planning.

***Prerequisite:** Concentration complete or in final term of concentration and passed two annual reviews.*

PSYC806: Consultation and Supervision (3); WI

This course covers the basic philosophy behind different approaches to clinical supervision. Appropriately credentialed students may have an opportunity to conduct supervision through the clinic. All students will learn about and participate in peer consultation as part of the work in class. At the end of the class each student will articulate their own philosophy of clinical supervision.

***Prerequisites:** Completed coursework for either Adult Psychotherapy or Child and Family Systems concentration; licensed at the Master's level or 1000 total hours of supervised experience.*

PSYC810: Dissertation Seminar I (1-3); SU, FA, WI, SP

In the first of four related courses, the emphasis is on selection of a research focus area for the dissertation and identifying an appropriate methodology and research design. Students who register for 3 credits also are expected to schedule and pass their first doctoral paper/dissertation committee meeting.

***Prerequisites:** PSYC731: Research Ethics and Quantitative Methods and Analysis, PSYC732: Quantitative Methods and Analysis II, PSYC733: Qualitative Methods and Analysis I and PSYC734: Qualitative Methods and Analysis II.*

PSYC820: Dissertation Seminar II (1-3); SU, FA, WI, SP

A continuation of Dissertation Seminar I, the second quarter focuses on developing the student's idea for a doctoral paper or dissertation into a research proposal. An application to the Human Subject Committee is prepared, if necessary. Students who register for 3 credits also will be expected to schedule and pass their second doctoral committee meeting.

***Prerequisite:** PSYC810: Dissertation Seminar I.*

PSYC830: Dissertation Seminar III (1-3); SU, FA, WI, SP

Dissertation Seminar III facilitates students in the data collection phase of their dissertation or in drafting their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress with data collection. Students who register for 3 credits are ready to write the final draft of their project. ***Prerequisite:** PSYC810: Dissertation Seminar I and PSYC820: Dissertation Seminar II.*

PSYC840: Dissertation Seminar IV (1-3); SU, FA, WI, SP

This final course in the Dissertation Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper. Students who register for 3 credits schedule and pass their final doctoral committee meeting. ***Prerequisites:** PSYC810: Dissertation Seminar I, PSYC820: Dissertation Seminar II and PSYC830: Dissertation Seminar III.*

PSYD500: Competency Assessment I (0); FA, WI, SP

Provides an orientation to the CCFT Program, curriculum, and student e-portfolio. Emphasis given to students' educational process, career goals, and advising issues. **Note:** Open only to first-quarter clinical students or by program

and instructor permission for students outside of the clinical program.

PSYD501: Competency Assessment II (0); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details regarding internship preparation are provided. *Prerequisites:* Completion of the required core courses in the student's program; must be taken one quarter before starting internship.

PSYD502: Competency Assessment III (0); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. *Note:* Open only to students in their final quarter of internship or by program and instructor permission.

PSYD503: Family of Origin Systems and Drama Therapy (3); FA

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative action methods and papers.

PSYD504: Multicultural Perspectives in Drama Therapy (3); WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families, and the impact of such differences on the theory and practice of drama therapy

PSYD505: Introduction to Drama Therapy (3); FA

Provides an introduction to the field of drama therapy and the theories and principles involved in its practice. An overview of the history of drama therapy, key drama therapy concepts, and information on major drama therapy theorists and methods will be included in the course.

PSYD506: Improvisation and Creative Dramatics (3); WI

Develops students' creative imagination, self-expression, self-knowledge and social relatedness through active participation in a variety of improvised dramatic activities.

PSYD507: Approaches to Drama Therapy (3); SP

Provides comprehensive framework for the practice of drama therapy. Leading practitioners and their approaches/theories are introduced. Drama therapy applications for diagnosis, therapeutic intervention and treatment are explored.

PSYD508: Psychodrama (3)

Provides theory and practice of psychodrama as a therapeutic tool with groups, families, couples, and individuals. Examines the efficacy of various warm-ups and intervention techniques in relation to a variety of populations.

PSYD509: Creative Arts Therapy I: Children and Adolescents (3)

Provides an overview of five creative art therapy modalities: drama, poetry/bibliotherapy, art, dance/movement, and music, and explores how each modality's theory, and hands-on experience can be applied for age specific groups, primarily children through adolescents.

PSYD510: Creative Arts Therapy II: Adults and Geriatrics (3)

Provides an overview of five creative art therapy modalities: drama, poetry/

bibliotherapy, art, dance/movement, and music, and explores how each modality's theory, and hands-on experience can be applied for age specific groups, primarily adults through geriatrics.

PSYD511: Community Based Theater and Sociodrama (3)

Provides theories and practices of playback theater and other approaches to community-based theater as a tool for social change and a therapeutic change with individual groups and families. Examines various playback forms, and other forms of transformative drama such as Sociodrama and Theater of the Oppressed.

PSYD518: Ethics and Drama Therapy (3)

Provides historical, philosophical and practical context for ethical, clinical and professional issues in drama therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to drama therapy and ethical research practice.

PSYD551: Research and Assessment in Drama Therapy with Individuals and Families (3)

Covers research literature, design and implementation in the drama therapy field. Applicable to individual clients or family clients. Students research, design and complete a literature review and gain approval to implement the research project.

PSYD600A: Internship: Mental Health Counseling/Drama Therapy (1-3)

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 600 on-site hours, 300 of which must involve direct face-to-face client contact. There is a fee each quarter for liability insurance.

PSYD600B: Internship: Child, Couple and Family Therapy/ Drama Therapy (1-3)

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance.

PSYD601A: Case Consultation: Mental Health Counseling/Drama Therapy (1)

Provides MHC/DT students the opportunity to receive on-campus consultation regarding their work at internship sites. Emphasis is given to integration of theory and practices associated with drama therapy, developing clinical competence, ethical and professional issues as well as assessment.

PSYD601B: Case Consultation: Child, Couple and Family Therapy/ Drama Therapy (1)

Provides CCFT/DT students the opportunity to receive on-campus consultation regarding their work at internship sites. Integrates theories with practices associated with drama therapy with the emphasis on such topics as individual and family assessment, and ethical and professional issues.

PSYD650: Drama Therapy Master's Project (1-5)

An individualized process designed mutually by the student and drama therapy faculty to integrate two years of study in the process, theory, and practice of drama therapy, expanding scholarship in and making a contribution to the field of drama therapy. This process may include a self-revelatory performance, a

theoretical paper or publishable article, a mini-research project, or a documentary videotape.

PSYI560: Integrative Studies Program Seminar (1-2); FA, WI, SP

Provides a conceptual, intra- and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each student's chosen role in the field, including specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. The seminar provides students with a sense of community, an orientation to graduate school and support throughout their studies. Continues over six quarters (excluding summers). **Prerequisite:** *Only for ISP students.*

PSYI590: Special Topics in Integrative Studies in Psychology (1-5); Varies

These courses reflect topics of particular interest within the Integrative Studies in Psychology program specifically geared towards students who coalesce around a shared area of concentration. Examples of such topic areas include a focus on spirituality, ecopsychology or animal behaviorism.

