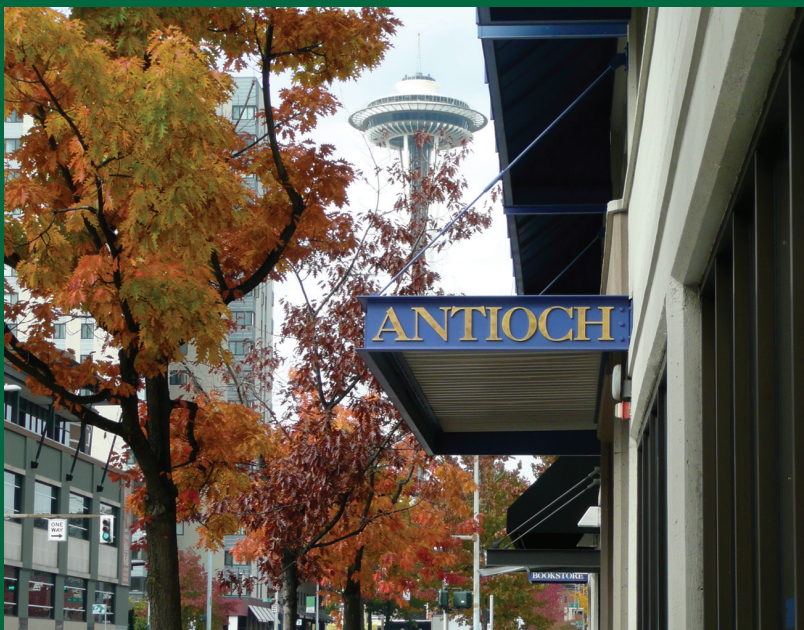


# 2010-11 Catalog



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

**Horace Mann**

First president of Antioch College  
Excerpt from commencement address, 1859

ANTIOCH  
UNIVERSITY  
SEATTLE



**To reach Antioch:** From north of Seattle, take the Stewart Street exit off Interstate 5 to Sixth Avenue, turning right onto Sixth Avenue and continuing about four blocks. From south of Seattle, take the Seneca Avenue exit off Interstate 5, turning right (north) onto Sixth Avenue. Continue through the downtown core toward the Space Needle about 10 blocks.

# ANTIOCH UNIVERSITY

SEATTLE

2326 Sixth Ave., Seattle, WA 98121-1814 | 206-441-5352  
Admissions Office: 206-268-4202 | [admissions@antiochseattle.edu](mailto:admissions@antiochseattle.edu)

[www.antiochseattle.edu](http://www.antiochseattle.edu)



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Antioch Seattle does not discriminate on the basis of race, color, sex, ancestry, national origin, religion, age, sexual orientation, family status or disability in recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and activities as a matter of policy, and in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, and other state and federal laws.

Antioch University Seattle is one campus of Antioch University, which is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 N. LaSalle St. Suite 2400, Chicago, IL 60602-2504, 800-621-7440.

Antioch University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 1, 2012, and authorizes Antioch University to offer the following programs: Bachelor of Arts in Liberal Studies; Master of Arts in Education; Master of Arts in Environment and Community; Master of Arts in Organizational Development; Master of Arts in Communication; Master of Arts in Psychology; Master of Arts in Whole Systems Design; Master of Science in Management and Leadership; Doctor of Psychology in Clinical Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Selected academic programs of study at Antioch University Seattle are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. The Washington State Board of Education has approved the state teacher preparation program offered by Antioch University Seattle.

**Teacher Education.** Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or [profed@k12.wa.us](mailto:profed@k12.wa.us) to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

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*Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The five campuses located in Seattle, WA; Keene NH; Yellow Springs, OH; Los Angeles and Santa Barbara, CA; along with the Ph.D. and Education Abroad programs, nurture in their students the knowledge, skills and habits of reflection to excel as life-long learners, democratic leaders and global citizens who live lives of meaning and purpose.*

# 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, 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.

Throughout my life I have been guided by the wisdom of my great, great grandfather, Chief Manuelito. 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." I share with you his message and my best wishes.

Sincerely,



Cassandra Manuelito-Kerkvliet, Ph.D.

President

Antioch University Seattle



# Academic Calendar

## Summer 2010

Quarter dates: July 6 to Sept. 18, 2010

Financial Aid Filing Date .....	April 15
Registration Begins.....	9:01 p.m., May 10
Late Registration.....	9:01 p.m., June 20 (Late Fee Assessed)
Tuition Payment Due .....	July 1
First Day of Classes.....	July 6 (Tuesday)
Last Day to Receive Full Refund .....	July 14 (9th day of quarter)
Fall Registration Begins .....	9:01 p.m., Aug. 9
Last Day of Classes .....	Sept. 18
Evaluator Assessments Due.....	Sept. 25
Commencement Ceremony .....	June 24, 2011
Independence Day Holiday .....	July 4-5 (campus closed)
Labor Day Holiday (campus closed) .....	Sept. 6

## Fall 2010

Quarter dates: Oct. 4 to Dec. 18, 2010

Registration Begins.....	9:01 p.m., Aug. 9
Financial Aid Filing Date .....	Aug. 15
Late Registration.....	9:01 p.m., Sept. 19 (Late Fee Assessed)
Tuition Payment Due .....	Oct. 1
First Day of Classes.....	Oct. 4
Last Day to Receive Full Refund .....	Oct. 12
Winter Registration Begins .....	9:01 p.m., Nov. 8
Last Day of Classes .....	Dec. 18
Evaluator Assessments Due.....	Jan. 1
Commencement Ceremony .....	June 24, 2011
Thanksgiving Holiday (campus closed)....	Nov. 25-28
Winter Break (campus closed) .....	Dec. 23-Jan. 2

## Winter 2011

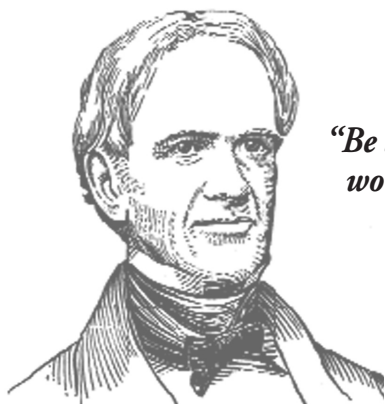
Quarter dates: Jan. 3 to March 19, 2011

Registration Begins.....	9:01 p.m., Nov. 8
Financial Aid Filing Date .....	Nov. 15
Late Registration.....	9:01 p.m., Dec. 19 (Late Fee Assessed)
Tuition Payment Due.....	Jan. 1
First Day of Classes.....	Jan. 3
Last Day to Receive Full Refund .....	Jan. 11
Spring Registration Begins.....	9:01 p.m., Feb. 7
Last Day of Classes .....	March 19
Evaluator Assessments Due.....	March 26
Commencement Ceremony .....	June 24, 2011
Martin Luther King, Jr. Day Holiday.....	Jan. 17 (campus closed)
Presidents' Day Holiday .....	Feb. 21 (administrative staff holiday)

## Spring 2011

Quarter dates: April 4 to June 18, 2011

Registration Begins.....	9:01 p.m., Feb. 7
Financial Aid Filing Date .....	Feb. 15
Late Registration.....	9:01 p.m., March 20 (Late Fee Assessed)
Tuition Payment Due .....	April 1
First Day of Classes.....	April 4
Last Day to Receive Full Refund .....	April 12
Summer Registration Begins.....	9:01 p.m., May 9
Last Day of Classes .....	June 18
Evaluator Assessments Due .....	June 25
Commencement Ceremony .....	June 24, 2011
Memorial Day Holiday (campus closed).....	May 30



*“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 is a bold and enduring source of innovation in higher education. With roots dating back to 1852 and inspired by the work of pioneering educator Horace Mann, Antioch University was founded in 1964 on principles of rigorous liberal education, experiential learning and social engagement. The multi-campus university nurtures in its students the knowledge, skills and critical thinking to excel as lifelong learners, democratic leaders and global citizens who live lives of meaning and purpose. More than 5,000 students across the United States and around the world are served by undergraduate, graduate and doctoral studies at Antioch University Los Angeles, Antioch University Midwest (Yellow Springs, OH), Antioch University Santa Barbara, Antioch University Seattle and Antioch University New England (Keene, NH) and the university-wide Antioch Education Abroad and Ph.D. in Leadership and Change programs. Together, students, alumni, faculty and staff form a visionary community that strikes a rare and essential balance between idealism and life experience.

### 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 a modern building in the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. The building houses 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 moveable 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 in 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.

Also located on the first floor is a small cafe, with coffees, teas, warm sandwiches, pastries, and salads. Artfully decorated, it holds an avant garde collegiate energy able to spark lively conversations around the table spaces. Newspapers and other reading materials are also available here to connect with the neighborhood and the whole city.

## Disability Support Services (DSS)

Antioch University recognizes that functional limitation is an experience shared by up to 1 in 5 people and is committed to ensuring disability non-discrimination as outlined Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1990, and related laws. The Disability Support Services (DSS) office provides resources for the campus community to build effective understanding and implementation of disability civil rights.

One key role of DSS is to provide reasonable accommodations to qualified students with a physical, sensory, psychological or learning disability or disabilities in order to ensure that all students have equal opportunity to benefit from and have access to programs and services. 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 reasonable accommodations must register with the DSS office and submit recent documentation of disability from a health care professional. All accommodations are determined on a case by case basis, since functional limitations can vary uniquely. Contact the DSS Office as early as possible so that individual accommodation needs can be addressed in a timely manner. All DSS information is kept confidential.

For more detailed information, including policies, procedures and resources, please contact the DSS Office at 206-268-4151 or 206-268-4403/TTY 206-728-5745 or e-mail [DSS@antiochseattleu.edu](mailto:DSS@antiochseattleu.edu).



## 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 to diverse learning styles. The collection is accessible through the online catalog on the library's web page at [www.antiochseattle.edu/lib](http://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 are 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@antiochseattle.edu](mailto:admissions@antiochseattle.edu). Admissions information also is available online at [www.antiochseattle.edu/admissions](http://www.antiochseattle.edu/admissions)

### Admission Decisions

The Dean of Academic Outreach and Enrollment Services makes all admission decisions in consultation with admissions counselors 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 may register during the open registration period, following the week of priority 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 & Fees 2010-11

Tuition and fees rates are in effect through spring quarter 2011. Antioch reserves the right to change these rates at any time without prior notice. Amounts shown are in U.S. dollars.

Tuition is charged at a per-credit rate for all credits registered. In addition to tuition, most students are charged a quarterly student services fee and technology fee (described below). Some courses may require payment of a lab or materials fee.

## B.A. Completion Program

### B.A. in Liberal Studies

\$500 per credit

Prior Learning credits ..... \$125/credit

## Center for Creative Change

### M.A. Communication

### M.A. Environment and Community

### M.S. Management and Leadership

### M.A. Organizational Development

### M.A. Whole Systems Design

### CCC Graduate Certificate Programs

\$590 per credit

## School of Education

### B.A. in Liberal Studies with Teacher Preparation

\$490 per credit

### M.A. Education

### Graduate Teacher Preparation

### Graduate Teacher Prep with M.A.

\$525 per credit

## Pathway 3 Endorsements

### Library Media

### Special Education

### Theater Arts

\$525 per 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

\$590 per credit

### Psy.D. Clinical Psychology

\$710 per credit

## Center for Teaching and Learning

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

400-level courses..... \$500/credit

600-level courses..... \$590/credit

700-level courses..... \$710/credit

## Visiting Students

Tuition for visiting students is charged at the per credit rate of the program sponsoring 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. These fees are nonrefundable after the 100% tuition 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 Center for Teaching and Learning. The fee is not charged to Pathway 2 endorsement students.

## Students enrolled part time

Undergraduate students - 1-5 credits

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

## Students enrolled more than part time

Students enrolled greater than part-time-

Undergraduate students - 6 + credits,

Graduate students - 4 + 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

Technology Fee .....\$30

### Other Fees and Deposits

*Fees and deposits are not refundable except as noted.*

Application Fee (on paper) .....\$50

Application Fee (online).....\$25

Application Fee/Endorsements.....\$50

Application Fee/Readmission .....\$25

Enrollment Deposits (nonrefundable; applied to first quarter's tuition)

Psy.D. program .....\$300

Art Studio Access Fees

Quarterly/Daily Drop-in .....\$75/\$5

Audit Fee (per course).....\$400\*

Bike room key deposit (refundable) .....\$25

Course and Materials Fees ..... vary\*\*

Diploma Replacement.....\$35

Enrollment Maintenance Fee.....\$500

Late Payment Fee .....\$60

Late Registration Fee.....\$60/75/100

Liability Insurance Fee (per quarter).....\$20

Student Parking Permit

Evening/Weekend (per quarter) .....\$30

Payment Plan Fee (per quarter).....\$35

Registration Reinstatement Fee.....\$195

Returned Check Fee .....\$30

*\*Audit fees are waived for Antioch students enrolled at least half time, Antioch University Seattle graduates, degree committee members and Antioch University Seattle employees.*

*Fees for a maximum of two courses audited will be waived per term. Course and materials fees are not waived.*

*\*\*Fees for courses requiring payment of a course, materials or liability insurance fee are noted in Schedule of Classes and are refundable if the course is dropped during the 100% refund period.*

## Antioch University Seattle Student Financial Policies

*The Student Financial 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@antiochsea.edu](mailto:studentaccounts@antiochsea.edu) or (206) 268-4009.*

### Policy Statement

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 the Registrar's Office if they decide to cancel enrollment.

The purpose of the Student Financial Policies is to inform students of their financial responsibilities while enrolled at Antioch and of actions the university may take when a student fails to comply with these policies. These policies are in effect summer 2010 through spring 2011.

### Billing of Tuition

When a student registers online in myAntioch, estimated tuition and fee billing charges update immediately on the student's account. Students view their tuition and fee charges in myAntioch under Student Account Summary. After verification of the tuition and fee charges, the Student Accounts Office emails a courtesy reminder of the tuition payment deadline to the student's Antioch email account.

All charges on a student's account are subject to verification and may be adjusted in accordance with the applicable tuition and fee rates. If an adjustment is made to a student's account, the Student Accounts Office will send notification of the change to the student's Antioch email account.



## **Paying Tuition**

Failure to attend classes or provide written notification of withdrawal to the Registrar's Office does not relieve a student from tuition payment. Antioch reserves the right to cancel a student's registration for failure to meet their 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.

Antioch offers several options for paying tuition. Students must complete one of the following payment options by the tuition payment deadline to avoid a late payment fee or possible cancellation of registration due to non-payment of tuition:

- 1) Pay tuition in full. 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 on next page). The plan is available only to matriculated students registered for credit.

## **Where to Pay Tuition**

Payments may be made online through a student's account in myAntioch. 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 initiate registration after the published open registration period must pay a late registration fee and estimated tuition or have evidence of a certified financial aid package before clearance for registration will be granted.

	<b>Payment-Deadline</b>	<b>Payment Plan Payment Schedule</b>
<b>Summer 2010</b>	July 1, 2010	July 1, 2010 Aug. 1, 2010 Sept. 1, 2010
<b>Fall 2010</b>	Oct. 1, 2010	Oct. 1, 2010 Nov. 1, 2010 Dec. 1, 2010
<b>Winter 2011</b>	Jan. 1, 2011	Jan. 1, 2011 Feb. 1, 2011 March 1, 2011
<b>Spring 2011</b>	April 1, 2011	April 1, 2011 May 1, 2011 June 1, 2011

### **Late Payment Fee**

A late payment fee will be assessed when an account is not paid in full and lacks an approved payment arrangement by the second Tuesday of the quarter. The fee is assessed monthly until the account is brought to-date or sent to collections. The fee is assessed 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 assessed when a student initiates registration after the open registration period. The fee plus estimated tuition must be paid before clearance to register will be granted, unless the student has a certified financial aid package on record that covers the estimated tuition. The fee is not charged to new or visiting students, or to students who register for Enrollment Maintenance or Leave of Absence by the end of the first week of the quarter.