PSYI595: ISP Practicum (3)

The practicum courses offer the student an opportunity to build a body of knowledge and experience in the field of ecopsychology and cultural studies. Each practicum course runs concurrently with the three second year track courses and will require the student to create an experiential practicum that relates specifically to the course content. Examples of the 3 credit practicum can be framed as: participation in a vision quest, shamanic training, internship with a relevant non-profit organization or the creation of an independent study that expands the course content. There is some

flexibility in that the student may design a 9 credit practicum that spans the year of coursework. *Repeatable for up to 9 credits.*

PSYI597: ISP Application Project (1-9); SU, FA, WI, SP

The application project is the culminating project for students in the Integrative Studies in Psychology program. Students design a project in collaboration with their degree committee and project evaluator. The application project can be a creative project, a formal research thesis or an internship. The student's academic adviser must approve the project design before the student registers for application project credits. **Prerequisite:** *Core integrative studies courses and approval of adviser.*

PSYI640: Introduction to Ecopsychology (3); FA

Ecopsychology is the emerging synthesis of concerns in the fields of psychology, ecology and the environmental movement. Ecopsychology broadens the context of traditional psychological perspectives to include the human relationship with the other-than-human world in historical, theoretical and applied aspects. **Note:** *this course can be taken by MHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.*

PSYI641: Historical and Socio-Cultural Perspectives in Psychology: Applied Ecopsychology (3); WI

Ecopsychology explores the value of the human relationship with the other-than-human world. Students explore the many modalities and methods used to further and nurture the healing aspects of being in relationship with the natural world. They survey many traditional methods based on indigenous perspectives, including ceremony, ritual and shamanic healing practices, and study the emerging

theory and practice of ecotherapy and the application of these practices within the traditional clinical setting. **Note:** *this course can be taken by MHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.*

PSYI642: Advanced Theory, Practice and Research in Ecopsychology (3); SP

Building on the basic theory and practices covered in Introduction to Ecopsychology, students explore the deeper theoretical sources that create the foundation of ecopsychological understanding and experience. They engage in critical evaluations of ecopsychological thinking and perspectives and develop their own perspective, such as deep ecology, environmental justice, climate activism, ecotherapy, depth psychology, or transpersonal psychology. Students then create a research-based project that explores their area of interest.

Prerequisite: PSYC640: *Introduction to Ecopsychology.*

PSYI643: Indigenous Perspectives and Global Psychology (3); FA

Explores the assumption within ecopsychology that in order to heal ourselves, our culture and our earth we must find a way to shift our current worldview to one that is in relationship with a systemic worldview. Surveying other cultural worldviews and exploring their perspectives on human development and psychological well-being will inform the transformational aspects of this course. Students will also look at issues of environmental justice and the psychological implications that our cultural practices and values impact the lives and environments of other communities and cultures around the world. Students will also explore the issue of cultural appropriation and develop a well-informed personal perspective in

regards to ecopsychological practices that are perceived as appropriating from native cultures.

PSYI644: The Psychology of Climate Change (3); WI

Climate change has become a central issue in political, environmental, cultural, social and personal circles. This course addresses how ecopsychology can bring potentially healing practices to what is becoming known as the "climate crisis." Beginning with an exploration of the scientific foundation of climate and the impact of increased carbon emissions, the student will begin to clarify their own position in relationship to this pervasive issue. Students will ask the question; how can we facilitate the kind of cultural transformation necessary to address this crisis? And, how does knowing that we are participating in changing nature and causing harm affect the development of a healing relationship with nature?

PSYI645: Ecopsychology, Activism and Personal Transformation (3); SP

Explores the question of personal action that is informed by empowerment through the practice of releasing psychological denial and repression in regards to environmental degradation and destruction. Practices developed to "awaken" and "reconnect" to the natural world will be explored and experienced by the students in this course. Beginning with identifying patterns within individuals and society that represent repression and denial students will journey together toward an informed position of activism and engagement based on insights from experiential practices during the course.

PSYI646: Survey and Critique of Ecopsychological Research (3); SP

This course will specifically focus on surveying the existing research in the field of Ecopsychology in order to create a



framework from which students begin to think about the focus of their own research that will culminate in their Application Project.

PSYI550: Quantitative Research Methods (3); FA

This course will introduce students to the quantitative approach to research, including a variety of methodologies, an orientation to reading and critiquing quantitative research, and an understanding of the process of developing a research proposal.

PSYI551: Qualitative Research Methods (3); WI

This course will introduce students to the qualitative approach to research, including a variety of methodologies, an orientation to reading and critiquing qualitative research, and an understanding of the process of developing a research proposal.

PSYI660: Ways of Knowing (3); FA

Students explore more traditional quantitative and qualitative research methodologies, as well as nontraditional methods of inquiry.

PSYI662: Comparative Spiritual Traditions (3); WI

A study of an array of Eastern, Western and Indigenous religions and spiritual traditions.

PSYI664: Contemporary Spiritual Orientations (3); SP

An exploration of contemporary orientations to spiritual practices including personal, shared and community-oriented paths toward understanding self, others and the world.

SCI390: Special Topics in the Sciences (3-4); Varies

Includes course offerings of special interest within or across areas of concentration.

SCI401: Feminine Face of Science (3-4); WI

Briefly reviews the development of science as a Masculine Philosophy, examines the impact of feminism on it, then expands on the qualities and ways of seeing offered by what Jung calls "the feminine principle." Students explore the role for feeling, nurturing, receptivity, subjectivity, cooperation, relatedness and intuition in the questions, methods and goals of science.

SOC305: History and Image of the American Family (3-4); SU

The social meanings of the American family in the late 20th/early 21st century. Contrary to the popular notion of a traditional family, the structures of American families have, historically, varied a great deal, as have their composition, the functions of their members and the values underlying those features. Students examine how the family has been “mythified” within popular films and how public figures have both invoked and reinvented these representations in their attempt to shape society. *HS; PSY; SOJ*

SOC310: Community Organizing in History (3-4)

Community organizing is a practice that involves affected groups and people in grassroots, democratic efforts for social, economic and/or political change aimed at improving the quality of their lives and building stronger communities. Students examine individuals and the accomplishments of their movements, both past and present, and the various methods and strategies that make community organizing effective today. *GS; HS; LOS; SOJ*

SOC312: Community Organizing in Action (3-4)

Students explore community organizing, including: social action, grassroots coalition building and democratic/legislative processes. Students examine several current examples of grassroots organizing, moving from neighborhood activism to statewide coalition building, choosing one specific grassroots effort to study in depth. *HS; SOJ*

SOC315: Wealth and Poverty (3-4)

Poverty in the midst of plenty is a striking aspect of American social life. Students explore issues of poverty, such as homelessness, what is called welfare

reform/pepeal and the particular problems of women and people of color. Students seek to understand what changes have brought about the economic struggles of the middle class, such as downsizing. Students also seek to understand how these many changes have resulted in a redistribution of wealth upward. *GS; HS; SOJ*

SOC320: Children and Social Policy (3-4); SP

Explores key social policy issues that affect children, such as the debate over welfare reform, policies affecting at-risk children, controversies about approaches to child abuse and issues that affect public education. Strengthens understanding of political processes important to policy decision-making and explores ways social policy is affected at the state and federal levels through avenues such as lobbying, lawsuits, demonstrations, projects and the legislative process. *GS; HS; SOJ*

SOC325: Women and Mental Health (3-4); FA

Students utilize multiple perspectives to explore definitions and treatment of madness, including poverty, racism, social norms and expectations and how socialization, genetic predisposition and body-mind connections influence women's mental health. Students examine at least one mental health issue, and consider the implications of at least one current mental health policy.

SOC330: Cultural Immersion: India (6); FA

A 12-week, extended field study in northern India gives direct exposure to the people and culture of India through spiritual study, Hindu, Tibetan and Muslim home-stays, social service and environmental work, and individual internships. Through these activities, students engage in activism through

service work, develop awareness of their relationship to different cultures and of the Westernizing of cultures. They learn how to utilize available resources positively and effectively. Additional topics include culture shock, languages (Hindi and Tibetan), cultural differences, the effects of privilege, karma and the caste system. Opportunities abound for concentration on each student's individual interests. Students identify their own cultural assumptions as well as learn skills to travel effectively and cooperatively within a group.

SOC335: Cultural Immersion: South America (4); FA

A 12-week, extended field study with direct exposure to the people and culture of Ecuador, Peru and Argentina through volunteer work, home-stays, environmental work in the Amazon, wildlife conservation, a trek to Machu Picchu and other cultural activities. Through these activities, students cultivate an awareness of their relationship to other cultures, learn about activism through service work, and of the Westernizing of cultures. They learn how to utilize available resources positively and effectively. Additional topics include culture shock, cultural differences, the effect of privilege, and work ethics. Opportunities abound for concentration on each student's individual interests. Students identify their own cultural assumptions as well as learn the skills to travel effectively and cooperatively within a group.

SOC340: The Body in Context (3-4)

Students examine how historical, social and imaginative contexts have shaped bodies, body images and concepts associated with the body (like race, gender, beauty and desire) in 19th through 21st century America. In addition, literary and artistic selections demonstrate how American artists, writers and thinkers have

interjected opposing or transformative counter-representations into these social conversations about the body. **A&L; HS; PSY; SOJ**

SOC345: The Whole Human Being (8); WI

Exploring the journey to adulthood in the context of learning what it means to live a life of health and vitality, students engage in an exploration of the body/mind continuum. This exploration integrates contemplative practices with study of the development and evolution of the human being. Coursework includes workshops on integrity, conscious communication, health, nutrition, emotional literacy and the place creativity has in an embodied life. Awareness develops within the crucible of learning about the necessary ingredients for living in a sustainable, effective community. Students learn a variety of communication tools as they work to improve their fluency in effective communication, emotional literacy, creativity and intuition. They explore these topics through the lens of developing relationships, personal stories, cultural influences and the developing ego. A three-day Rite of Passage is the capstone experience.

SOC350: The African American Experience (3-4); FA

Develops an analysis of the social, economic, political and cultural role of the African in American society, blending historical linkages through chronology (African heritage, slavery, Reconstruction, agrarian experience, urban migration) with social systems and institutions (family, church, work). Students explore the historical and socio-political experiences, the myths and realities of the African American experience. **A&L; GS; HS; SOJ**

SOC360: Black Masculinity: Its “Habitus” in U.S. Society (3-4)

“Habitus” is a term referred to as location where one resides relative to ideas, beliefs, attitudes, dispositions and worldview. As an introduction to the interdisciplinary study of Black – African American masculinity identity making and location in U.S. society, students investigate the habitus of Black masculinity. The major underlying theme of this investigation is the study of Black – African American male identity formation, reproduction, and gender perception and roles. *A&L; HS; PSY; SOJ*

SOC370: Gay, Lesbian, Bisexual and Transgender Studies (3-4)

Students study the history and contributions of lesbians, gay, bisexual and transgender people through the multidisciplinary lenses of the social sciences, psychology, literature and through students’ own stories and experiences. Students examine the roots of hetero-centrism and homophobia in this culture and the effects it has had on all lives regardless of sexual orientations. Students examine homophobia in context with racism, sexism and classism. *GS; HS; PSY; SOJ*

SOC375: Working in the USA: The Good, the Bad and the Ugly (3-4)

Provides an historical and cultural context for the workplace as experienced today. The class enables students to gain an enhanced understanding of how culture, industry, economy and technology have created the work environment. The intersecting fields of sociology, history, leisure and environment/place awareness are utilized to create the framework for this course. *HS; PSY; SOJ*

SOC380: Social Science Research (3-4); SP

An introduction to the theory and methods of social research. Students learn and practice skills needed to evaluate the research others have conducted and design research projects to answer questions about social issues. *HS; LOS; PSY; SOJ*

SOC390: Special Topics in Human Services (3-4); Varies

Includes course offerings of special interest within or across areas of concentration.

SOC400: Human Services Seminar: Personal and Professional Development (3-4); SP

An examination and critique of the human services delivery system and an overview of models of service. Students explore various perspectives on human behavior, health and healing including indigenous approaches, how to maintain boundaries and attention to self care, trends in human services in Washington state. The student has opportunities for research, skill development and collaborative project completion. *HS*

SOC402: Intro to Geographic Information Systems (GIS) (3)

GIS is a computer system capable of storing and manipulating information about areas of the Earth. In this class, students master the basic GIS concepts and methods relating to the capture, display, storage and analysis of geographic information and learn how to apply GIS to their field.

SOC403: Foundations of the Great Turning (3-4); FA

The Great Turning refers to this historical moment in which we live, as our civilization moves from an industrial growth society to a sustainable Earth community. Students examine the basic

premises of the Great Turning, from holding actions in defense of the Earth to new alternatives and to the philosophical and spiritual resources needed for this transformation. Antioch University Seattle's role in the Great Turning is examined and engaged.