Registration ends the first Friday of the quarter. If a student is permitted to initiate registration during week two or three of the quarter, a \$75 late registration fee will be assessed. After week three of the quarter, a \$100 late registration fee will be assessed.

A \$60 late registration fee will be assessed if a student is permitted to add a new course to an existing registration after the 16th calendar day of the term.

### **Registration Cancellation/Reinstatement**

Antioch reserves the right to cancel a student's registration for non-compliance with Student Financial Policies. A student 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 reinstatement fee. 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 will be required to pay tuition in full prior to registering in future terms.

### **Fiscal Holds**

Fiscal Holds 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 \$30 returned check fee. A \$60 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 attempting 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. A credit balance of less than five dollars will be credited to the student's next term unless the student graduates or is no longer enrolled.

Quarter	Refund Pickup Date (subject to change)
Summer 2010	July 9
Fall 2010	Oct. 8
Winter 2011	Jan. 7
Spring 2011	April 8

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 receiving a Pell or Washington State Need Grant may not receive a refund until those grants arrive (usually the third Friday 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 can not honor requests for early disbursement of aid.

**Tuition Credit for Dropped Courses**

A tuition credit is calculated and applied to a student's account using the following schedule when a student drops a course(s) within the first 40 calendar days of the quarter. The credit is calculated from the date the student submits the completed Drop Form to the Registrar's Office. 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 session of class.

For all courses that begin more than one week prior to the official start of the quar-

ter, the refund percentage is calculated from the first day of class. In this situation, a student may be liable for paying prorated tuition if the courses are dropped prior to disbursement of financial aid.

assessment of late payment fees when applicable. Please read the Tuition & Fees Appeal Form for complete details.

**Tuition Credit Schedule**

<b>Days into Quarter</b>	<b>% Tuition Credit</b>
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, which 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, causing a balance on account that the student must pay to the University.

**Appeals of Tuition & Fees**

An appeal for credit of tuition or fees will be considered for circumstances beyond a student’s control when the student submits appropriate documentation in accordance with the Tuition & Fees Appeal Form within 15 days of the end of the term. Filing an appeal does not exempt a student from payment of tuition or the

# 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:

- Perkins Loan
- William D. Ford Direct 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)

## 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

- William D. Ford Direct Unsubsidized 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](http://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](http://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:

- Direct Unsubsidized Stafford Loans
- Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Direct 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 x 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](http://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 and/or supplemental supervised experience

## Course Credits

Antioch University Seattle is on a quarter calendar and courses are offered as quarter credit.

Credits for fixed-credit courses may not be altered.

A student may increase or decrease the number of credits for variable-credit courses only within the first six weeks of the quarter. The number of credits cannot subsequently be reduced by the instructor or student as a means of reflecting incomplete or inadequate quality of coursework. Credits already earned cannot be changed. Credits are not negotiable either at the end of the quarter or at the end of the degree program.

Permission to audit a class may be available during the first week of classes on a space-available basis. Credit is not earned. Be aware that many classes are not available for audit. In all cases, program and instructor approval are required.

## Credit Load Limits

Graduate students may take a maximum of 12 credits per quarter. Undergraduate students may take a maximum of 15 credits 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. No Credit (NC), Late Drop (LD) and permanent Incomplete (IN) credit notations are punitive and count as credits attempted but not earned.

#### 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 25.*

## 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.*

Students are limited to four consecutive leave of absence quarters. After that, unless the student registers for credit, or enrollment maintenance (EMF) status if eligible, he or she will be withdrawn.

## Enrollment Maintenance

There are circumstances in which neither course enrollment nor a leave of absence is appropriate. To maintain continuous enrollment under these circumstances, a student registers for enrollment maintenance status (EMF).

When not enrolled for courses, EMF registration is required:

- if a student is completing or has course work In Progress
- to graduate at the end of a term
- to hold degree committee meetings

A student may not register for enrollment maintenance status to maintain continuous enrollment after exhausting the consecutive leave of absence maximum.

## 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. If a student does not register for courses, a leave of absence or enrollment maintenance status by the end of the first week of the quarter, the student will be withdrawn and any courses in progress will be marked "No Credit." 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.

## 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.

### **Student Records and Transcripts**

Narrative evaluations are part of a student's permanent academic record and may be requested by the student to accompany the transcript. The student may request that any, all, or none of the narrative evaluations accompany the transcript; no evaluations will be released unless requested by the student.

Upon written request, the university will provide academic transcripts for any student who has attended Antioch University Seattle. The university maintains the right to withhold release of a transcript if the student has an outstanding financial obligation to the university.

### **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.

### **Student Appeal Procedure for Non-Academic Issues**

Students have the right to appeal when a violation of university policy or procedure is alleged. Note: Sexual harassment claims and academic grievances are covered through their respective procedures. Before an appeal is filed, students should attempt to solve problems informally. That is, they should communicate directly with the person(s) involved. If that is not satisfactory students should then communicate with their Dean or Director.

If an informal resolution cannot be reached, the student may file a formal appeal to the Dean of Students by providing a written statement specifying the nature of the complaint, any evidence related to the complaint, and the remedy sought.

### **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 mailing 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](http://www.antiochseattle.edu/currentstudents/registrar_forms.html)

## **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.

## **Disability Support Services Policy**

It is the policy of Antioch University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students' needs. Antioch University is committed to providing reasonable accommodation to qualified students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services.

# 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.



# The Center for Teaching and Learning

The Center for Teaching and Learning at Antioch University Seattle fosters academic and teaching excellence within the AUS community through providing writing courses and academic support for students as well as providing faculty development through workshops, forums and consultations on innovative collaboration, scholarly activity and effective pedagogy. In providing a central system for all members of the AUS academic community, the Center for Teaching and Learning is a central, cross-curricular resource center for student and faculty academic interaction, writing and program excellence.



## Writing Courses at the Center for Teaching and Learning

A consistent feature of an Antioch education is the role writing plays within academic study. Rather than tests and exams, Antioch students use writing to illustrate their complex understanding of new concepts. In this way, writing becomes more than words on a page—writing becomes a "way of knowing," a representation of the critical reflection engaged in learning. Writing is an essential mode of learning at Antioch University, so essential that some academic programs require writing classes at the beginning of study.

At Antioch University Seattle, we have developed course offerings in writing that are innovative and are integrated across

academic programs. The writing courses are designed to support the writing growth and success of students. These courses offer AUS students a broad scope of writing experience, from understanding the writing process to academic writing, from formal research and inquiry to technical and professional writing. The courses are all taught by experienced faculty "writing experts" and are designed with the specific educational goal of bringing a critical examination of writing to the academic experience at AUS.

## Academic Support Lab

The Academic Support Lab is dedicated to offering AUS students assistance with their academic writing. Writing consultants are trained in a collaborative model to converse with peers about their writing and provide support. The ASL also offers workshops on academic concerns, such as approaches to researching and APA documentation and formatting. Writing assistance and test support are available in one-on-one and group sessions in half-hour and one hour segments through scheduled appointments and drop-in hours.

## Faculty Development

The Center for Teaching and Learning offers quarterly workshops and forums that engage faculty from all programs in collegial and intellectual conversations on issues related to progressive teaching and scholarly activity at AUS. The CTL also offers a monthly brown bag series for all new AUS faculty. Faculty members also may request a personal consultation regarding issues related to teaching.

# 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 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
- 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 faculty advisers, instructors 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.

## Advising

Students in the B.A. in Liberal Studies Program are assigned a faculty advisor at the entry to the program. Each full-time core faculty member advises approximately 30 students, meeting regularly with each advisee. Faculty advising is especially focused on degree planning and registration for courses and other learning activities such as independent studies, internships, service learning, and the senior synthesis. When core faculty advisors are on professional development leave for one quarter each year, their advisees are assigned to other core faculty members as temporary advisees. In addition to guidance each student receives from their primary core faculty advisor, students are regularly reminded that they may consult with any B.A. faculty member at any time. Students also receive substantial assistance from program associates, mainly focused on technical issues, such as registration procedures, information technology support, and interactions with other departments across campus.

## Portfolios

All students create portfolios that map

their progress through the program and exhibit their best work. Although portfolios have a consistent set of documents that students create as they progress 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, transfer courses, prior learning, independent studies and other learning activities. Students choose 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 guide the student to design learning activities to form a coherent study of a theme, topic or interdisciplinary project. Or, students may choose a more focused concentration in one of the several fields highlighted at Antioch Seattle and develop a degree plan that is largely comprised of a curriculum established by the B.A. faculty. 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 partici-

pate 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 core competencies of a liberal arts education that students must demonstrate to complete their degrees. All core competencies fall under the larger purpose of achieving leadership skills for the 21st century. Students assess their strengths and weaknesses in these areas, and are evaluated by their advisers and teachers. They create a plan to bring their competencies to a baccalaureate 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:

- Creative and Critical Inquiry
- Understanding Self and Community
- Understanding Society and the World

## 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 (classified as junior or senior level). These can include college-level 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 a portfolio which contains a degree plan and the student's best work
- Progress through a core curriculum
- Creation of an area of concentration
- Successful 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 University Seattle
- Enroll for at least four quarters in residence at Antioch
- Create a portfolio of documents reflecting academic progress
- Complete required core courses, including a field-based or community project and senior synthesis project
- Demonstrate in-depth knowledge of an area of concentration
- Demonstrate mastery of core competencies through presentations, coursework, writing and practical experience

All students take the following required courses:

**LIB301 - Liberal Studies Seminar**  
(3-4 credits)

**LIB302 - Diversity, Power and Privilege**  
(3-4 credits)

**LIB310 - Educational Design**  
(repeatable up to 6 credits)

In addition, structured option students take:

**LIB402 - Integrated and Synthesis Seminar - Capstone Project** (1-2 credits)

**LIB450 - Senior Synthesis** (1-10 credits)

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

# 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 design the combination of courses that makes 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, students typically complete closer to 50-60 credits in their area 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 composed 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.

Examples of some individualized areas of concentration from recent graduates are:

- Sustainable communities
- 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 Ecological Design. 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 specifies courses and other learning included in the area of concentration, as well as the forum in which her learning took place.

## Example: Ecological Design

Ecological Design is a study of design that fosters an ecological literacy, and an engagement with natural processes, global systems of power, sacredness and placemaking. Ecological Design, as popularized by Sim Van der Ryn, is an integrated approach to sustainability at both the building-specific and the community development scale. This field of concentration evolves to include and intends to further Dr. Randolph Hester's research on design for *ecological democracy*. Localization of culture, of economy, and of decision-making is a necessary foundation of sustainability, and intersections (like the long forgotten local square), when planned with intention, can be powerful sites of connection. Ecological Design provides a path toward work honoring the value of this sacred space. I will confront design opportunities at the intersections, seek to interpret and honor the diversity of edges, and with participatory research create gathering spaces that empower and affect change. According to Hester, "confrontation is the greatest source of civic creativity."

In the Ecological Design concentration, Bachelor level competence will reflect the following:

- a working knowledge of the stages of process consulting, and a design portfolio that communicates *enabling*, *resilient* and *impelling* form, and the art of reciprocal stewardship.
- a demonstrated understanding of community development, and the public art process – from design concept to implementation.
- exposure to statistical modeling, life-cycle cost analysis, and practical application of alternative energy designs and efficiency certification standards
- theoretical insight into the nature of narrative inquiry, the contexts in which people connect to each other & give meaning to place, and the power of story to evoke individual and collective change
- critical grasp of the environmental and social justice impacts of design on the global community in the face of climate change, and a research base in progressive alternative economic theory

*Design:* I was introduced to the sustainable reach of participatory building, and the Land Trust process when I partnered with White Oak Farm and Education Center in Southern Oregon several years ago. In exchange for training in natural building technique, I helped to build and maintain a strawbale common house on their Equity Trust site. The level of intention with which participants there have grown their vision and put it into action resonates with me in a profound way. It was on this land that I began to form a vision of my path in relation to sustainability. I do freelance organic garden design, and I'm a nationally certified sustainable building advisor (CSBA).

*Ecology:* Interpretation, restoration and stewardship were values I took for granted

as a child raised in the coastal redwoods. I took my first real job as a job as an interpretive park ranger the summer after high school, and became a volunteer steward for the Monterey National Marine Sanctuary before the word *sustainability* made it onto my radar. Both as a field school naturalist, and a fourth-grade core educator, I remained dedicated to the each-one-teach-one philosophy of environmental stewardship. The work of Dr. Randolph Hester at University of California at Berkeley in the area of Design for Ecological Democracy creates grounds for thinking about the environment, community and design to become more integrated. I feel as though I've come full circle with Ecological Design; capturing the soul of a place, creating intentional sacred gathering places in order that communities might pursue their own essence, and interpret their own future.

*Community-based change:* I draw upon difference to strengthen links between creativity, community & environment. My work with at-risk populations can and should be reframed as work with survivors. Teaching, counseling, training and mentoring instilled in me a profound respect for the unique issues facing young people, women and those who identify as members of minority or counter-culture groups, and the stressful transitions families face as their roles are redefined with age and with circumstance. Individuals who choose to utilize resources outside familiar networks to not only meet their own needs, but to create opportunities for community – these survivors – these leaders – are my inspiration. I want my designs to capture their stories and support their resilience that mystifies me so. I want my designs to empower their active engagement in making lasting change happen.

What I seek in a liberal arts education at Antioch is a more scholarly perspective of the privilege from which I will ultimately

practice, and the objectivity required to balance the creative with the technical. I will emerge from Antioch with coursework that speaks directly to the gaps that exist in my learning, having filled my toolbox with narrative research methods, marketable design graphics skills that are recognized universally, and a clearer understanding of global economic and environmental climate systems, so that I have some informed baseline from which to begin my Masters studies abroad. Community Design Studio coursework will be married with a policy internship, and together they will stretch me to communicate vision to a variety of audiences, by a variety of means, at varying scales. Masters classes, taken with special permission in the departments of Organizational Psychology and Environment & Community will bridge my commitments to social and environmental justice, shape my own personal theory of practice, my design portfolio and the confidence to say, out loud, that I am an artist. My Capstone Project will reframe the central issues surrounding development that I grapple with as a designer. I will propose a collaboration–internship or independent study with *Earth Economics*, incorporating measures that value indigenous wisdom, biodiversity, climate change, and natural resources as I create a sense of place. Rather than designing to persuade those who stand in the way of sustainable outcomes that their policies oppress, my practice will impel active participation. I will emerge from Antioch with the breadth to design gathering places that demand not *the freedom from*, but instead make accessible *the freedom to*.