SOC440: Homelessness: The Deepening Scandal (3-4)

Focusing on homelessness in local manifestations, students examine the organized response of Seattle and King County social service and social action groups. Students examine local causes of homelessness, how these have changed over time and strategies in the community to help ameliorate the "problem." Local activists and guest speakers with many years of experience enliven the discussion. *HS; PSY; SOJ*

SOC450: Climate Change Activism (3-4)

Grassroots activism is critical in the fight to prevent global warming. Students examine the science of climate change and explore the kinds of changes needed to avert the worse consequences of global warming. Students and faculty explore grassroots efforts to bring about changes in the U.S. and elsewhere. Students work collaboratively to develop climate change action projects, informed by existing theories about social movements and social change. *GS; HS; SOJ*

SOC470: Law and Social Change (3-4); WI

An introduction to the role of law in American Society. Students focus on understanding the connection between the functioning of the courts, particularly the Supreme Court, and American history and politics. Students challenge the myth of judgment without judgment, i.e. that the development of law in the United States occurs via highly competent and trained legal minds who apply value-

neutral analysis to legal precedents.

SOC602: Intro to Geographic Information Systems (GIS) (3)

GIS is a computer system capable of storing and manipulating information about areas of the Earth. In this class, students master the basic GIS concepts and methods relating to the capture, display, storage and analysis of geographic information and learn how to apply GIS to their field.

SOC603: Foundations of the Great Turning (3-4); FA

The Great Turning refers to this historical moment in which we live, as our civilization moves from an industrial growth society to a sustainable Earth community. Students examine the basic premises of the Great Turning, from holding actions in defense of the Earth to new alternatives and to the philosophical and spiritual resources needed for this transformation. Antioch University Seattle's role in the Great Turning is examined and engaged.

SOJ320: Creating a Just, Peaceful and Sustainable Future (3-4)

Explores how local communities, nongovernmental organizations and grassroots groups envision, design and begin to implement changes toward an environmentally sustainable world, greater economic justice, strengthened democracy and peaceful solutions in conflict situations. Students examine new thinking that helps to conceptualize alternatives, as well as anti-racism work and holistic approaches to peace building. *GS; HS; SOJ*

SOJ340: Nonviolence, Social Movements & Democracy (3-4); FA

Nonviolent social movements have been in many countries and contexts. Students explore principles and methods

of nonviolence, drawing on the work of Mahatma Gandhi, Martin Luther King, Jr., and others, and examine nonviolent movements in the U.S. and abroad. Students seek to understand the processes and strategies of nonviolent social movements, and to explore the role of movements and other forms of citizen action in a democracy. *GS; HS; SOJ*

SOJ345: Prison Industrial Complex (3-4); WI

In this so-called Land of the Free, more than one in 100 adults is behind bars. Prison Industrial Complex analyzes various aspects of mass incarceration in the United States, which has less than five percent of the world's population, and almost a quarter of the world's prisoners. *GS; SOJ*

SOJ350: Being the Change (4); WI

Students master skills needed to "be the change we wish to see in the world." (Gandhi) They explore and learn to translate their dreams into action in the world by means such as studying theories which blast apart preconceived ideas and cultural conditioning that limit rather than open the field of conscious, active change. This exposes students to the power of setting intentions and reframing any position into one of possibility rather than limitations. Students learn to take a vision and see it through to a practical outcome (their solo internship) as well as study the power of reframing, setting intentions and life path visioning. Embedded throughout is an exploration of learning and transforming education to serve the creative power of each student and challenge the trance inherent in the question, "Why bother?"

SOJ360: Conscious Evolution: From Survival to Thriving (4); SP

An experiential inquiry into the tools human beings need to move from living in a state of survival (characterized by

power over/power under relationships, scarcity and competition), to living in a state of thriving: working with others to create a state of mutual exploration and a sustainable, whole earth. Students identify tools and practice skills needed to create a working community and then use what they learn during internships. Students work to find their own authentic voice while cultivating global awareness and exploring the context within which they currently operate. Students identify their own biases and challenge themselves to face their own limiting beliefs, transforming themselves to live within the context of possibilities.

SOJ390: Special Topics in Global Studies/Social Justice (3-4); Varies

Includes course offerings of special interest within or across areas of concentration.

SOJ402: Translating Gender (3-4)

Provides an in-depth analysis of how local and global politics, as well as capitalism, combine to determine what titles become available to English readers in the U.S. and how these titles become representative of a foreign culture. Students use reception theory to examine fiction that informs perceptions of gender dynamics in selected parts of the world. *A&L; GS; HS; PSY; SOJ*

SOJ404: Brown Thought and Activism (3-4)

When middle-class white women were campaigning for the right to work outside the home, Black women were organizing to break the yoke of servitude. Focuses on the parallel history of U.S. women of color, often absent or seriously underrepresented in general women's and cultural studies classes. *GS; HS; PSY; SOJ*

SOJ405: Women's Health: Global Perspectives (3-4); SP

Women's health is linked to many

dimensions: work, access to food, family status, cultural practices regarding pregnancy and childbirth, and access to health care services. Topics include the role of traditional birth attendants, the impact of education on women's health, violence against women, the health effects of poverty, problems in the health of girls and specific health problems such as maternal mortality and AIDS. Focuses on Asia, Africa and Latin America. *GS; HS; SOJ*

SOJ410: International Activism (3-4); FA

Looks at various transnational solidarity movements (e.g. Non-Violent Peace Force, International Solidarity Movement, Greenpeace, Amnesty International) to examine how to put one's privileged position to use to the benefit of others, without exporting and imposing ethnocentric perceptions and values. *GS; HS; SOJ*

SOJ415: The Palestine-Israel Conflict (3-4); SP

Explores the root causes and historical developments through an analysis of original historical documents, recent memoirs, political reporting and documentaries, by a number of Arab, Israeli and American writers. Specific issues structure the discussion: the merging of religion and state, racism, genocide, occupation, resistance, propaganda, human rights and international responsibility. *A&L; GS; HS; PSY; SOJ*

SOJ420: Global Economics and Ideologies (3-4)

Covers the emergence of liberal capitalism and analyzes its impact on politics across the world, including its rejection in the form of communism, national socialism and utopian, charismatic struggles to create new political orders (e.g. Wahhabism, Zionism, Hindu fundamentalism, Taliban). *GS; SOJ*

SOJ430: Globalization, Development and Grassroots Movements: Issues in the Global South (3-4)

Globalization and its impact on communities throughout the world, focusing on the countries of the Global South (sometimes referred to as The Third World) as they struggle with issues of development and "maldevelopment," efforts to maintain and improve local standards of living in the face of globalization, and the influence of institutions such as the International Monetary Fund and the World Bank. *GS; SOJ*

SOJ440: Political Economy of Oil States (3-4); SU

Trains students in the comparative method of political science. Emphasis on dependency theory and on the theory of the rentier state, through examination of three oil-producing states. Students evaluate theory for its internal consistency and normative implications, and to test its validity using empirical evidence. *GS; SOJ*

SPAN310: Spanish Language: Classroom and Practicum (8); FA

An intensive, 10-week study of the Spanish language through academic and practical immersion. Students begin with two weeks of total immersion in Ecuador. They study with native teachers one on one. Students spend four afternoons a week in volunteer community service and live with Ecuadorian home-stay families. After two weeks of volunteer service in an Amazonian community, students spend two additional weeks of language immersion in Peru. The remaining six weeks are spent living, working and traveling with native speakers in Peru and Argentina while doing construction, service work and environmental work. Traveling to Patagonia, students study sustainable living in the Patagonian Andes – working side by side with gauchos and

local staff members. The course design cultivates fluency in conversational Spanish, with students engaged in speaking Spanish for the entire time abroad.