Transcripted learning activities that support my area of concentration:	
Title	Credits

<b>Other Institutions</b>	
Climate Change Seminar .....	2
Environmental Engineering, Design, & Analysis .....	2
Environmental Science & Statistics .....	1
Intro to Visual Arts .....	5
Philosophy of the Arts .....	4
Intro to Design .....	6
History of Modern Landscape Architecture .....	3
Intro to Social Theory .....	3
Intro to Social Organizations .....	3

<b>Antioch University Seattle Courses</b>	
Placemaking & Public Art .....	3
Old Growth: Ecology & Management .....	3
Stories for Collective Action .....	4
Globalization & Its Discontents .....	3
Children in America .....	4

<b>Independent Studies and Internships</b>	
Landscape Perception & Design Graphics .....	1
Community Design Studio .....	1
Energy Modeling & Solar Workshop .....	1
CAPSTONE Concept Research – Earth Economics .....	4
Natural Resource Conservation .....	4
Intro to Research Methods .....	5
Special Projects-R: Ecological Evaluation & Design Perception .....	5
Tanzania – Building & Building Community Ind Study .....	1
Policy Work .....	1
Practitioner Development .....	2



## Prior Learning

Intergenerational Ties.....	3
Origins & Human Behavior.....	4
Sex Roles.....	5
Environment & Behavior.....	4
Social Psychology.....	3
Total concentration credits.....	90

## Structured Areas of Concentration

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

- Arts and Literature
- Environmental Studies
- Global Studies
- Human Development and Learning
- Human Services
- Leadership and Organizational Studies
- Psychology
- Social Justice Studies
- Spiritual Studies
- Sustainable Business

Each of these ten areas requires both core and elective courses. There are six core courses (at least 18 credits), or types of courses, required in each area of concentration, plus elective credits that bring the total to 45 quarter credits. 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 examples of courses that fulfill those requirements. These classes are offered every year, or every other year. Unless otherwise noted, all courses can be taken for 3-4 credits. Students choose a course for each core area and the remaining courses or other learning experiences qualify 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

An example of the structured areas of concentration, based on actual B.A. students' work, follows the description of each structured area of concentration. Students may have taken courses at several community colleges and universities before enrolling at Antioch University Seattle. These are listed generically as Univ 1 or CC 1. Antioch (AUS) courses featured in sample degree plans reflect those offered in past years as well as the current one. PL signifies prior learning; 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, new media 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, Richard Hugo House, and Pratt Fine Arts Center, expand students' learning opportunities. Up to 25% of a student's Arts and Literature concentration may be completed through partnership organizations' courses.

## Core courses

1. Writing workshop: One of the following courses, an independent study or transfer credit
  - Writing the Stories We Know
  - Spoken Word and Performance Poetry
  - The Moving Image: Screenwriting
  - Improvisation
  - Playwriting: Exploring Craft
  - Writing Poetry and the Pursuit of Memory
  - Solo Performance and Presentation
  - Writing Fiction: Whose Story?
2. Art Studio: One of the following courses, an independent study or transfer credit
  - Acrylic Painting
  - Ceramics I/II
  - Ceramics: Primitive Techniques
  - Mixed Media I/II
  - Acting Fundamentals
  - Acting With Text
  - Stonecarving
  - Printmaking
- 3-6. Art and Literature Seminars
  - The American Family in Literature and Film
  - Literature of Displacement
  - Literary Representations of American Slavery
  - The Making of a Literary Magazine
  - Placemaking and Public Art
  - Fine Art Symposium: Seattle's Place in Art World
  - Border Crossings: A Multi-Cultural Journey Through Film
  - Postcolonial Protest Narratives
  - Indigenous Art and Literature
  - Contemporary Native American 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 Plan

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Writing Workshop - <i>Poetry and the Pursuit of Memory</i>	Fall 08	AUS	4
<input type="checkbox"/> 2.	Art Studio - <i>Stonecarving</i>	Fall 08	AUS	3
<input type="checkbox"/> 3.	Art and Literature Seminar - <i>Postmodern Fiction</i>	Spring 06	CC 1	5
<input type="checkbox"/> 4.	Art and Literature Seminar - <i>Literature of Displacement</i>	Winter 09	AUS	4
<input type="checkbox"/> 5.	Art and Literature Seminar - <i>Post Colonial Protest Narratives</i>	Spring 09	AUS	3
<input type="checkbox"/> 6.	Art and Literature Seminar <i>The American Family in Literature and Film</i>	Summer 09	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

title	quarter	school	credits
Acting Fundamentals	Fall 08	AUS	3
Acrylic Painting	Fall 08	AUS	3
Art and Literature Seminar - Postmodern Fiction	Winter 09	AUS	4
Writing the Stories We Know	Winter 09	AUS	4
The Moving Image: Screenwriting	Spring 09	AUS	2
Ecoliterature	Summer 06	CC1	5
Fine Art Symposium: Seattle's Place in the Art World	Fall 09	AUS	3
Placemaking and Public Art	Summer 09	AUS	4

**Subtotal: 28**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship in Publishing	Summer 09	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

title	quarter	school	credits
The Intersection of the Novel and Art	Fall 09	AUS	6

**Subtotal: 6**

**Total Area of Concentration credits: 61**



## Environmental Studies

**PURPOSE:** The goal of the Environmental Studies concentration is to prepare students for work in green-related jobs, to increase their understanding of environmental justice issues, to explore techniques of place-based urban sustainability, and to enhance their appreciation of the natural world. Work opportunities may include jobs in government agencies (Forest or Park Service), environmental start-up companies, non-profits, and/or environmental education/therapy programs. The Environmental Studies Concentration combines science, policy, social justice issues, psychology, spirituality, leadership and outdoor skills with a deep appreciation and awareness of the natural world.

### Core courses

1. Environmental Science
  - Water Quality Assessment
  - Cascade Geology/Hydrology
  - Field Based Environmental Analysis
2. Bio-Regional Studies and Nature Awareness Skills
  - Floral and Fauna of the Pacific Northwest
  - Bio-Regional Studies: The Dynamic Duwamish
  - Old-Growth Forest Ecology
  - Birds in the Imagination and the Field
  - Nature Awareness Skills

3. Global Environmental Justice Issues
  - Global Environmental Problems
  - Environmental Policy
  - Environmental Justice Issues
  - Global Warming
  - History of the Environmental Movement
  - Urban Sustainability
4. Eco-Psychology and/or Eco-Spirituality
  - Ecopsychology
  - Wilderness Therapy
  - Dreams and Earth
  - Ritual Process and Ceremonial Design
  - The Spiritual Psychology of the Human Heart
  - Ecological Ceremonies
5. Environmental Leadership, Education and Advocacy
  - Games for Leaders: Facilitation of LOW Risk to HI Element Activities
  - Methods of the Environmental Educator
  - Expeditionary Leadership
  - Survey of Outdoor Education
6. Eco-Art
  - Nature Writing/Poetry
  - Nature Photography
  - Digital Storytelling

### Electives

- The Nature of Wilderness First Aid
- Oceanography and Marine Science
- Environmental Justice and Racism
- Women in Wilderness
- Alchemy and Science: Toward the Re-imagination of Nature

## What follows is a *sample* Environmental Studies Area of Concentration Plan

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Field Based Environmental Analysis	Fall 09	AUS	4
<input type="checkbox"/> 2.	Bio-Regional Studies: The Dynamic Duwamish	Spring 10	AUS	3
<input type="checkbox"/> 3.	History of the Environmental Movement	Spring 06	CC1	5
<input type="checkbox"/> 4.	Ecopsychology	Winter 10	AUS	4
<input type="checkbox"/> 5.	Expeditionary Leadership	Summer 09	AUS	3
<input type="checkbox"/> 6.	Nature Photography	Summer 10	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

title	quarter	school	credits
Cascade Geology/Hydrology	Fall 09	AUS	3
Old-Growth Forest Ecology	Fall 09	AUS	3
Environmental Policy	Winter 10	AUS	4
Urban Sustainability	Winter 10	AUS	4
Dreams and the Earth	Spring 10	AUS	2
Writing the Natural World	Summer 06	CC1	5
Methods of the Environmental Educator	Fall 09	AUS	3
Placemaking and Public Art	Summer 09	AUS	4

**Subtotal: 28**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Wilderness Awareness School	Spring 10	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

title	quarter	school	credits
The Zero-Waste Urban Community	Summer 10	AUS	4

**Subtotal: 4**

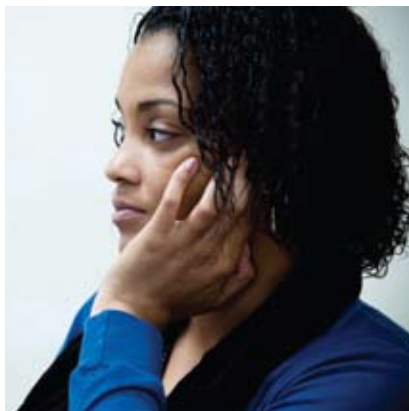
**Total Area of Concentration credits: 59**

## 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. Postcolonial Protest Narratives
3. Narratives of Displacement
  - Border Crossings: A Multi-cultural Journey Through Film
  - Brown Thought and Activism
  - Literature of Displacement
4. World Ideologies Today
  - Global Economics and Ideologies
  - Palestine-Israeli Conflict
  - War and Gender
5. Translating Gender
  - Translating Gender
  - Women and Mental Health
6. International Activism
  - Community Organizing in History
  - Climate Change Activism



### Electives

- The African American 20th Century
- History of Mindfulness: East and West
- Palestine-Israel Conflict
- Wealth and Poverty
- International Activism
- Marx's Theory of History
- Classic and Contemporary Models of African Leadership
- War and Gender
- Indigenous Women Movements
- Mapping Worlds: Wayfaring at the Margins
- Political Economy of Oil States
- Indigenous Psychology

## What follows is a *sample* Global Studies Area of Concentration Plan

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Globalization and Its Discontents <i>Globalization, Development, Grassroots Movements</i>	Fall 07	AUS	4
<input type="checkbox"/> 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 08	AUS	4
<input type="checkbox"/> 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 08	AUS	4
<input type="checkbox"/> 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Summer 05	Univ 1	5
<input type="checkbox"/> 5.	Translating Gender <i>Women's Studies - Cross Cultures</i>	Winter 98	CC 1	5
<input type="checkbox"/> 6.	War and peace, Terrorism, Democracy and Nonviolence <i>Creating Just, Peaceful and Sustainable Societies</i>	Winter 08	AUS	3

**Subtotal: 25**

### 2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Summer 07	AUS	3
(PL) Culture Studies: Central Amer Immersion (PL)	Summer 07	AUS	10
World Literature	Spring 98	CC1	5
Globalization and Economics	Fall 05	Univ 1	5
Palestine-Israel Conflict	Fall 08	AUS	3
Pilgrimage	Summer 08	AUS	4
Anthropology and Literature	Summer 07	AUS	4

**Subtotal: 34**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Seattle Immigrant Rights Center Internship	Summer 09	AUS	2

**Subtotal: 2**

### 4. Senior Synthesis

title	quarter	school	credits
Immigrant Women	Winter 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 65**

## Human Development and Learning

**PURPOSE:** The goal of the Human Development and Learning concentration is to provide students with a solid liberal arts foundation for: graduate studies in education, leading in turn toward eligibility for a Washington residency teacher certificate; graduate studies in psychology, human development, and human service fields; practitioner roles working with children, youth, and/or adults as caregivers, program specialists, or noncertificated educators; citizenship, policy and entrepreneurial roles requiring broad knowledge of human development and learning.

### Core courses

1. Perspectives in Human Development and Learning
2. Lifespan Development
3. Social Science Research
4. Child Development and Learning Theory or another course focusing on theories of learning and human development such as:
  - Child Development and Educational Psychology
  - Educational Foundations
5. Prevailing Cultural Attitudes and Social Policy Issues Affecting Children, Youth, Families, or Elders.
  - History and Image of the American Family
  - Children and Social Policy
  - Urban Youth in Context
6. Issues of Gender, Sexual Orientation, and Sexual Identity as these Affect Human Development.
  - Gay, Lesbian, Bisexual, and Transgender Studies
  - Men
  - Translating Gender

- Women and Mental Health
- Women's Health in Global Perspective.

### Electives

- Abnormal Psychology
- The American Family in Literature and Film
- Arts, Culture and Learning
- The Body in Context
- Child and Adolescent Literature
- Children with Special Gifts and Needs
- Conflict Resolution
- The Counseling Role
- Current Assessment Practices
- Depth Psychology
- Human Services Seminar
- Inquiry and Research
- History and Image of the American Family
- Integral Psychology and Spirituality
- Liberatory Psychology and Cultural Healing
- Loss and Grief
- Psychology and Spirituality
- Race, Justice & Political Reality
- Researching Strategies Seminar
- Social Psychology
- Theories of Personality
- Transpersonal Psychology
- Women's Education Project



## What follows is a *sample* Human Development & Learning Area of Concentration Plan

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Perspectives in Human Development and Learning	Fall 09	AUS	4
<input type="checkbox"/> 2.	Lifespan Development	Summer 10	AUS	3
<input type="checkbox"/> 3.	Social Science Research	Spring 10	AUS	4
<input type="checkbox"/> 4.	American Family in Literature and Film	Summer 09	AUS	4
<input type="checkbox"/> 5.	Women and Mental Health	Fall 09	AUS	4
<input type="checkbox"/> 6.	Child Development and Learning Theory	Winter 10	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

title	quarter	school	credits
Theories of Personality	Summer 10	AUS	3
Children and Social Policy	Winter 10	AUS	10
General Psychology	Spring 09	CC1	5
Introduction to Sociology	Spring 09	CC1	5
Abnormal Psychology	Fall 10	AUS	3
The Body in Context	Winter 10	AUS	4
Human Anatomy & Physiology	Spring 08	CC2	5
Perspectives on Loss & Grief	Fall 10	AUS	4

**Subtotal: 33**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Child Development Practicum	–	Prior Learning	10

**Subtotal: 10**

### 4. Senior Synthesis

title	quarter	school	credits
Organizing a Parent Co-op	Fall 10	AUS	6

**Subtotal: 6**

**Total Area of Concentration credits: 72**

## 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
3. 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 American Family in Literature and Film

### 6. Social Issues

- Service Learning: The Homeless Women's Project
- Globalization
- Translating Gender
- History and Image of the American Family
- 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
- Latinos in the U.S.
- Facilitating Democratic Participation
- Leadership and Conflict Resolution
- Intercultural Communications and Conflict Resolution



## What follows is a *sample* Human Services Area of Concentration Plan

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Personal/Prof. Development Human Services <i>Human Services Seminar</i>	Winter 09	AUS	3
<input type="checkbox"/> 2.	Lifespan Development <i>Lifespan Development</i>	Summer 08	AUS	4
<input type="checkbox"/> 3.	The Counseling Role <i>Counseling Skills</i>	Fall 07	AUS	4
<input type="checkbox"/> 4.	Community Org. & Social Movements <i>Community Organizing in Action</i>	Fall 08	AUS	4
<input type="checkbox"/> 5.	Literature of Human Experience <i>History and Image of American Family</i>	Spring 07	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Children and Social Policy</i>	Fall 07	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

title	quarter	school	credits
Depth Psychology	Winter 08	AUS	4
Abnormal Psychology	Winter 08	AUS	4
Psychology and Spirituality	Spring 08	AUS	4
Monsters and the Literary Imagination	Spring 07	AUS	4
Immigrant Experience	Summer 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Theories of Personality	Spring 08	AUS	4
LSII: Diversity, Power and Privilege	Summer 07	AUS	4
Introduction to Buddhist Psychology	Summer 08	AUS	3

**Subtotal: 35**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Service Learning: LGBT Center (IS)	Summer 08	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

title	quarter	school	credits
Crosscultural Counseling	Spring 08	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 Non-profit Management
- Organizational Theory/Behavior
- Introduction to Business
- Intercultural Communications and Conflict Resolution

#### 2. Systems Change 1

- Turning the Ship: Organizational Change

- Far from Equilibrium: Systems Perspectives on Change

#### 3. Systems Change 2

- Narrating Change: Stories for Collective Action
- Social Justice Organizing Strategies for Organizations

#### 4. Leadership 1

- Case Studies in Leadership
- Leadership and Conflict Resolution

#### 5. Leadership 2

- Leadership, Mindfulness & Social Justice
- Expeditionary Leadership: Lessons in Group Facilitation

#### 6. Facilitation

- Power of Engaging: Listening, Collaborating, Facilitating
- Expeditionary Leadership: Lessons in Group Facilitation
- Community Organizing in Action
- International Activism

### Electives

- Sustainable Workplace Relationships
- Economics for Global Sustainability
- Human Services Seminar
- Social Science Research
- Intercultural Communications and Conflict Resolution
- Finance for Sustainable Business

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

**1. Six Required Courses**

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Organizational Studies <i>Intro to Non-profit Management</i>	Fall 08	AUS	4
<input type="checkbox"/> 2.	Systems Change 1 <i>Far From Equilibrium</i>	Spring 08	AUS	4
<input type="checkbox"/> 3.	Systems Change 2 <i>Turning the Ship - Organizational Change</i>	Summer 09	CC1	3
<input type="checkbox"/> 4.	Leadership 1 <i>Case Studies in Leadership</i>	Winter 09	AUS	4
<input type="checkbox"/> 5.	Leadership 2 <i>Leadership &amp; Conflict Resolution</i>	Spring 09	AUS	3
<input type="checkbox"/> 6.	Facilitation <i>Facilitating Democratic Participation</i>	Fall 08	AUS	3

**Subtotal: 21**

**2. Area of Concentration Electives**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Introduction to Psychology	Winter 06	CC1	5
Human Resources Management	Spring 06	CC1	5
Interpersonal Communications in the Workplace	Fall 06	CC1	5
Organizational Behavior	Winter 07	CC1	5
International Activism	Spring 09	AUS	3
Social Science Research	Winter 09	AUS	3
Economics for Global Sustainability	Fall 08	AUS	3

**Subtotal: 29**

**3. Community/Field-based Learning Experience**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship: Facilitation Practicum	Summer 09	AUS	4

**Subtotal: 4**

**4. Senior Synthesis**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Senior Synthesis: Leading Teams Through Change	Fall 09	AUS	3

**Subtotal: 3**

**Total Area of Concentration credits: 57**

## 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
2. Abnormal Psychology
3. Lifespan Development
4. The Counseling Role
5. Literature Focused on the Human Experience
  - The American Family in Literature and Film
  - Literature of Displacement
  - Contemporary Native American Literature
6. Social Science Research
  - Social Science Research

### Electives

- Interdisciplinary Perspectives on Loss and Grief
- Transpersonal Psychology
- Indigenous Psychology
- Introduction to Jungian Psychology
- Joseph Campbell
- Introduction to Organizational Psychology
- Spiritual Psychology of the Human Heart
- Psyche and World Religions
- Women and Mental Health
- Ecopsychology
- Depth Psychology
- Children and Social Policy
- Archetypes in Classical Literature

### What follows is a *sample* Psychology Area of Concentration Plan

#### 1. Six Required Courses

	title	quarter	school	credits
❑ 1.	Theories of Personality <i>Theories of Personality</i>	Winter 09	AUS	3
❑ 2.	Abnormal Psychology <i>Abnormal Psychology</i>	Fall 08	AUS	4
❑ 3.	Lifespan Development <i>Lifespan Development</i>	Summer 08	AUS	4
❑ 4.	The Counseling Role <i>Counseling Skills</i>	Fall 07	AUS	4
❑ 5.	Literature of Human Experience <i>History and Image of the American Family</i>	Spring 07	AUS	4
❑ 6.	Social Science Research <i>Children and Social Policy</i>	Fall 07	AUS	4

**Subtotal: 23**

## 2. Area of Concentration Electives

title	quarter	school	credits
Depth Psychology	Winter 08	AUS	4
Ecopsychology	Winter 08	AUS	4
Psychology and Spirituality	Spring 08	AUS	4
Monsters and the Literary Imagination	Spring 07	AUS	4
Immigrant Experience	Summer 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Archetypes in Classical Literature	Spring 08	AUS	4
LSII: Diversity, Power and Privilege	Summer 07	AUS	4
Intro to Buddhist Psychology	Summer 08	AUS	3

**Subtotal: 35**

## 3. Community/Field-based Learning Experience

title	quarter	school	credits
Service learning - LGBT Center (IS)	Summer 08	AUS	4

**Subtotal: 4**

## 4. Senior Synthesis

title	quarter	school	credits
Intergenerational Perspectives on Grief	Spring 08	AUS	2

**Subtotal: 2**

**Total Area of Concentration credits: 64**

## 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

- Men
- Urban Youth in context

### 6. Social Issues 2

- History and Image of the American Family
- Post Colonial Protest Narratives
- Women's Health in Developing Countries
- Nutrition and the Politics of Food

### 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
- Latinos in the U.S.





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

### 1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Social Movements & Democracy <i>Nonviolent Social Movements &amp; Democracy</i>	Winter 08	AUS	3
<input type="checkbox"/> 2.	Organizing & Building Social Movements <i>Community Organizing in Action</i>	Fall 08	AUS	4
<input type="checkbox"/> 3.	Civic Engagement, Policy Making & Gov't <i>Homeless and County Government</i>	Fall 02	Univ 1	5
<input type="checkbox"/> 4.	Leadership Development <i>Transformative Leadership</i>	Spring 08	AUS	3
<input type="checkbox"/> 5.	Social Issues <i>Children and Social Policy</i>	Fall 07	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Post-colonial Literature</i>	Spring 09	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Fall 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Homelessness (PL)	Spring 09	AUS	5
History and Image of American Family	Spring 07	AUS	4
Child Development	Summer 02	CC1	5

**Subtotal: 22**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Homeless Women's Project	SpSuFa 08	AUS	6

**Subtotal: 6**

### 4. Senior Synthesis

title	quarter	school	credits
Homelessness and Children	Spring 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 55**

# 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
- 4. Religious Studies
  - Joseph Campbell
  - Psyche and World Religions
- 5. Comparative Religion
  - World Religion
  - Mindfulness: East and West
- 6. Spiritual Practices
  - Dreams and the Earth
  - Ritual Process and Ceremonial Design
  - Eastern Meditation Practices

## Electives

- Theories of Personality
- Pilgrimage: Walking with Intention
- Foundations of the Great Turning

### What follows is a *sample* Spiritual Studies Area of Concentration Plan

#### 1. Six Required Courses

	title	quarter	school	credits
❑ 1.	Psychology & Spiritual Studies <i>Intro to Psychology and Spirituality</i>	Fall 07	AUS	4
❑ 2.	Depth Psychology <i>Seminar in Archetypal Psychology</i>	Fall 08	AUS	3
❑ 3.	Transpersonal Psychology <i>Transpersonal Psychology</i>	Winter 07	AUS	4
❑ 4.	Religious Studies: Myth, Symbol & Sacred <i>The Legacy of Joseph Campbell</i>	Winter 08	AUS	4
❑ 5.	Comparative Religion <i>World Religions</i>	Fall 05	Univ 1	5
❑ 6.	Spiritual Practices <i>Ritual Practice and Ceremonial Design</i>	Spring 08	AUS	4

**Subtotal: 24**

## 2. Area of Concentration Electives

title	quarter	school	credits
The Bible as Literature	Fall 05	Univ 1	5
The New Testament	Winter 06	Univ 1	5
Esoteric Christian Traditions	Spring 07	Univ 1	5
Alchemy & Science: Towards the Re-imagination of Nature	Fall 07	AUS	4
Inquiry into the Myth of the Holy Grail	Winter 08	AUS	4
Spirit in Action	Winter 09	AUS	4
Pilgrimage: Walking With Intention	Spring 08	AUS	4
Open Heart, Open Mind: Intro to Meditation	Summer 08	AUS	4

**Subtotal: 35**

## 3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Youth Rites of Passage	Summer 08	AUS	4

**Subtotal: 4**

## 4. Senior Synthesis

title	quarter	school	credits
Senior Synthesis: Vision Quest	Spring 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 67**



## Sustainable Business

**PURPOSE:** The Sustainable Business concentration educates students for leadership in the transition currently underway toward more sustainable models for 21st century business. Studies in this area emphasize an ethic of social responsibility driving business decisions and functions, along with concern for environmental sustainability and financial success in an interdependent global economy. Students in this concentration learn to think critically about contextual issues while experimenting boldly with emerging principles and practices. This concentration assumes some essential lower division coursework prior to (or concurrent with) enrollment at Antioch, and prepares students for new work roles in business and/or graduate studies.

### Core Courses

1. Economics and Sustainability
  - Economics for Global Sustainability
2. Financial Theory & Practice for Sustainable Business
  - Finance for Sustainable Business
  - Triple Bottom Line Accounting and Management

3. Social Responsible Marketing
  - Green Marketing
4. Systems Leadership/Systems Change
  - Far From Equilibrium: Systems Perspectives on Change
  - Case Studies in Leadership
  - Narrating Change: Stories for Collective Action
5. Collaborative/Team Skills Sustainable Workplace Relationships
  - Facilitating Democratic Participation
  - Expeditionary Leadership: Lessons in Group Facilitation
  - Intercultural Communications & Conflict Resolution
6. Topics & Issues in Sustainability
  - Creating a Just, Peaceful & Sustainable Future
  - Global Environmental Problems
  - Environmental Policy & Decision-making Process

### Required Transfer (or Concurrent Enrollment) Courses

- Fundamentals of Accounting I
- Fundamentals of Accounting II

### Electives

- Introduction to Business
- Introduction to Marketing
- Human resource Management
- Organizational Theory/Behavior
- Climate Change Activism
- Ecoliterature: Narrative and Ecological Conflict
- Globalization and Its Discontents

## What follows is a *sample* Sustainable Business Area of Concentration Plan

### 1. Eight Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Economics for Global Sustainability	Summer 09	AUS	3
<input type="checkbox"/> 2.	Triple Bottom Line Accounting & Management	Spring 09	AUS	4
<input type="checkbox"/> 3.	Green Marketing	Fall 08	AUS	3
<input type="checkbox"/> 4.	Far From Equilibrium: Systems Perspectives on Change	Winter 09	AUS	4
<input type="checkbox"/> 5.	Sustainable Workplace Relationships	Spring 08	AUS	3
<input type="checkbox"/> 6.	Global Environmental Problems	Fall 08	AUS	3
<input type="checkbox"/> 7.	Fundamentals of Accounting I	Fall 07	CC1	5
<input type="checkbox"/> 8.	Fundamentals of Accounting II	Winter 08	CC1	5

**Subtotal: 30**

### 2. Area of Concentration Electives

title	quarter	school	credits
Small Business Management	Winter 06	CC1	5
Diversity Issues in Business	Spring 06	CC1	5
Introduction to Marketing	Fall 06	CC1	5
Organizational Behavior	Winter 07	CC1	5
Climate Change Activism	Spring 09	AUS	3
Economics for Global Sustainability	Fall 08	AUS	3

**Subtotal: 26**

### 3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Assessing Ecological Footprints	Summer 09	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

title	quarter	school	credits
Senior Synthesis: Developing a Corporate Social Responsibility Plan	Fall 09	AUS	3

**Subtotal: 3**

**Total Area of Concentration credits: 63**

## 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: Education and Society (4)

EDUC560: Literacy Issues and Methods-

Writing and Learning to Write (4)

EDU509: Child Development & Learning Theory (4)

## **Center for Creative Change**

*(10-credit maximum)*

### **M.A. in Environment and Community, Organizational Development, 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)

CHNG632: Methods for Sustainable Change (3)

CHNG614-618: Program Caucus (1)

## **School of Applied Psychology, Counseling and Family Therapy**

*(12-credit maximum)*

### **Mental Health Counseling (MHC) / Couple and Family Therapy (CFT)**

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) / Couple and Family Therapy (CFT) 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. Successful completion of the program leads to 36 quarter hours of credit. LEAPYEAR is an excellent foundation for a B.A. in Liberal Studies.

## **Antioch Education Abroad**

The Antioch University Seattle - Antioch Education Abroad B.A. in Liberal Studies is a two-year program for students who transfer to Antioch University Seattle in the

third year and have already earned 60 semester (or 90 quarter) credits. Students may select to concentrate in one of the following areas: Environmental Studies, Spiritual Studies, or Global Studies.

Students can:

1. Complete 2 semesters abroad and 3 quarters in residence at AUS. Students can combine in-depth immersion abroad with real work experience during an internship and academic program in Seattle.
2. Integrate academic learning, both abroad and at AUS, with the experience of international living and working in a program-related internship in the Seattle area. Students gain invaluable practical experience for the continuation of study or work.
3. Receive team-based academic advising, comprised of one faculty member from AUS and one faculty member from Antioch Education Abroad. Students enjoy the benefits of uninterrupted, individualized academic advising.
4. Enjoy continuous and meaningful engagement in a true academic cohort, from beginning to end. Students stay connected with faculty advisers, other faculty members, and fellow students through direct personal interactions, within a framework of an on-line community.



# 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' worldviews 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 Communication
- M.A. in Environment and Community
- M.S. in Management and Leadership
- M.A. in Organizational Development
- M.A. in Whole Systems Design

### **The seven certificate programs are:**

- Business Leadership and Change Management
- Ecological Planning and Design
- Effective Communication Strategies
- Integrated Skills for Sustainable Change
- Organizational Dynamics
- Sustainable Food Systems and Permaculture Design
- 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 program of study. 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.

### **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 Methods for Sustainable Change
- 3 credits of Degree Caucus
- 12 credits of Applications of Sustainable Change
- 24 credits of specialization and elective courses relevant to the student's degree

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. Students may elect to take the traditional Environment and Community degree or an Environment and Community degree with a concentration in Sustainable Food Systems and Permaculture Design. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Ecological Planning and Design or Food Systems and Permaculture Design.