SPED590: Student Teaching – Special Education (3)

In this course, students complete requirements related to the special education competencies as part of their student teaching experience. These include writing a philosophy of special education, teaching lessons in a resource room, attending IEP meetings, and completing a simple case study.

SPED600: Special Education Concentration Independent Study/ Elective (4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

SPED602: Children with Special Gifts and Needs (3)

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

SPED603: Special Education in Inclusive Settings (2)

Students develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with

mild learning and behavior problems in inclusive classrooms. This addresses instructional strategies that are proactive and serve as a preventive approach to behavioral support. Students learn how their classroom management techniques fit into a more comprehensive, school-wide behavior support system.

SPED604: A Spectrum of Learners: Exceptionality (4)

Students examine concepts of exceptionality, identification and its definition/nature, extent and impact on the classroom environment and teaching. Identification and management of specific handicapping conditions such as visual and hearing impairment, autism, Asperger syndrome, Tourette syndrome and other neuroleptic conditions are discussed. The range of exceptionality includes giftedness, artistic ability, creativity and cultural uniqueness.

SPED605: Methods, Issues and Trends in Early Childhood Education (4); SU

Understand and explore the concept of critical periods of the development and sensory integration of the nervous system from conception to pre-school years. The course focuses on the central role of caregivers in bonding and emotional growth of children, the benchmarks in early development as they relate to the prevention of learning deficits and the elementary concepts of nutrition for optimal development of the brain including the immune system.

SPED606: The Student in Context: Families, Communities & Futures (4); SU

Students learn to identify the essentials of an Individual Family Services Plan (IFSP). including learning about the central role of the family in terms of its commitment, obligation and responsibility in developing an IFSP. The course emphasizes understanding

family systems as they relate to school, family and community partnerships in delivering special education services and transition planning for post-school and career outcomes. Students learn about and practice communication strategies with parents from a variety of cultural and linguistic backgrounds to function in the role of advocates for their children.

SPED608: IEP & Accommodations for EALRs/WASL for Diverse Student Populations (4)

An overview of core principles for writing an IEP with particular reference to the EALRs and their relationship to the WASL for meeting diverse student needs. Students explore specific approaches to planning academic and behavior goals as a result of differences in information processing, ethnic, cultural and linguistic backgrounds for optimal accommodations in least restrictive classroom environments.

SPED609: Language Acquisition & Literacy Issues in Special Education (4); SU

Students explore how to assess and address the difficulties experienced by special needs children with both expressive and receptive language. Issues in relation to mastering language and literacy skills are explored from a developmental perspective. The needs of students with communication disorders are assessed from varied linguistics backgrounds. Strategies are discussed for instructional and curriculum adaptation for both oral and written communication in an inclusive classroom.

SPED610: Special Education Student Assessment & Evaluation (4)

The evaluation on present levels of educational performance (PLOEP) of special education students as it relates to their eligibility criteria for IDEA. Students acquire information and master skills

through a variety of learning modes, styles and instructional methods. Alternate strategies of assessment of academic performance for EALRs in the WASL and accommodating special populations are addressed.

SPED611: Issues in Curriculum Modification, Instructional Methods for Inclusion (4)

Philosophy of special education curricula and its integration of developmentally appropriate concepts. Principles of IEP development, goals and objectives geared to the at-risk learner, material selection, adaptation and modification of instructional strategies for inclusion.

SPED612: Functional Behavior Analysis and Strategies for Teaching Pre-social Skills in the Least Restrictive Environment (4)

Students learn philosophies and common approaches to functional behavior analysis. Students find effective strategies for behavior management from a non-behaviorist approach and discuss conceptual frameworks for teaching pre-social skills that enhance emotional intelligence (EQ) for special and at-risk populations. Students assess, write and implement behavior goals and objectives in relationship to IEPs and objectives of communication under EALRs.

SPED613: Special Education and the Law (1-5)

Principles of organization and management in special education – from congressional to state to district mandates – are the focus. Factors for compliance with procedural and legal issues for delivering services in special education include federal and state laws, referral processes, assessment, FAPE, least restrictive environments, accommodations, labeling guidelines, funding options, the rights and privileges of parents, and confidentiality

under Public Law 94-142, Public Law 99-457 (IDEA) and Section 504. Students conceive a predict-and-prevent plan as a proactive way of avoiding legal problems by mediation rather than litigation.

SPED614: Cultural & Linguistic Diversity Issues in Special Education (4); SU

Students examine the demographic challenges faced by educators in the learning environment on a range of diversity matters, including race, culture, ethnicity, language, religions and exceptionality as defined by Washington. Students explore proven models of equalizing educational opportunities in a classroom for diversity and methods of integrating curriculum goals (e.g. pre-social learning) across content areas in the EALRs.

SPED620: Supervised Field Internship/ Practicum in Special Education (3)

The supervised internship/practicum allows the student to demonstrate to a classroom/school setting the transfer of skills and knowledge gained in previous courses. The student participates in the processes of collaboration, teaming, partnerships, record-keeping and supervision of para-educators.

SPED621: Understanding Individuals with Disabilities (4); FA

Students use a global perspective to study mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are historical foundations, key legislation governing special education and habilitation of individuals with disabilities. Students also investigate the overrepresentation and underrepresentation of cultural and linguistic minorities in special education. (Special Education Endorsement Portfolio design under Supervision)

SPED622: The Special Education Student in Context (4); SP

Using a multicultural perspective, students examine current practices in opening communication between home, school and community in the education of students with disabilities. Included is advocacy training, collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. Students research issues such as the overrepresentation and underrepresentation of cultural and linguistic minorities in special education programs. (40 hours Supervised Field Experiences)

Prerequisite: SPED621.

SPED623: Assessment and Evaluation of Students with Special Needs. (4); WI

Students consider the examination and evaluation of formal and informal assessment batteries for use with special needs students. They review development of appropriate I. F. S. P. and I. E. P. goals, instructional objectives, and lesson plans in relation to student levels of functioning.

Prerequisite: SPED621.