### **Environment and Community Degree Requirements (66 credits)**

#### **M.A. Core Requirements (18 credits)**

- CHNG510: Communication Design (3)
- CHNG520: Critical Inquiry (3)
- CHNG530: Systemic Thinking for a Changing World (3)
- CHNG545: Sustainability (3)
- CHNG550: Global Pluralism (3)
- CHNG560: Transformative Leadership and Change (3)

#### **M.A. Methods and Applications of Sustainable Change Requirements (24 credits)**

- CHNG631, 632, 633: Methods for Sustainable Change (9)

CHNG614: Environment and Community  
Caucus (3)

CHNG655, 656, 657: Applications of  
Sustainable Change (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. in Environment and Community  
Concentration in Sustainable Food  
Systems and Permaculture Design  
(12 credits)**

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

ENVC641: Political Ecology of Eating and  
Consumption (3)

ENVC642: Food Systems and their  
Alternatives (3)

ENVC671: Permaculture and Sustainable  
Systems Design (3)

**M.A. Elective Requirements (12 credits)**

**Elective courses include:**

ENVC621: Philosophical Perspectives on  
Environment and Community (3)

ENVC622: Ethics and Environmental  
Justice (3)

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

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

ENVC672: Appropriate Technologies and  
Social Adaptations (3)

ENVC680: International Applications in  
Sustainable Change (3)

Specialization and elective courses from  
other Center degree programs

Independent Studies

## **M.S. in Management and Leadership**

The Management and Leadership 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 and Leadership 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 and Leadership Degree Courses (66 credits)**

#### **M.S. Core Requirements (18 credits)**

- CHNG510: Communication Design (3)
- CHNG520: Critical Inquiry (3)
- CHNG530: Systemic Thinking for a Changing World (3)
- CHNG545: Sustainability (3)
- CHNG550: Global Pluralism (3)
- CHNG560: Transformative Leadership and Change (3)

#### **M.S. Methods and Applications of Sustainable Change Requirements (24 credits)**

- CHNG631, 632, 633: Methods for Sustainable Change (9)
- CHNG615: Management and Leadership Caucus (3)
- CHNG655, 656, 657: Applications of Sustainable Change (12)

#### **M.S. in Management and Leadership Specialization Requirements (12 credits)**

- FIN610: Managerial Finance and Accounting (3)
- MGMT610: 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)
- Specialization and elective courses from other Center degree programs
- Independent Studies



## M.A. in Organizational Development

Antioch's Organizational Development 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 Development 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 Development Degree Courses (66 credits)

#### M.A. Core Requirements (18 credits)

- CHNG510: Communication Design (3)
- CHNG520: Critical Inquiry (3)
- CHNG530: Systemic Thinking for a Changing World (3)
- CHNG545: Sustainability (3)
- CHNG550: Global Pluralism (3)
- CHNG560: Transformative Leadership and Change (3)

#### M.A. Methods and Applications of Sustainable Change Requirements (24 credits)

- CHNG631, 632, 633: Methods for Sustainable Change (9)
- CHNG655, 656, 657: Applications of Sustainable Change (12)

## **M.A. in Organizational Development Specialization Requirements (12 credits)**

- ORGP615: Overview of Organizational Dynamics (3)
- ORGP630: Practitioner Development (3)
- ORGP633: Intervening in a System (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: Creating Collaborative Teams (3)
  - ORGP645: Coaching (3)
  - ORGP646: Multi-Stakeholder Collaboration (3)
- Specialization and elective courses from other Center degree programs  
Independent Studies

## **M.A. in Communication**

The M.A. in 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.

## **Communication Degree Courses (66 credits)**

### **M.A. Core Requirements (18 credits)**

- CHNG510: Communication Design (3)
- CHNG520: Critical Inquiry (3)
- CHNG530: Systemic Thinking for a Changing World (3)
- CHNG545: Sustainability (3)
- CHNG550: Global Pluralism (3)
- CHNG560: Transformative Leadership and Change (3)

### **M.A. Methods and Applications of Sustainable Change Requirements (24 credits)**

- CHNG631, 632, 633: Methods for Sustainable Change (9)
- CHNG617: Communication Caucus (3)
- CHNG655, 656, 657: Applications of Sustainable Change (12)

## **M.A. in Communication Specialization Requirements (12 credits)**

- STCM610: Communicating Across Cultures (3)
- STCM620: 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 (3)
- CHNG530: Systemic Thinking for a Changing World (3)
- CHNG545: Sustainability (3)
- CHNG550: Global Pluralism (3)
- CHNG560: Transformative Leadership and Change (3)

### **M.A. Methods and Applications of Sustainable Change Requirements (24 credits)**

- CHNG631, 632, 633: Methods for Sustainable Change (9)
- CHNG618: Whole Systems Design Caucus (3)
- CHNG655, 656, 657: Applications of Sustainable Change (12)



### **M.A. in Whole Systems Design Specialization Requirements (12 credits)**

WSDN614: Applications in Human Systems (3)

WSDN624: Design for Social Innovation (3)

WSDN632: Structures of Meaning: Distinctions, Intentions and Outcomes (3)

WSDN633: Systemic Change and Persistence (3)

### **M.A. Elective Requirements (12 credits)**

#### **Elective courses include:**

WSDN610: Design as a Practice of Wholeness (3)

WSDN612: Experience of Place (3)

WSDN613: Metaphor, Worldview and Change (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 (9 credits): FIN610: Managerial Finance and 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 (9 credits): 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. Recommended for journalists, writers, filmmakers, media strategists, communications consultants, community leaders and social-change advocates. Requirements are any three of the following courses (9 credits): STCM630: Communication Media; STCM610: Communicating Across Cultures; STCM620: 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; CHNG530: Systemic Thinking for a

Changing World; 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): ORGP615: Overview of Organization Dynamics; ORGP633: Intervening in a System; 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.

## **Sustainable Food Systems and Permaculture Design (18 credits)**

Learn how to design and implement changes in food systems – from soil to plate. Recommended for people working in organic farming, permaculture, ecological agriculture, urban and rural sustainability, community supported agriculture, and food services. Requirements are the following four specialization courses (12 credits): ENVC620: Theories and Practices of Social-environmental Change; ENVC642: Food Systems and their Alternatives; ENVC641: Political Ecology of Eating and Consumption; and ENVC671: Permaculture and Sustainable Systems Design; plus two elective courses (6 credits) taken 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 the following four specialization courses (12 credits): WSDN614: Applications in Human Systems; WSDN624: Design for Social Innovation; WSDN632: Structures of Meaning: Distinctions, Intentions and Outcomes; and WSDN633: Systemic Change and Persistence; plus two elective courses (6 credits) taken 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 (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 2010-11 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 (81 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.

## Master of Arts in Education with Teacher Preparation

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
- Work with existing technology in classrooms
- 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

The Master of Arts in Education is available to students in the graduate teacher preparation options. Students focus on action research models, social change and curriculum design in capstone projects. 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 course 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*

### Completion Requirements for Degree

Upon successful completion of a capstone, students receive a Master of Arts in Education.

### Graduate teacher preparation options:

Residency certifications

- Elementary Education (K-8) (72 credits)
  - Optional Washington State endorsements
    - Middle School Math
    - Middle School Science
    - Middle School Humanities

- Secondary (5-12) Math (60 credits)
- Secondary (5-12) Science (60 credits)

**Required admissions test:** WEST-B

**Required certification test:** WEST-E exam(s)

**Graduate teacher preparation core courses: required for all options (28 credits)**

EDUC 502: Education and Society - Foundations of Schooling in a Diverse America (4)

EDUC 510: Strategies of Instruction and Assessment (4)

EDUC590: Student Teaching (11)

EDUC591: Supporting Seminar (1)

EDUC608: Research Project I (4)

EDUC609: Research Project II (4)

EDUC592: Integration Seminar

**Graduate teacher preparation courses: required for Elementary (K-8) Education option (64 credits) with M.A. project (72 credits)**

Core Courses (28 credits)

EDUC509: Child Development and Learning Theory (4)

EDUC532: Instructional Methods: Integrating the Arts (4)

EDUC540: Instructional Methods for Social Studies (4)

EDUC550: Instructional Methods: Mathematics I (4)

EDUC552: Instructional Methods: Science I (4)

EDUC558: Instructional Methods: Health, Fitness, and Safety: Content and Methods (4)

EDUC561: Literacy Issues and Methods I: Writing and Learning to Write (4)

EDUC563: Literacy Issues and Methods II: Reading and Learning to Read (4)

EDUC577: English Language Learners (4)

SPED601: Special Education (4)

Electives or Middle School Endorsement Courses:

- One 4-credit elective
- Middle School Mathematics Endorsement: EDUC551: Instructional Methods: Mathematics II (4)
- Middle School Science Endorsement: EDUC553: Instructional Methods: Science II (4)
- Middle School Humanities Endorsement: EDUC541: Instructional Methods: Social Studies II (4)

**Graduate teacher preparation courses: required for Mathematics (5-12) Mathematics or Science (5-12) options (60 credits)**

Core Courses (28)

EDUC516: Adolescent Development (4)

EDUC543: Secondary Literacy Issues and Methods I: Writing (4)

EDUC545: Secondary Literacy Issues and Methods II: Reading (4)

EDUC512: Curriculum, Instruction, and Assessment in Secondary Mathematics I (4)

EDUC514: Curriculum, Instruction, and Assessment in Secondary Science I (4)

EDUC513: Curriculum, Instruction, and Assessment in Secondary Mathematics II (4)

EDUC515: Curriculum, Instruction, and Assessment in Secondary Science II (4)

EDUC578: Literacy for Secondary English Language Learners (4)

SPED607: Secondary Students with Special Needs (4)

One elective course (4)

## 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 and English as a second language instruction. 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. Course-work 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\*  
Environmental and Sustainability Education\*  
Global Education  
Integrated Arts  
Library Media\*  
Middle School Math\*  
Middle School Science\*  
Native American Education  
Reading (Literacy)\*  
Special Education\*  
Theater Arts\*  
Self-designed Area of Study

\*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 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 Options**

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. Pathway 2 is the process to add a somewhat compatible or related endorsement to the endorsement(s) that you hold and requires verification of the content area by passing the content exam (WEST-E) and demonstrating the new endorsement's teaching method in a practicum.

Evidence elements for Pathway 2 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.

Related area endorsements may also be obtained via Pathway 3 and/or as part of the Master of Arts degree for experienced educators. Pathway 3 is the process to add an endorsement by a program that may require coursework, verification of the content area by passing the content exam (WEST-E) and demonstrating the new endorsement's teaching method in a practicum. Endorsement areas include Special Education, Library Media, Theater Arts and Sustainability.

### **Special Education Course work includes**

SPED621: Understanding Individuals with Disabilities (4)

SPED622: The Special Education Student in Contest (4)

SPED623: Assessment and Evaluation of Students with Special Needs (4)

SPED624: Curriculum Planning and the IEP (4)

SPED625: Curriculum Planning, Content and Practice in Special Education (4)

SPED 626: Managing Student Behavior and Social Integration Skills (4)

SPED 627: Internship in Special Education (8)

### **Library Media Course work includes**

LIBM602: School Library Program Management for the 21st Century (3)

LIBM604: Technology-based Instructional Resources (3)

LIBM606: Technology in the Library: Production and Presentation (3)

LIBM608: Selection of Children's and Adolescent Library Materials (3)

LIBM610: Library Research Skills: Working I Collaboration (3)

An additional 13.5 on-line quarter credits are taken with Mansfield University.

### **Theater Arts Courses are selected with an adviser.**

### **Sustainability Course work includes**

EDUC630: Introduction to Ecological Perspectives in Environmental Education and Sustainability (2)

EDUC631: Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2)

EDUC632: Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2)

EDUC633: Contemporary Issues in Environmental Education and Sustainability Education: Cultural, Social and Economic Dimensions (2)

EDUC634: Identifying, Investigating, and Evaluating Current Issues in Environmental Education and the Sustainability Education (4)

EDUC635: Policy-making, Engagement, and Action in Environmental Education and the Sustainability Education (4)

EDUC636: Professional Development and Contributions in Environment Education and Sustainability Education (4)

## **National Board Certification**

The National Board for Professional Teaching Standards (NBPTS) attests that teachers embrace opportunities to examine their practice against the profession's highest standards. Antioch's NBPTS Support Program provides a support system for NBPTS certification. The program has summer orientation meetings followed by approximately 40 hours of facilitation by Nationally Certified facilitators, September through April. Group meetings (ratio of 1 Nationally Certified Teacher for 4-5 candidates) provide individual support with the National Board process, feedback on written entries, organization, assessment center help, and retake support. Together, the cohort members and facilitators determine the schedule.

EDUC665: National Board Certification (3)

# 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, specializations 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 specializations 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 specialization provides a venue for inter-disciplinary exploration with an eye toward social change.

## **Master of Arts in Psychology – Art Therapy (AT/CFT or AT/MHC)**

Students develop competencies in art therapy concurrent with earning a master's degree in psychology with either the Couple and Family Therapy specialization or the Mental Health Counseling specialization. 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 – Couple and Family Therapy (CFT)**

Students in the CFT Specialization develop the basic conceptual and relational competencies needed for the professional practice of couple and family therapy. This learning specialization meets the educational requirements for Washington state licensure in Marriage and Family Therapy and is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

## **Master of Arts in Psychology – Drama Therapy (DT/CFT or DT/MHC)**

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

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

Students in this specialization 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*, *Transper-*

*sonal Psychology or Buddhist Psychology.* These courses do not lead to clinical licensing or certification. Graduates of this non-licensure Integrative Studies in Psychology specialization 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 specialization acquire comprehensive skills for the practice of counseling. The MHC specialization 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 specialization 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 specializations. Depending on the specialization, 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 Specializations

### Specialization Design

The clinical specializations offer both the academic and practical training needed to work in diverse settings. All specializations 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. Expressive Arts students meet educational requirements for additional registration as art therapists (ATR) through the American Art Therapy Association (AATA) or as drama therapists (RDT) through the National Association for Drama Therapy.

### 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.

### Required Corequisite

#### WRT606 Inquiry and Research

Introduces students to graduate level writing basic skills, including exposure to APA Guidelines. Unless the student tests out of this course, the class is taken in the first quarter in conjunction with the Family of Origin required course.

## **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 Specializations**

- Completion of the following academic prerequisites:
  - Theories of personality, abnormal psychology and lifespan development 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 specialization 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 Lifespan Development 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 specializations.

## M.A. in Psychology – Couple and Family Therapy

### Degree Requirements

*75 total credits to graduate*

### Required Coursework Completed Before Internship (35 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

PSYC580: Applied Couple Therapy

PSYC581: Applied Family Therapy

PSYC582: Theories of Couple and Family Therapy

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 (9 credits)**

- One elective in Family Practice Series
- One elective in Multicultural Counseling Series
- One elective in Abuse Relationships or Addictions Electives

### **Required Internship Courses (19 credits)**

PSYC600B: Internship: 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 (50 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

PSYC592: MHC Pre-Internship Practicum and Supervision

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

PSYC630-638: Advanced Theories:  
Varying topics

### **Elective Courses (15 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
- Other elective credits

### **Required Internship Credits (16 credits)**

PSYC600A: Internship: Mental Health Counseling

PSYC601A: Case Consultation: Mental Health Counseling

## **M.A. in Psychology – Art Therapy with CFT or MHC**

Either of Antioch Seattle's two master's degrees in psychology programs – 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 CFT** *90 total credits to graduate*

#### **Required Psychology Courses Completed Before Internship (37 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)

PSYC522: Human Development in the Family Life Cycle

PSYC524: Human Sexuality

PSYC580: Applied Couple Therapy

PSYC581: Applied Family Therapy

PSYC582: Theories of Couple and Family Therapy

PSYC598: Internship Preparation (not for credit; taken two quarters before starting internship) 0 credit

PSYCH552: Assessment: Tests and Measurements

#### **Required Art Therapy Courses Completed Before Internship (32 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 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

PSYA591: CFT/AT Pre-internship Practicum and Supervision

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 (3 credits)**

- 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/CFT Internship I

PSYA601B/602B: AT/CFT Case Consultation 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 (38 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

PSYA592: MHC/AT Pre-internship Practicum and Supervision

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

PSYA601A: AT/MHC Case Consultation

## **M.A. in Psychology – Drama Therapy with CFT or MHC**

The School of Applied Psychology, Counseling and Family Therapy offers a master's in Psychology with a specialization in Drama Therapy (DT) and either Mental Health Counseling (MHC) or Couple and Family Therapy (CFT). 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 specialization 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 specialization 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).

### **Specialization Design**

Students who enter the drama therapy specialization 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 CFT for the effective practice of drama therapy with individuals, groups, couples and families.



## **Degree Requirements for M.A. in Psychology – Drama Therapy with CFT**

*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)  
 PSYC580: Applied Couple Therapy  
 PSYC581: Applied Family Therapy  
 PSYC582: Theories of Couple and Family Therapy  
 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

PSYD591: CFT/DT Pre-internship  
Practicum and Supervision

PSYD592: MHC/DT Pre-internship  
Practicum and Supervision

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/CFT Internship

PSYD601B: DT/CFT 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 (38 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

PSYD592: MHC/DT Pre-internship Practicum and Supervision

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

## **M.A. in Psychology – Integrative Studies**

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

- (1) **Individualized**, where students develop a self-directed, self-designed concentration. Through this concentration, students collaborate within the diverse Antioch community and access other resources in the larger academic and professional community. This concentration 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 concentration of study in the emerging field of Ecopsychology with tracks in either Ecopsychology and Cultural Transformation, or Research
- (3) **Psychology and Spirituality** – a structured concentration 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.

### **Concentration-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 application.

### **Transfer Credit**

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

### **Provisional Admission to ISP Specialization**

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 specialization.

## **Individualized Concentration Within ISP**

### **Concentration Design**

Students entering the Integrative Studies in Psychology specialization take 27 credits of required core courses, 24 credits in their concentration area and nine credits in their application project. Students design their concentration 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 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 specialization 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 concentration. 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 specialization is the culmination of the student's work in their concentration. 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 concentration 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 specialization 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 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):**

PSYI640: Introduction to Ecopsychology (3)

PSYI642: Advanced Theory, Practice and Research in Ecopsychology (3)

PSYI641: Historical & Sociocultural Perspectives in Psychology: Applied Ecopsychology (3)

### **Second-year Tracks (18 credits):**

See courses under track descriptions.

### **Application Project (9 credits)**

PSYI597: ISP 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)

PSYI595: 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: ISP 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:**

PSYI560: ISP Specialization Seminar (12)

### **Content Areas (9 credits):**

Communication Skills (3)

Systemic Perspectives (3)

Multicultural Perspectives (3)

### **Concentration Courses (15 credits):**

PSYI540: Psychology & Spirituality Foundations I (1)

PSYI541: Psychology & Spirituality Foundations II (1)

PSYI542: Psychology & Spirituality Foundations III (1)

PSYI660: Ways of Knowing (3)

PSYI662: Comparative Spiritual Traditions (3)

PSYI664: Contemporary Spiritual Orientations (3)

### **Second-year Tracks (18 credits):**

Buddhist Psychology

Transpersonal Psychology

Depth Psychology

## Application Project (9 credits)

PSYI597: ISP 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.

PSYI620: Depth Psychology: History of the Unconscious (3)

PSYI621: Depth: Myth, Symbol and the Sacred (3)

PSYI622: Depth: The Emblematic Life of C.G. Jung (3)

PSYI623: Depth: Dreams and the Earth (3)

PSYI624: Depth: Seminar in Archetypal Psychology (3)

PSYI625: Depth: Ritual Process and Ceremonial Design (3)

**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.

PSYI630: Transpersonal Psychology (3)

PSYI631: Transpersonal: Nonordinary States of Consciousness (3)

PSYI632: Transpersonal Inquiries: Consciousness and Psychospiritual Development (3)

PSYI633: Transpersonal: Transformative Practices for Mind, Body, Spirit and Shadow (3)

PSYI634: Transpersonal: Integral Studies: an Emerging Perspective (3)

PSYI635: Transpersonal: Integral Approaches to Sacred Activism (3)

**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.

PSYI650: Buddhism in its Contexts (3)

PSYI651: Buddhism: Introduction to Meditation Practice (3)

PSYI652: Buddhism: The three Vehicles to Basic Teaching (3)

PSYI653: Buddhism: Buddhist Psychology: an experiential exploration (3)

PSYI654: Buddhism: Zen Buddhism (3)

PSYI655: Buddhism: Buddhism in America: applying the teachings (3)

# 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 Clinical Psychology

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](http://www.naces.org) or [www.aice-eval.org](http://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](mailto:admissions@antiochseattle.edu).

## **Degree Requirements**

*150 total credits to graduate (additional required for Art Therapy)*

### **Required Courses:**

PSYC701: Diverse Cultures and Social Systems (3)  
PSYC702: Diverse Ethnic Groups (3)  
PSYC703: Multicultural Families as Social Bases of Behavior. (3)  
PSYC704: Individuals within Culture and Community (3)  
PSYC706: Medical Issues and Introduction to Psychopharmacology (3)  
PSYC707: Theories: Cognitive-Behavioral (3)  
PSYC708: Theories: Personality and Psychodynamic Theories (3)  
PSYC709: Theories: Individual Differences and Humanistic Psychology (3)  
PSYC711: Assessment: Intelligence Testing (3)  
PSYC712: Assessment: Intelligence Testing Practicum (1)  
PSYC713: Assessment: Personality Inventories (3)  
PSYC714: Assessment: Personality Inventories Practicum (1)  
PSYC717: Assessment: Integration (3)  
PSYC718: Assessment: Integration Practicum (1)  
PSYC721: Psychopathology (3)  
PSYC722: Psychophysiology (3)  
PSYC723: Psychopharmacology (3)  
PSYC724: Learning Theory (3)  
PSYC725: Life Span Development I – Child (3)  
PSYC726: Life Span Development II – Adult (3)  
PSYC727: History of Psychology (3)  
PSYC730: Ethics (3)

PSYC731: Research Ethics, Quantitative Methods and Analysis I (3)

PSYC732: Quantitative Methods and Analysis II (3)

PSYC733: Qualitative Methods and Analysis I (3)

PSYC734: Qualitative Methods and Analysis II (3)

PSYC735: Psychometrics (3)

PSYC736: Social Psychology (3)

PSYC737: Group Therapy (3) or PSYA505

PSYC797: Practicum Supervision Seminar (2)

PSYC800: Supervised Experience (0)

PSYC804: Community Psychology (3)

PSYC805: Professional Issues in Career Management (1)

PSYC806: Consultation and Supervision (3)

PSYC807: Advanced Professional Issues in Career Management (2)

PSYC810: Dissertation Seminar I (3) or PSYA810

PSYC820: Dissertation Seminar II (3)

PSYC830: Dissertation Seminar III (3)

PSYC840: Dissertation Seminar IV (3)

### **Health Psychology Concentration Required Courses:**

PSYC750: Health Psychology I (3)

PSYC752: Health Psychology II (3)

PSYC754: Health Psychology III (3)

### **Child Clinical Psychology Concentration Required Courses:**

PSYC776: Developmental Psychopathology (3)

PSYC771: Professional Seminar I: Child Clinical Psychology (2-3)

PSYC772: Child and Adolescent Assessment (3)

PSYC773: Professional Seminar II: Child Clinical Psychology (3)  
(AT: 2cr + 1 cr. 801)

PSYC777: Child and Adolescent Therapy I (3)

PSYC775: Professional Seminar III: Child Clinical Psychology (3)  
(AT: 2cr + 1 cr. 801)

PSYC778: Child and Adolescent Therapy II (3)

### **Adult Psychotherapy Concentration Required Courses:**

PSYC780: Adult Psychotherapy I: Introduction

PSYC781: Professional Seminar I--Adult Psychotherapy (AT: 2cr + 1 cr. 801)

PSYC782: Adult Psychotherapy II: Interventions

PSYC783: Professional Seminar II--Adult Psychotherapy (AT: 2cr + 1 cr. 801)

PSYC784: Adult Psychotherapy III: Interventions

PSYC785: Professional Seminar III--Adult Psychotherapy (AT: 2cr + 1 cr. 801)

### **Forensic Psychology Concentration Required Courses:**

PSYC760: Forensic Psychology I

PSYC762: Forensic Psychology II

PSYC764: Forensic Psychology III

### **Electives**

WRTG706: Inquiry and Research: Doctoral (3)

PSYC715: Assessment: Projective Testing (3)

PSYC716: Assessment: Projective Testing Practicum (1)

PSYC719: Theories: Systems Perspective in Family Therapy (3)

PSYC738: Couples Therapy (3)

PSYC740: Affective Life and Relational Psychoanalysis (3)

PSYC751: Elective Proseminar (3)

PSYC790: Special Topics in Psychology (1-3)

PSYC798: Practicum: Prior Learning (1)

PSYC801: Supplemented Supervised Experience (1-3)

PSYC802: Neuropsychology (3)

PSYC803: Assessment: Neuropsychology (3)

### **Graduation Requirements**

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

Students obtaining a combined MA in Art Therapy and Psy.D. in Clinical Psychology need to take additional credits.

### **Psy.D. Competencies and Electronic Portfolio**

The Psy.D. program is framed in terms of competencies needed by professional psychologists. Each competency is subdivided into levels, which are the developmental steps needed to achieve each competency. All Psy.D. courses are tied into this frame-



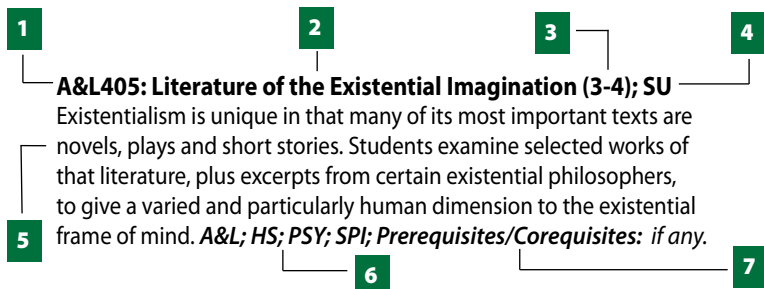
work: the levels become the course goals, and the course requirements are designed to show the student can effectively put into action the content of that course and demonstrate the mastery of the competency level. An *electronic portfolio* is created by each student, documenting these *key performances*. 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:

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

**Codes identifying courses that meet the requirements of a Bachelor of Arts student's Structured Area of Concentration (SAOC) and/or specialized certificate preparation are included at the end of each course description:**

Arts and Literature **A&L**  
Environmental Studies **ENV**  
Global Studies **GS**  
Human Development and Learning **HDL**  
Human Services **HS**  
Leadership and Organizational Studies **LOS**  
Psychology **PSY**  
Social Justice **SOJ**  
Spiritual Studies **SPI**  
Sustainable Business **SBUS**

### **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)**

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&L305: Writing Poetry and the Pursuit of Memory (3-4)**

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&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 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&L317: Indigenous Art & Literature (3-4)**

Examines several forms of art and literature across time and place. Exploration of visual arts, music, writings, live stage and traditional art forms from various indigenous world views. Students visit local museums and cultural events in the local area as field trips and conduct intensive investigations through films, novels, poetry, spoken word and guest lecturers. **A&L; GS**

**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 "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&L325: Introduction to Drawing (3-4)**

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: Literary Magazine Production (3-4); FA, WI, SP**

Students grow as writers and editors by learning the history of literary magazines, surveying a number of current magazines and practicing several key factors of literary magazine 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&L**

**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&L338: Contemporary Native American Fiction (3-4)**

Students discover general principles of Native American fiction, as well as explore the particular world view of Native American writers. In addition to the leaders of the Native American canon—

Sherman Alexie, Louise Erdrich, and Leslie Marmon Silko—students become familiar with many other Native American writers whose fiction has exploded onto the literary scene in the last 20 years. *A&L; SOJ*

#### **A&L340: Internship in Publishing (1-4)**

Students develop knowledge and skills focused on conventional and alternative marketing, publicity and distribution for an independent press. *A&L*

#### **A&L341: Publicity and Outreach (1-4)**

Students develop publicity and outreach materials to promote new and existing features of the B.A. in Liberal Studies Program. Learning outcomes include experience with design concepts, market research, professional writing, and outreach strategies. *A&L*

#### **A&L390: Special Topics in Arts & Literature (1-8)**

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 Multicultural 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)**

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&L407: Writing Fiction: Whose Story (3-4)**

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&L411: Spoken Word and Performance Poetry (3)**

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&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*

### **BUS310: Sustainable Workplace Relationships (3-4); SU**

Good staff relations not only create a harmonious working atmosphere, but also improve communication and overall

departmental productivity. Examines principles, models and practices that nurture and sustain employees and successful teams over the long term.

*LOS; SBUS*

### **BUS320: Economics for Global Sustainability (3-4); WI**

Traditional micro and macro economic theory such as markets, pricing, supply & demand, international trade and government economic management are examined through the lens of social and environmental sustainability. Critiques of conventional economic thought, within the context of systems thinking, ecological economics and social responsibility are integrated into this course. *LOS; SBUS*

### **BUS330: Finance for Sustainable Business (3-4); SP**

Explores the theory and methods of finance for sustainable business. Based on the principles of triple bottom line accounting, the financial implications of climate change, carbon trading, building social capital, and the creation of environmentally conscious shareholder value are investigated. *LOS; SBUS*

### **BUS390: Special Topics in Sustainable Business (1-8)**

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

### **CHNG510: Communication Design (3); SU, FA, SP**

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 (3); SU, WI**

Learn social inquiry and research methods by completing and critically reflecting on several small research projects. These projects address fundamental questions

about the construction of knowledge for action and the role of power in shaping what we know and understand.

### **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)**

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

### **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)**

This overview of the ethics, laws and legal issues facing managers and practitioners today pays 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 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: Change Seminar (1-3); SU, FA, WI, SP**

Students participate in a seminar on social change. The seminar provides support for students to follow an individual learning project, within the context of a collaborative learning environment.

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

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

### **CHNG601: Methods for Sustainable Change 1-A (2)**

### **CHNG602: Methods for Sustainable Change 1-B (2)**

### **CHNG603: Methods for Sustainable Change 1-C (2)**

### **CHNG604: Methods for Sustainable Change 1-D (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.

**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 Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

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

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

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

Students explore topics relevant to Organizational Development. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

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

Students explore topics relevant to Communication. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. 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 Methods for Sustainable



Change. Students may earn a maximum of three credits for Caucus.

**CHNG631: Methods for Sustainable Change (3); SP, FA**

**CHNG632: Methods for Sustainable Change (3); SU, WI**

**CHNG633: Methods for Sustainable Change (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.

**CHNG655: Applications of Sustainable Change (4); SP, FA**

**CHNG656: Applications of Sustainable Change (4); SU, WI**

**CHNG657: Applications of Sustainable Change (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 (1-3); 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. Completion of a Thesis requires 3-6 credits.

**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.

**ECON390: Special Topics in Economics (1-8)**

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

**ECON630: Economics and the Environment (3); WI**

Students use 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. *Prerequisite: Successful passage of the WEST-E test(s) by the end of the 4th quarter of enrollment.*

### **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.

### **EDUC 502: Education and Society - Foundations of Schooling in a Diverse America (4)**

An examination of the foundations of American education – philosophies and orientations that inform it; historic, economic, political, and social realities that impact it; philosophical and psychological sources that influenced it. Explorations highlight how schools have dealt with increasingly diverse student populations and societal needs over time. Classroom simulations address ethical and practical aspects of change and specific needs manifest by diverse communities.

### **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.

### **EDUC509: Child Development and Learning Theory (4); SU, FA, WI, SP**

Candidates explore specific development theories and themes in child development and learning and their implications for classroom instruction and learning. Teacher candidates apply, with practical applicability, the child development theories and current research to teaching in today's world.

### **EDUC 510: Strategies of Instruction and Assessment (4)**

Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research bases underlying ethical and just practice of instruction and assessment enable teacher candidates to develop skills using models of teaching and assessment, to understand and practice varied components of effective instruction,

and to work in multicultural settings.