SPED624: Curriculum Planning and the IEP (4); WI

Students learn to design and develop Individual Education Plans (IEP) for students with a variety of disabilities. They consider the various medical problems that may be associated with mild, moderate and severe handicapping conditions. (40 hours Supervised Field Experience) *Prerequisite or corequisite:* SPED623

SPED625: Curriculum Planning, Content and Practice in Special Education (4); WI

Students examine curriculum and instructional practices appropriate for

special needs students including: national and state standards, designing learning environments, developing effective strategies for teaching contents areas, developing social skills, collaborative teaching and problem solving. Students will focus on the implication of diverse population needs in relation to curriculum planning, and emphasize integration and use of technology. **Prerequisites:** SPED623 & SPED624, **Corequisite:** SPED626

SPED626: Managing Student Behavior and Social Integration Skills (4); WI

Students focus on the use of formal and informal behavior assessment practices with culturally and linguistically diverse students with special needs in both inclusive and special classrooms, the development and use of I. F. S. P. and I. E. P. goals in relation to behavioral assessments, the application of behavioral principles of classroom management to inclusive and special classrooms, and the specific data collection procedure to implement behavioral change process with students. (40 hours Supervised Field Experiences) **Corequisite:** SPED625

SPED627: Internship in Special Education (8); SU

Students demonstrate knowledge and skills in a classroom setting. The students participate in the processes of collaboration, teaming, partnerships, record keeping and supervision of volunteers and paraprofessionals. (*Six week Supervised Internship and completion of the Special Education Endorsement Portfolio*) **Prerequisites:** 24 credits of special education courses and permission of Chair.

SPIR302: The World of Faith: Intro to World Religions (3-4)

Explores the history, foundational beliefs and practices of five major religious systems. From Western traditions, students study Islam and Christianity; from the East,

Buddhism and Hinduism. Students also investigate shamanistic traditions. As they come to a deeper understanding of these important religions, students develop more insight into their own beliefs, and increase their capacity to engage in thoughtful dialogue about faith and religion. **GS; SPI**

SPIR305: Life of Spirit in Action (3-4)

Religious leaders often have been at the forefront of movements in America to seek civil rights, to eradicate poverty and to resist war. Students examine the tradition of religious activism in recent American history, including movements for progressive social change that often have been at odds with the dominant political and social culture in America. **HS; SOJ; SPI**

SPIR306: Spiritual Autobiographies (3-4)

Using autobiographical writings of several spiritual leaders/practitioners, a number of provocative thinkers and well-known writers, students critically examine the search for meaning and worth in one's life. Through contemplation and analysis of the assigned readings, coupled with reflection on their own lives, learners engage the story of their spiritual journey and undertake the challenge of writing a spiritual autobiography. **A&L; SPI**

SPIR307: Joseph Campbell on Myth, Symbol and the Sacred (3-4)

An overview of the life's work of Joseph Campbell and his contributions to the study of comparative mythology. In addition to placing his work in the intellectual context of the 20th century, students also examine the key elements of his view of the nature of archetypes, the role of metaphor and symbol, and the sacred dimension of existence. Students conclude with an inquiry into Campbell's understanding of a newly emerging global mythology. **SPi**

SPIR308: Psychology and Spirituality: An Introductory Exploration (3-4)

The relationship between psychology and spirituality is a subject of growing interest as the field of psychology increasingly is open to spiritual perspectives and spiritual practitioners realize the potential value of Western psychological perspectives. Factors such as culture, worldview and personal style shape the many ways in which a relationship between psychology and spiritual practice is understood and experienced. *PSY; SPI*

SPIR310: Pilgrimage: Walking With Intention (3-4); SU

The pilgrim journeys to a sacred place as an act of devotion, in search of healing or answers to life's questions. The physical journey becomes a metaphor for the inner journey. A highly experiential and interdisciplinary exploration of historical, cultural, spiritual and psychological perspectives on pilgrimage. *A&L; SPI*

SPIR315: History of Mindfulness: East and West (3-4)

For more than 2,500 years, mindfulness techniques have treated suffering and spiritually transformed consciousness. Students experientially explore both East and West mindfulness approaches, including those from Zen and Vipassana Buddhism to Socrates, Plato, the Stoics, the Desert Fathers and Pseudo-Dionysius. *SPI*

SPIR317: The Diamond Approach (3-4)

Through small group study, students explore the central insights, concepts and practices of the Diamond Approach, a contemporary spiritual path based on the teachings of A.H. Almaas. Intellectual examination and personal inquiry form the core of the class and reflect the Diamond Approach's orientation to learning as transformative. Contemplative education is fundamental to the spiritual studies concentration of Antioch's B.A. in Liberal Studies. *SPI*

SPIR319: Aikido as Martial Art and Spiritual Practice (3-4)

Aikido is an intuitive study of human nature, a defensive martial art and a practice of mental and spiritual development. Aikido means the way of harmony with the spirit of the universe. Through training, practitioners cultivate self-awareness and resiliency, a powerful center and a calm spirit. Students also develop techniques and intuitive responses to resolving conflict in themselves and in their environment. *PSY; SPI*

SPIR330: Religions of India (6); FA

Experiential study of the spiritual practices of Buddhism, Hinduism, Islam and Sikhism in north India. Students learn about each wisdom tradition by living in intentional communities that focus on Hatha Yoga, Tibetan Buddhist Meditation and Service to Others (Karma Yoga). Students explore opportunities for intrapersonal and interpersonal learning as part of their own personal journey. They discover their own biases and spiritual beliefs as well as explore the value of integrating Western and Eastern philosophies and belief systems.

SPIR335: Eastern Meditation Practices (3-4); FA

Students explore several different Eastern meditation practices, come to understand the intentions of these practices and look closely at the experience of meditating. Students explore the benefits of and barriers to meditation through daily meditation practice. *GS; SPI*

SPIR340: An Inquiry into the Myth of the Holy Grail (3-4)

Explores the relevance of the myth of the Holy Grail as a response to the spiritual crisis of our times. Themes of the Grail quest – the nature and dynamics of the spiritual world, the heroic task of ego

integration, the trials of discipline, fear and sacrifice, the psychology of romantic and divine love and the confrontation with evil – are issues of contemporary relevance for any individual, man or woman, who seeks a meaningful life in the wasteland of the contemporary landscape.

SPIR360: The Spirituality of Global Collapse (3-4)

Examines two alternative endings to the story of the Great Turning, understood as the move from an industrial-based society to a sustainable society. Either the Great Turning manifests and all is well, or society is led down the tortuous road of the Great Unraveling. How have other societies managed their own demise? What spiritual resources are required to navigate the transition? What new myths can assist in this time of global transformation? Students explore the hypothesis that by confronting their worst fears, they can discover new resources within the human spirit.

SPIR380: Comparative Spiritual Traditions (3-4)

Spirituality, understood as the cultivation of the relationship between humans and the sacred, is a global phenomenon. Students examine four different spiritualities from around the world to search for similarities and differences in their form, expression, content and effect. Spiritualities explored are from Africa, Europe, Asia and North America.

SPIR390: Special Topics in Spiritual Studies (3-4); Varies

Includes course offerings of special interest within or across areas of concentration.