### **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.

### **EDUC512: Curriculum, Instruction, and Assessment in Secondary Mathematics I (4)**

Teacher candidates develop an understanding of mathematics concepts and teaching methods through a socio-cognitive, developmental, and investigative approach. Faculty model instructional techniques with the integration of multicultural ideas, technology, and literature. Candidates develop lessons based on State and National math standards including strategies, content, and assessment addressing diverse learning needs.

### **EDUC513: Curriculum, Instruction, and Assessment in Secondary Mathematics II (4)**

5-12 Mathematics teacher candidates deepen their understanding and application of mathematics concepts and teaching methods by developing curriculum reflective of current needs and standards. Lessons address learning diversity incorporating real-world applications, cultural relevance, appropriate technology, assessment, and literature connections. Candidates gain experience and practice by working closely with expert teachers to develop, teach, and reflect on a unit of math instruction.

**EDUC514: Curriculum, Instruction, and Assessment in Secondary Science I (4)**

5-12 Science teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural issues present in science education, and apply current science assessment practices. Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

**EDUC515: Curriculum, Instruction, and Assessment in Secondary Science II (4)**

5-12 Science teacher candidates expand their science teaching methods by designing curriculum addressing current curricular needs and learning expectations related to the national, state, and local levels. They focus on furthering the integration and attention to multicultural and equity issues, connections with literacy, incorporation of technology, and designing lessons that are relevant to the lives of their students. Teacher candidates work closely with expert teachers to develop and teach a unit of instruction and gain practice in designing, conducting, and reflecting on formative and summative assessments in the school setting.

**EDUC516: Adolescent Development (4)**

Teacher candidates thoroughly examine specific theories, concepts, and methods related to the period of adolescence. They explore a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture and schooling on adolescent development.

**EDUC534: Integrating the Arts (4); FA**

Discipline Based Art Education creates a deep understanding of the interlinking concepts, skills and knowledge of academic subjects and the arts that empower the learner. Teaching Candidates will experience the multiple arts through methods that are a fusion of practice and theory grounded in an experiential context.

**EDUC540: Instructional Methods for Social Studies I (4)**

Teacher candidates learn to integrate the content of history, civic ideals, people and places, economics, and issues of power and authority in society by applying best practices in planning instruction and assessment in the context of state and national social studies standards. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies including Northwest history and the application of Initiative 1492.

**EDUC541: Instructional Methods for Social Studies II (4)**

Teacher candidates learn to integrate the content of history, civic ideals, people and places, economics, and issues of power and authority in society by applying best practices in planning instruction and assessment in the context of state and national social studies standards. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies including Northwest history and the application of Initiative 1492.

**EDUC543: Secondary Literacy Issues and Methods I: Writing (4)**

Teacher candidates learn theories and practices of teaching reading, writing and communication skills at the secondary level. Emphasis is on secondary content writing strategies and writing as the construction of meaning.



### **EDUC545: Secondary Literacy Issues and Methods II: Reading (4)**

Teacher candidates learn theories and practices of teaching reading, writing and communication skills at the secondary level. Emphasis is on specific secondary content reading strategies and reading as the construction of meaning.

### **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 (4); SU, FA, WI**

Teacher candidates develop an understanding of mathematics concepts and processes through a variety of teaching methods. They explore the concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques with the integration of multicultural ideas and literature.

### **EDUC551: Instructional Methods: Mathematics II (4); SU, FA, WI**

An examination of the content standards developed by the National Council of Teachers of Mathematics (NCTM) including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability.

### **EDUC552: Instructional Methods: Science I (4); SU, WI**

Teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use

of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices. Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

### **EDUC553: Instructional Methods: Science II (4); SU, WI**

Teacher candidates expand their science teaching methods by designing curriculum addressing current curricular needs and learning expectations related to the national, state, and local levels. They give particular attention to furthering the integration and attention to multicultural and equity issues, connections with literacy, incorporation of technology, and designing lessons that are relevant to the lives of their students.

### **EDUC558: Instructional Methods: Health Education & Physical Education (4); FA, SP**

Candidates explore current issues around children's health and safety, including child abuse, from a variety of perspectives. Central foci include integration of health, fitness, and safety curricula into other content areas and integrating healthful practices into students' daily lives. Teacher candidates design units of instruction that assist students in establishing healthful daily practices in and out of school.

### **EDUC561: Literacy Issues and Methods I: Writing and Learning to Write (4); FA**

Teacher candidates will explore the ways in which children acquire and develop their writing abilities. In the process prospective teacher candidates will examine their own writing abilities and seek to further develop them.

### **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.

### **EDUC563: Literacy Issues and Methods II: Reading and Learning to Read (4); 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 with particular emphasis on beginning reading development and reading as the constructing of meaning.

### **EDUC565: Global Perspectives on Children's Literature (4)**

An introduction to multicultural and international children's literature. Teacher candidates examine canons of high quality children's literature and become familiar with authors and illustrators who represent voices across cultures, continents, and languages. Through diverse literature candidates view current issues from a child's perspectives. Participants discuss current literary trends, themes, and genres, and instructional practices that help foster a love of reading in *all* students.

### **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 (4); FA, SP**

Teacher candidates focus theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

### **EDUC578: Literacy for Secondary English Language Learners (4)**

Teacher candidates research content-specific secondary teaching strategies for secondary English language students. The course integrates writing with literature across secondary content disciplines, addresses evaluation and modification of curricular materials, and teaches methods of evaluating student progress.

### **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.

### **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 (12)**

Students explore the diversity of teaching and schooling.

### **EDUC590: Student Teaching (11)**

During student teaching, candidates must: present a positive, professional and leadership role in the classroom and school; write, teach, assess and reflect on lesson plans, curriculum units and an instructional sample; videotape and critique two lessons; secure feedback from the host teacher and faculty supervisor and refine one's performance accordingly; and participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience. *Prerequisite: Successful passage of the WEST-E test(s) by the end of the 4th quarter of enrollment.*

### **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.

### **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 candidate selects a project of strong personal interest that involves an issue or problem central to contemporary education. The projects range widely; all address practical questions and most employ a variety of methodological research orientations.

#### **EDUC609: Research Project II (4)**

Each candidate carries out a project of strong personal interest that involves an issue or problem central to contemporary education. The projects range widely; all address practical questions and most employ quantitative and qualitative 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.

#### **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.

#### **EDUC630: Introduction to Ecological Perspectives: Environmental and Sustainability Education (2)**

Introduction to ecological dimensions of sustainability and its interconnectedness with local and global economic and social dimensions. Explores integrated environmental and sustainability issues and curriculum development using a Pacific Northwest based case-study approach.

#### **EDUC631: Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2)**

Explores the many dimensions of sustainability—social, economic, cultural, institutional, and personal that bear on the fabric of human society and its relationship to and effect on the natural environment. Promotes related understanding of self and community in the global context.

#### **EDUC632: Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2)**

Explores methods for identifying, investigating, and evaluating environmental and sustainability systems and issues using community resources. Develops interdisciplinary (human/social studies and environmental sciences) curriculum to promote student learning and engagement/advocacy in/for local and global sustainable communities.

#### **EDUC633: Contemporary Issues in Environmental Education and Sustainability Education: Cultural, Social and Economic Dimensions (2)**

Develops conceptual frameworks and analytic skills for understanding complex, dynamic patterns in human systems (with particular attention to the influence of dualism, reductionism, and holism) that underlie common and

specialized comprehension of critical contemporary issues in sustainability and the natural environment, especially those of food production and distribution and greenhouse gas emissions and global climate change.

**EDUC634: Identifying, Investigating, and Evaluating Current Issues in Environmental Education and the Sustainability Education (4)**

Evaluates, integrates and applies natural and social science perspectives to explore effects of human activities on the natural and built environments for their significance to sustainability in the near and long terms. Prepares for effectively teaching and assessing curriculum and programs for elementary and secondary school students.

**EDUC635: Policy-making, Engagement, and Action in Environmental Education and Sustainability Education (4)**

Explores 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. Examines social, political and scientific considerations inherent in environmental policy and regulation. Prepares for effectively teaching and assessing curriculum and programs at the elementary and secondary level.

**EDUC636: Professional Development and Contributions in Environment Education and Sustainability Education (4)**

Examines the opportunities and benefits to becoming an active member of the environmental and sustainability education professional community through a field experience based capstone project. Experiential project reflects upon

cumulative portfolio learning and prepares for life-long personal and professional development as educator and citizen dedicated to the purposes and best practices of environmental stewardship and pursuit of sustainability.

**EDUC640: Leadership and Change (4); 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.

**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.

### **EDUC665: National Board Certification (3)**

Provides support for teacher candidates pursuing National Board Teaching Certification.

### **ENVC300: Environmental Studies (3-4)**

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. *ENV; SOJ*

### **ENVC303: Birds in the Imagination and in the Field (3-4): FA**

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; ENV*

### **ENVC330: Bioregional Studies: Dynamic Duwamish (3-4)**

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. *ENV*

### **ENVC335: Ecological Ceremonies (3-4)**

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. Students survey many traditional methods based on indigenous perspectives, including ceremony, ritual and shamanic healing practices. *ENV*

### **ENVC336: Nature Photography (3-4); SU**

Explores the natural world through the eye of the camera, with emphasis on macro and telephoto equipment, and on photography hardware and software that enable digital enhancement of images. Substantial field work and projects guide students to a deeper understanding of how to produce quality nature photography, and how it contributes to a cultural understanding of our relationship to the natural world. *A&L; ENV*

### **ENVC351: Old Growth Forest Ecology (3-4)**

Students embrace an interdisciplinary approach using natural and social sciences to look at both the complexity of the forests in the Pacific Northwest and the issues surrounding its management. Students study the diversity of Pacific Northwest forest ecosystems. *ENV; SOJ*

### **ENVC370: Environmental Education: Theory, Resources & Methods (3-4); FA**

To inspire shareholders to care and protect their environment, students examine environmental education through its theory and practices, local and regional resources, and delivery style and methods. Students visit, provide service, and analyze



a local environmental program or non-profit. **ENV**

### **ENVC371: Techniques in Outdoor Education (3-4); SU**

The Pacific Northwest is a Mecca of outdoor recreation, where water, forest, and mountains collide. Students are exposed to the many forms of outdoor education, as well as understanding institutional policies and safety procedures. All participants hike in the Cascade Range, paddle a sea kayak, demonstrate rock climbing techniques, and practice tying various knots, focusing on Leave No Trace techniques and navigation skills. **ENV**

### **ENVC390: Special Topics in Environmental Studies (1-8); 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. **ENV; SOJ**

### **ENVC590: Special Topics in Environment and 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.

### **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); FA**

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 Eating and Consumption (3); FA**

The regular practice of eating has a significant impact on natural systems, cultural practices and political economic structures. Examine food consumption issues across political, social, cultural and economic dimensions and develop a more sophisticated awareness of the connection between how we eat and how we live.

### **ENVC642: Food Systems and Their Alternatives (3); WI**

There are many pathways from soil to plate, with each maintaining an impact on social and ecological systems. Explore these varied systems – from the small

urban garden to global commodity agriculture – and acquire a deeper, more refined understanding of how food is produced and transformed around the world.

### **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)**

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.

### **ENVC672: Appropriate Technologies and Social Adaptations (3); FA**

Students examine technology innovations, system applications and personal/communal/social adaptations across realms of environmental interest, such as renewable energy, organic recycling/composting, ecological design/green building, water conservation and restoration, and alternative communications/social media.



### **ENVC680: International Applications in Sustainable Change (3)**

Travel overseas and engage in hands-on work on sustainable food systems, permaculture design and/or appropriate technologies.

### **EXP 192: Using the World as a Classroom (6)**

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. *GS; SOJ*

### **EXP301: Learning From Experience: Documenting Life Learning (1-2); SU, 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: Special Topics in Experiential Learning (1-8); Varies**

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

### **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 (2-10); 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 and 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.

### **GBL300: Antioch Education Abroad (1-8)**

May be reelected for up to 24 credits as part of the B.A. in Liberal Studies Program Study Abroad option. *GS*

### **GBL390: Special Topics in Global Studies (1-8)**

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

### **GBL402: War and Gender (3-4); FA**

Through essays, documentaries, and reports by international human rights activists and organizations, students examine the gender dynamics in contemporary armed conflicts. *GS; SOJ*

### **HIST390: Special Topics in History (1-8); Varies**

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

### **HUMS390: Special Topics in Human Services (1-8)**

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

### **LIB301: Liberal Studies Seminar (3-4): SU, 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; 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.

### **LIB302: 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 (1-2); SU, FA, WI, SP**

Students learn the process and phases of directing their own degree program, and how to access learning resources and strategies for collaborative learning; work with their core faculty advisor and choose a pre-approved area of academic concentration, or design an individualized area of concentration with the assistance of a degree committee; develop a plan for how to meet the requirements of that concentration, and the required liberal arts competencies. Repeatable up to 6 credits earned.

### **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.

**LIB312: Educational Design II (Structured pathway) (1); SU, FA, WI, SP**

This workshop/independent study is for the student choosing a structured pathway area of concentration. In consultation with the core faculty adviser, the student chooses one of the preapproved 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.

**LIB390: Special Topics in Liberal Studies (1-8); 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.

**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.

**LIB404: Integration and Synthesis Seminar (2); SU, FA, WI, SP**

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Students also 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.

**LIB410: Mapping Worlds: Wayfaring at the Margins (3-4)**

Maps illuminate, inform, inspire and empower, but also obscure, deceive and oppress. Drawing from history, geography, politics, psychology, information technology and art, maps are examined as guides to uncharted territories, visual representations, social constructions, political instruments, metaphors, and expressions of the imagination. Highly experiential, participants learn to read, interpret, deconstruct and create maps.  
*A&L; GS; SOJ*

**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 (1-8); Varies**  
Includes course offerings of special interest within or across areas of concentration.

**LOS400: The Power of Engaging: Listening, Collaboration, Facilitating (6-8)**

Addresses the challenges and promises of working collaboratively, recognizing that cross functional workplace teams and community-based partnerships are needed more than ever to meet the complexities of today's organizational and societal needs. Focus on learning to design and facilitate participatory meetings, conferences, change processes and community meetings. *LOS; SOJ*

### **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*

### **LOS402: Intercultural Communications and Conflict Resolution (3-4)**

Introduces communication styles and considers practices that create greater awareness when communicating across cultures. Explores relationship building across cultures, among global cultures, and inside our local multicultural communities. *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*

### **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*

**MATH320: Real-World Mathematics (3-4)**

Enrich understanding of mathematics through engaging and interactive experiences. Using an investigation/inquiry approach, students explore mathematics concepts in multiple ways.

**SBUS**

**MATH390: Special Topics in Math (1-8); 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.

**MGMT590: Special Topics in Management and Leadership (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.

**MRKT610: Socially Responsible Marketing (3); WI**

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 Development (1-3); Varies**

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

**ORGP615: Overview of Organizational Dynamics: Practicum (3); WI**

Students develop an effective lens to participate in organizational change with a local organization. The change work will involve diagnosing issues and building momentum for improving organizations. Students learn the theoretical bases, operating principles, terminology and concepts used to conduct a systems-based change.

**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.

**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.

**ORGP633: Intervening in a System (3); SP**

Learn the principles, ethics, design and implementation of systems change to facilitate and directly work with organizations and people. Students learn how to approach people in the organization to build trust among organizations, the people who work within, and the consultant.

**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)**

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 videotaped 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); SP**

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)**

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: Creating Collaborative Teams (3)**

Learn how to form teams that work collaboratively, an essential skill in every career. Students study communication, personality styles, problem solving and decision-making, coaching and conflict management with the goal of creating collaborative teams.