SPIR405: Spiritual Psychology of the Human Heart (3-4)

Students view the heart as simultaneously a physical organ, an interior region of soul and a receptacle for spiritual energy. Students explore the science of blood and

circulation, the biology of the heart and its disruptions, and the feeling states of the heart in an effort to experience the heart as a meeting place between human and spiritual realities. The class includes a dissection, meditation techniques and the use of a heart feedback machine. *SPI*

SPIR407: Integral Psychology and Spirituality (3-4)

Students draw on the contemporary Integral (all quadrants/all levels) model of Ken Wilber as a framework for understanding psychology and spirituality. With an emphasis on the integration of body, mind and spirit in the realms of self, culture and nature, students are introduced to integral theory as it applies to areas of their own experience as well as to the domains of psychology and spirituality. The course interweaves experiential learning through the exploration of integral life practices and embraces the basic components of body, mind, spirit and shadow. *SPI*

SPIR410: Alchemy and Science: Towards a Re-imagining of Nature (3-4)

Traces the historical, philosophical and spiritual roots of modern science as it developed in the Greek world, through the Renaissance and the Scientific Revolution of 1600-1800 to today's post-modern era. In addition to this historical survey, the class is also a study in epistemology, the theory of how reality is perceived and what constitutes valid knowledge. Students view the world alchemically to see how feeling and aesthetics can restore the moral imagination of science. *SPI*

SPIR420: Ritual Process and Ceremonial Design (3-4); SP

Students first examine the anthropological literature on the nature of ritual process from a cross-cultural perspective, and then study the nature of ceremonial design,

trying to understand the patterns of purpose, symbols, structure and timing that give it power. Ritual ceremony is viewed as a means of dialoguing with the "sacred other," who may be thought of as soul, spirit, the gods and goddesses, nature, the unconscious or the universe. The class is highly experiential. *SPI*

SPIR430: Depth Psychology: History of the Unconscious (3-4); WI

Topics include ancient approaches to healing, encounters with the unconscious, the connection between the individual soul and the soul of the world, and soul making through literature and mythology. Students acquire overviews of Jungian, Archetypal and Spiritual Psychology, as well as ideas regarding depth psychology's future in the new millennium. *PSI*

SPIR440: Dreams and the Earth (3-4); WI, SP

Students entertain the possibility that their dreams can connect them not only to their personal shadow and the archetypes of the collective unconscious, but also to the intention of nature herself, to the anima mundi or "soul of the world." Emphasis is on learning techniques of dream tending, enactment of ritual and dream incubation. Course requires a high level of self-disclosure and psychological maturity. *PSY; SPI*

STCM590: Special Topics in Strategic Communication (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

STCM610: Communicating Across Cultures (3); WI

Develop awareness, knowledge and skills to understand between-the-lines messages across cultures, avoid costly miscommunications and build strong relationships within and among diverse constituencies.

STCM620: Using Media for Social Change (3); SP

Examine how to make change through the creative use of media and through the lenses of theory and practice. Students develop communication strategies based on articulated goals, designated audiences, available tools and time.

STCM630: Communication Media (3); FA

Learn to analyze the impact of the messages produced with various media and the social and political implications of each.

STCM631: Legal and Ethical Issues in Communication (3)

Examine the roles law and ethics play in shaping media content and the status of expression in the American legal system by studying communication issues such as persuasion versus propaganda, manipulation in group discussions, manifestation of prejudice (sexism and racism), the language of oppression and commercial and political doublespeak.

STCM637: Power in Media (3)

Examine the changing media environment from the perspectives of economic and cultural instruments of power, explore the distinct strengths of various media technology, investigate how media shape public opinion and policies, and determine points of intervention.

STCM639: Integrity and Public Relations (3)

Investigate the complicated working relationships among journalists, researchers and public relations professionals and probe the nature of truth-telling and manipulation of information from a critical perspective.

STCM640: Participatory Communication for Social Change (3); SU

Learn tools and innovative models in preparation to become a participative communication strategist.

STCM641: Documentary Film (3); WI

Examine documentary filmmaking from a variety of perspectives that focus on films associated with contemporary social change movements. Students think visually, write descriptively and document learning through hands-on exercises and reflective practice.

STCM642: Citizen Journalism (3)

This presents concrete examples of how advocacy journalists and inquisitive citizens have shined a light on crucial realities that have fallen outside of the dominant media's frame.

STCM697: Media Fieldwork (3); Varies

This interactive course offers the opportunity to examine closely the visual and aural data that surrounds us. Students identify patterns, deconstruct them and create media using an instrument of choice (camera, video, audio recorder, artwork, text, music), thereby developing techniques for gleaning information that is transferable.

THTR600: Theater Arts Concentration Independent Study/Elective (4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of

the M.A.Ed. Concentration/Endorsement Options.

WRTG400: Writing Strategies Seminar (1-3); SU, FA, WI, SP

This writing seminar offers students a small group community of writers that supports the individual student's writing in his/her academic program. Through structured, biweekly meetings with a faculty facilitator, students process their writing: from generating ideas to composing, from proofreading to revising.

WRTG401: Writing Seminar with Digital Storytelling (1-3); SU, FA, WI, SP

This writing seminar offers a small group community focused on the creation of digital stories that may complement efforts in an academic program. In this way, the digital story becomes another medium for academic inquiry. Through structured, biweekly meetings with a faculty facilitator, students engage in all aspects of the process and production of a digital story.

WRTG402: Researching Strategies Seminar (1-3); SU, FA, WI, SP

Students explore ways of researching, using databases, and other resources available online and through Antioch's library. Students engage in multiple approaches and strategies for searching the Internet and finding information in various formats.

WRTG403: Rhetorical Questions (3); FA

This course surveys the grammar rules of written communication important to successful writing and demystifies the conventions of formal writing. The focus is on the sorts of technical difficulties common to writers interested in learning the details of the mechanics, grammar and conventions of standard written discourse.

**WRTG404: The Writing Process (3);
SU, FA, WI, SP**

Introduces students to the generative and recursive nature of reading and writing. Through critical reading and writing, students develop their writing and thinking skills. A critical understanding of the writing process develops as students learn to generate ideas, compose, proofread and revise for focus, support, organization and conventions.

WRTG405: Writing in Academic Contexts (3); SU, FA, WI, SP

Offers students a critical exploration of reading and writing intrinsic to the university. Students compose a variety of genres, from personal narratives to more formal, academic writing incorporating outside research. The writing workshop approach includes tutorials supporting their writing process, peer editing and successful revising and proofreading techniques.

**WRTG406: Inquiry and Research (3);
SU, FA, WI, SP**

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied. Some sections also explore a personal stance in relation to material studied in an online writing community.

WRTG407: Technical and Professional Writing (3); SU, FA, WI, SP

Technical and Professional Writing examines the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular

emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

WRTG409: Literacies: The Intersection of Writing Across Multiple Understandings (3); WI

What is the future of writing within an aural, visual, kinesthetic world? This course explores the diverse literacies that may be required to communicate effectively in this changing world and the multiplicities of learning design that are emerging where writing may include more than paper and pencil.

WRTG490: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society.

Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing etc.

WRTG600: Writing Strategies Seminar (1-3); SU, FA, WI, SP

This writing seminar offers a small group community of writers that supports the individual student's writing in his/her academic program. Through structured, biweekly meetings with a faculty facilitator, students process their writing: from generating ideas to composing, from proofreading to revising.

WRTG601: Writing Seminar with Digital Storytelling (1-3); SU, FA, WI, SP

This writing seminar offers students a small group community focused on the creation of digital stories that may complement efforts in an academic program. In this way, the digital story becomes another medium for academic inquiry. Through structured, biweekly meetings with a faculty facilitator, students engage in all aspects of the process and production of a digital story.

WRTG602: Researching Strategies Seminar (1-3); SU, FA, WI, SP

Students explore ways of researching, using databases, and other resources available online and through Antioch's library. Students engage in multiple approaches and strategies for searching the Internet and finding information in various formats.

WRTG603: Rhetorical Questions (3); FA

This course surveys the grammar rules of written communication important to successful writing and demystifies the conventions of formal writing. The focus is on the sorts of technical difficulties common to writers interested in learning the details of the mechanics, grammar and conventions of standard written discourse.

WRTG604: The Writing Process (3); FA, WI, SP

Introduces students to the generative and recursive nature of reading and writing. Through critical reading and writing, students develop their writing and thinking skills. A critical understanding of the writing process develops as students learn to generate ideas, compose, proofread and revise for focus, support, organization and conventions.

WRTG605: Writing in Academic Contexts (3); SU, FA, WI, SP

Offers students a critical exploration of reading and writing intrinsic to the university. Students compose a variety of genres, from personal narratives to more formal, academic writing incorporating outside research. The writing workshop approach includes tutorials supporting their writing process, peer editing and successful revising and proofreading techniques.

WRTG606: Inquiry and Research (3); SU, FA, WI, SP

Emphasizes that writing and inquiry are

both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied. Some sections also explore a personal stance in relation to material studied in an online writing community.

WRTG607: Technical and Professional Writing (3); SU, FA, WI, SP

Technical and Professional Writing examines the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

WRTG609: Literacies: The Intersection of Writing Across Multiple Understandings (3); WI

What is the future of writing within an aural, visual, kinesthetic world? This course explores the diverse literacies that may be required to communicate effectively in this changing world and the multiplicities of learning design that are emerging where writing may include more than paper and pencil.

WRTG610: Project Writing (3); SU, FA, WI, SP

Explores the complexities involved in researching, composing, revising and formatting the proposal, project paper, thesis or dissertation. Graduate students engage in careful examination of rhetorical strategies involved in researching and writing their terminal paper for a degree in their content area.

WRTG690: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing etc.

WRTG706: Inquiry and Research-Doctoral (3); FA

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of the psychological discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied.

WRTG790: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing etc.

WSDN590: Special Topics in Whole Systems Design (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

WSDN591: Special Topics in Holistic Perspectives (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

WSDN592: Special Topics in Design Theory and Practice (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

WSDN593: Special Topics in Systemic Thinking (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

WSDN610: Wholophilia: Design as Practice of Wholeness (3)

Students gain an understanding of the relationships between wholeness, love and design by framing the understanding of design as a practice of wholeness and systems thinking.

WSDN611: Mary Parker Follett (3); SU

Explores issues of organization, power conflict, groups and democracy through the holistic systemic work of an early organizational consultant and social reformer.

WSDN612: Experience of Place (3); SP

Develops awareness of relationship with the built and natural world. Explores its impact on identity, effectiveness and what is possible personally, organizationally and socially.

WSDN613: Metaphor, Worldview and Change (3); FA

Explores language as a reflection of worldview and a powerful leverage point for change. Students critique metaphors that commonly appear in organizational, community, environmental and civic life and are introduced to new thinking and possibilities by changing those metaphors.

WSDN620: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)

An exploration of signs and symbolic meaning experientially and theoretically. Students apply this learning to design communication exercises, using visual thinking as a technique for working out creative responses to design challenges.

WSDN621: Design Approach: The Art and Science of Creative Change (3); WI

Students learn and experience design as an intentional co-creation process of acting and being in the world to facilitate organizational renewal, societal change and personal transformation.

WSDN622: Context-based Design (3)

Students learn to approach design by distinguishing levels of context – environment, stakeholder need, design functionality and design architecture – and use relationships among levels to explore concepts important to design: value, sustainability, flexibility, effectiveness, efficiency, creativity and identification of resources.

WSDN623: Notating Imagination: Advanced Design Communication (3)

Students explore notation, syntactically and semantically, as an emerging new area in advanced design communication and whole systems design.

WSDN630: Systemic Thinking: The Art of Making Distinctions (3)

Explore systemic thinking and concepts as a means for making more meaningful and useful distinctions in the service of improved communications, conflict resolution, collective design and decision-making.

WSDN631: Advanced Systems (3); FA

Learn a structural approach to understanding system formation and politics, change versus persistence and design concepts – effectiveness, flexibility, creativity and value.

Office of Extension and Continuing Education

Antioch University Seattle, with its 157-year heritage of quality in higher education and its experience as one of the leaders in the "University Without Walls" movement, has a long history of finding creative solutions for meeting the educational needs of underserved learners personally, professionally and academically. This history includes a clear focus on customer service, flexibility, and relevant programs, while maintaining Antioch's principles of "rigorous liberal arts education, innovative experiential learning and socially engaged citizenship." True to this heritage, Antioch's Office for Extension & Continuing Education (OECE) offers excellent program opportunities designed to meet changing educational needs of working professionals. Through certificate and continuing education programs, courses, workshops, special events and other academic offerings, OECE promotes learning that connects profession with passion and Antioch as a center for professional growth.

From the structure of its programs and involvement of its faculty to the practical nature of classes, assignments and person-

alized services, Antioch's OECE provides learners with an educational experience that supports their goals, recognizes their experiences and challenges them to succeed.

OECE collaborates with a variety of educational partners that bring additional resources to the community, including: Heritage Institute, Staff Development for Educators, Education Development Center, Heinemann Publishing, LeapNow, Academy for Coach Training and the Dispute Resolution Center of Snohomish and Island Counties. These partnerships, as well as other OECE programs, certificates and courses, extend Antioch into the community and further serve the needs of alumni as well.

Because OECE offerings are responsive to community needs, they change often. Antioch's website is the best way to learn about OECE programs: www.antiochseattle.edu/ce. Or call 206-268-4111, e-mail oece@antioch.edu or stop by the OECE office between 9 a.m. and 5 p.m. in Room 234 at the Antioch University Seattle campus.



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