### **ORGP645: Coaching (3); SU**

Interactively explore coaching theories and best practices that encourage rapid skill development regardless of experience level. Topics include methodology and process, overview of different coaching types, available resources, the value of coaching (the business case), critical issues in developing a coaching practice, practical tools and skills for managers and leaders.

### **ORGP646: Multi-Stakeholder Collaboration (3); WI**

Students gain key techniques to facilitate engagement across boundaries of disciplines, sectors, worldviews and turfs. Examining and applying theories and principles of bringing diverse groups together, students build competencies to draw out unique perspectives, find common threads and deepen the capacity for collective action.

### **PLSC390: Special Topics in Political Science (1-8); Varies**

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

### **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. **GS; SOJ**

### **PSYA500: Competency Assessment I (0); FA, WI, SP**

Provides an orientation to the CFT specialization, 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 specialization; 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. **Prerequisite:** *PSYC506: Communication and Counseling Skills.*

### **PSYA506: Family Group Art Therapy (1); WI**

Designed for CFT/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. **Prerequisite:** *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:** PSYA510: *History and Theory of Art Therapy I*.

### **PSYA508: Techniques and Practice of Art Therapy (3); FA**

Provides studio-based 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 I* 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:** PSYA511: *History & Theory of Art Therapy II*

### **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.

**PSYA591: Pre-Internship Practicum and Supervision in Couple and Family Therapy/Art Therapy (1-3); 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, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

**Prerequisites:** *PSYA503: Family of Origin Systems and Art Therapy, 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 a minimum of two quarters.*

**PSYA592: Pre-Internship Practicum and Supervision in Mental Health Counseling/Art Therapy (1-3); 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, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

**Prerequisites:** *PSYA503: Family of Origin Systems and Art Therapy, 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 a minimum of two quarters.*

**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: 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 CFT/AT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.*

**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: Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP**

Provides CFT/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 CFT/AT plan of study and concurrent enrollment in CFT/AT internship. Enrollment optional after four quarters of internship.*

**PSYA602B: Case Supervision: Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP**

Designed for CFT/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 CFT/AT plan of study and concurrent enrollment in CFT/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:** PSYA511: *History & Theory of Art Therapy II*.

**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.

### **PSYC370: Archetypes in Classical Literature (3-4)**

Students approach the literature of classic writers such as Homer, Dante, Conrad, Dostoyevsky and Willa Cather as psychological material. Responses to the rich symbols and metaphors may include art projects, theatric representations, poetry, and/or musical production pieces. *A&L; HS; PSY*

### **PSYC380: Indigenous Psychology (3-4)**

Surveys several indigenous worldviews and perspectives on human development and psychological well-being, with a focus on environmental stewardship and justice. *PSY; SPI*

### **PSYC390: Special Topics in Psychology (1-8); 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.* **HDL; 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.* **HDL; 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.* **HDL; HS; PSY**

#### **PSYC500: Competency Assessment I (1); FA, WI, SP**

Provides an orientation to the CFT Specialization, 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 specialization; 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 specializations.*

### **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 CFT. **Prerequisite:** PSYA/PSYC/PSYD503: *Family of Origin Systems* (for CFT/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 CFT students. **Prerequisite:** PSYA/PSYC/PSYD503: *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 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: Individual Therapy 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*, PSYC490: *Theories of Personality*.

**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*. (CFT students are encouraged to take these courses concurrently.)

**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 counselors in relationship to career development. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms with special attention paid to the connections between career and mental health issues.

*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: Assessment and Treatment of Domestic Violence (3)**

Addresses the theory and practice of assessing, treating and monitoring domestic violence. Emphasizes the practical application of theory to treatment. *Prerequisite:* Permission of instructor for BAC students.

**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)**

An introduction 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:* PSYA/PSYC/PSYD504: *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:* PSYA/PSYC/PSYD504: *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:* PSYA/PSYC/PSYD504: *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:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

**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:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

**PSYC545: Counseling Hispanic/Latino(a) Clients (3)**

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisites:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

**PSYC546: Counseling Clients with Disabilities (3)**

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite:* PSYA/PSYC/PSYD504: *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:* PSYA/PSYC/PSYD504: *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, the logic of hypothesis development and testing, and the role of program evaluation.

**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 (CFT students can take this course sequentially or concurrently with PSYC550: Research Methods: Introduction to Research).*

**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.

**PSYC580: Applied Couple Therapy (3)**

First in a sequence of three courses that must be completed prior to beginning internship. An introduction to an integrative systems model for conducting couple therapy and emphasizes the development of clinical skill for working with couples. *Prerequisite:* PSYC512: *Individual Therapy in the Family System.*

**PSYC581: Applied Family Therapy (3)**

Second in a sequence of three courses following the completion of Applied Couple Therapy. An introduction to the common factors approach to conducting family therapy and emphasizes the development of clinical skills for working with families. *Prerequisite:* PSYC512: *Individual Therapy in the Family System.*

**PSYC582: Theories of Couple & Family Therapy (3)**

Third in a sequence of three courses following the completion of Applied Couple Therapy and Applied Family Therapy. A review of the foundational theories of couple and family therapy and how these different clinical approaches are effectively applied. *Prerequisite:* PSYC580: *Applied Couple Therapy*, PSYC581: *Applied Family Therapy.*

**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 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 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, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

**Prerequisites:** PSYA/PSYC/PSYD503: *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 a minimum of two 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, and may carry up to a total of five clients

in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

**Prerequisites:** PSYA/PSYC/PSYD503: *Family of Origin Systems*, PSYA/PSYC/PSYD504: *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.

**Prerequisite:** 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: 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 CFT 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 and the supervision and consultation process. ***Prerequisites:***

*Core required courses as listed in MHC plan of study and concurrent enrollment in MHC internship.*

**PSYC601B: Case Consultation: Couple and Family Therapy (1); SU, FA, WI, SP**

Provides CFT 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 CFT plan of study and concurrent enrollment in CFT internship.*

**PSYC602B: Case Supervision: Couple and Family Therapy (1); SU, FA, WI, SP**

Designed for CFT 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 CFT plan of study and concurrent enrollment in CFT 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. ***Prerequisite:** PSYC515: Psychopathology.*

### **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 expectations. *Prerequisites:* PSYC506: *Communication and Counseling Skills* and PSYA/PSYC/PSYD504: *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 specializations.

### **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. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

### **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:** PSYC506: *Communication and Counseling Skills*; 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 psychodramatic 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. 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*, PSYC581: *Applied Family Therapy for CFT 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 specializations.*

### **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 specializations.*

### **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 specializations.*

### **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 specializations.*

### **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, intrapsychic 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 specializations.*

### **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 specializations.

### **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 specializations.

### **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 specializations.

### **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. **Prerequisite:** If students have received a waiver for PSYC550: *Research Methods: Introduction to Research*, they may take this course.

### **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. Students consider the description, etiology, assessment, and understanding of symptoms of behavior disorders 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, such as Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

**PSYC711: Assessment: Intelligence Testing (3); FA**

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.

**PSYC712: Assessment: Intelligence Testing Practicum (1); FA**

This practicum supports students to complete assessments learned in the linked class. *Corequisite: PSYC711: Assessment: Intelligence Testing*

**PSYC713: Assessment: Personality Inventories (3); WI**

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**

Practicum experience focused on administration, scoring and interpretation of objective personality measures.

*Corequisite: PSYC713: Assessment: Personalities Inventories.*

**PSYC715: Assessment: Projective Testing (3); SP**

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**

Demonstrate assessment skill in projective testing. *Corequisite: PSYC715: Assessment: Projective Testing.*

**PSYC717: Assessment: Integration (3); SU**

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**

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); SP**

Part one of a two-course series on human development, students focus 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**

Part two of a two-course series on human development, students focus on young adulthood to geriatric life. Social, cultural, biological, cognitive and psychological issues of adulthood and aging are presented.

**PSYC727: History of Psychology (3); 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); 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. Students focus on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. They design a qualitative study and begin data collection. Includes an introduction to computer-aided qualitative data analysis.

**PSYC734: Qualitative Methods and Analysis II (2); SU**

In the second of a series on methods used in, and strategies for data analysis for, students investigate qualitative research in psychology and additional methods from theoretical traditions of qualitative inquiry. They complete the qualitative study, analyze the data and create an APA-style report. *Prerequisite:* PSYC733: *Qualitative Methods and Analysis 1*.

**PSYC735: Psychometrics (3); WI**

The theory and technique of psychological measurement.

**PSYC736: Social Psychology (3); FA**

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**

Explores the concepts and practices of relational psychoanalysis and the psychotherapeutic and intellectual traditions that have created and developed it. Focus is 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: *Diverse Cultures and Social Systems, PSYC702: Diverse Ethnic Groups, PSYC703: Multicultural Families as Social Bases of Behavior and PSYC704: Individuals Within Culture and Community.*

**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*.

### **PSYC771: Professional Seminar I-Child Clinical Psychology (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. **Prerequisite:** PSYC725: *Lifespan Development I: Child*.

### **PSYC772: Child & Adolescent Assessment (3); FA**

The first course in the Child Clinical Psychology concentration. The role of assessment in diagnosis, treatment, and follow-up with children, adolescents, and their families including ethical /multicultural considerations. Teaches skills in both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports, and communicating treatment recommendations.

**Prerequisites:** PSYC776: *Developmental Psychopathology*, PSYC730: *Ethics*, PSYC711: *Assessment: Intelligence Testing*, PSYC717: *Assessment Integration*, PSYC701: *Counseling and Communication with Culturally Diverse Clients*, PSYC702: *Individual Differences and Culture in Families of Origin/or consent of instructor*.

### **PSYC773: Professional Seminar II-Child Clinical Psychology (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 Clinical Psych*.

### **PSYC775: Professional Seminar III-Child Clinical Psychology (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. **Prerequisite:** PSYC773: *Professional Seminar II-Child Clinical Psych*.

### **PSYC776: Developmental Psychopathology (3); SU**

An overview of the field of developmental psychopathology and childhood disorders. Students examine relevant biological, behavioral, psychodynamic, cognitive, socio-cultural, evolutionary, and family systems explanations in relation to both adaptive and maladaptive pathways. Students learn basic rapport building, diagnostic interviewing, behavioral observations, differential diagnosis, and treatment planning skills. **Prerequisite:** PSYC725: *Lifespan Development I: Child*.

### **PSYC777: Child & Adolescent Therapy I (3); WI**

The second course in the Child Clinical Psychology concentration. An introduction to child, adolescent, and family interventions including exploration of the current literature on evidence-based psychotherapies, measuring efficacy and outcome. Students focus particularly on the ethical, legal, and multicultural issues in the complex practice of child clinical psychology. **Prerequisites:** PSYC772:



*Child & Adolescent Assessment, PSYC704: Systems of Psychological and Social Change.*

**PSYC778: Child & Adolescent Therapy II (3); SP**

The third course in the Child Clinical Psychology concentration. An advanced seminar in child and adolescent psychotherapy continuing the exploration and implementation of evidence-based child, adolescent, and family treatments as well as current trends and issues related to the practice of child clinical psychology. **Prerequisite:** PSYC777: *Child & Adolescent Therapy*.

**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*.

**PSYC782: Adult Psychotherapy II: Interventions (3); WI**

An advanced exploration and refinement of the approaches initially studied in Theories I. **Prerequisite:** PSYC780: *Adult Psychotherapy I: Introduction*.

**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. **Prerequisite:** 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.

**PSYC797: Advanced Practicum Seminar (2)**

Provides PsyD students the opportunity to receive on campus consultation regarding advanced practicum work in community settings. Students bring experiences from their particular settings and engage in consultation on topics which range from case conceptualization, integration of theory into practice, ethics, diversity, and professional issues. Students enroll each quarter of advanced practicum placement.

*Prerequisite:* Completion of Adult or Child Clinical 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.

*Prerequisites:* 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. Registration 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:* PSYC 722 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 (1); SP**

Planning for the student's professional life post-graduation. Topics covered may include: internship applications, licensing, active engagement in professional organizations and planning. *Prerequisites: Concentration complete or in final term of concentration and passed two annual reviews.*

### **PSYC806: Consultation and Supervision (3); WI**

Students learn the basic philosophy behind different approaches to clinical supervision. Appropriately credentialed students may have an opportunity to conduct supervision through the clinic. All students learn about and participate in peer consultation. At the end of the class students articulate their own philosophies of clinical supervision. *Prerequisite: Completed coursework for either Adult Psychotherapy or Child and Family Systems concentration.*

### **PSYC807: Advanced Professional Issues in Career Management (2); SU**

As graduation approaches, students continue planning for professional life as early career psychologists. Topics covered include: life-long 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, and are addressed at a deeper level. *Prerequisites: PSYC805: Professional Issues in Career Management, and two terms of clinical concentration.*

### **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. To earn credit students who register for 3 credits must 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. *Prerequisites: 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 CFT Specialization, 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 specialization.*

### **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 specialization; 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. It is an overview of the history of drama therapy, key drama therapy concepts, including information on major drama therapy theorists and methods.

### **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.

### **PSYD591: Pre-Internship Practicum and Supervision in Couple and Family Therapy/Drama Therapy (1-3); 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, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic or another designated site. There is a fee each quarter for liability insurance. *Prerequisites:* PSYA/PSYC/ PSYD503: *Family of Origin Systems*, PSYA/ PSYC/PSYD504: *Multicultural Perspectives*, PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*. *Students are expected to repeat the course for two consecutive quarters.*

### **PSYD592: Pre-Internship Practicum and Supervision in Mental Health Counseling/Drama Therapy (1-3); 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, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic or another designated site. There is a fee each quarter for liability insurance. *Prerequisites:* PSYA/PSYC/ PSYD503: *Family of Origin Systems*, PSYA/ PSYC/PSYD504: *Multicultural Perspectives*, PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*. *Students are expected to repeat the course for two consecutive quarters.*

**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: 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: Couple and Family Therapy/ Drama Therapy (1)**

Provides CFT/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.

**PSYI540: Psychology & Spirituality Foundations I (1)****PSYI541: Psychology & Spirituality Foundations II (1)****PSYI542: Psychology & Spirituality Foundations III (1)**

Creates a shared context of experience and exploration, focused on developing a deeper understanding of self and community through a variety of sacred practices from both traditional and contemporary wisdom. The format includes extended time frames, such as one-day retreats.

**PSYI550: Quantitative Research Methods (3); FA**

An introduction 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**

An introduction 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.

**PSYI560: Integrative Studies 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 specialization 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 (1-3)**

The practicum courses offer the student an opportunity to build a body of knowledge and experience in the field of ecopsychology and cultural studies. They run concurrently with the three second year track courses and 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 and, with the variable credit option, can start their practicum in the summer quarter between the first and second year curricula. 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 specialization. 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. *Prerequisites:* Core integrative studies courses and approval of adviser.

**PSYI620: Depth Psychology: History of the Unconscious (3)**

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.

**PSYI621: Depth: Myth, Symbol and the Sacred (3)**

Examines the role of myth, symbol and metaphor in the sacred dimensions of human existence. Topics include the lifework of Joseph Campbell, the biological basis of archetypes, the myth of the hero, initiatory process and the emerging global myth.

**PSYI622: Depth: The Emblematic Life of C. G. Jung (3)**

Students examine the biography of the founder of analytical psychology, C. G. Jung, with a view towards understanding his life as a model for conscious living in a complex, post-modern world. Themes to explore include social and intellectual controversies, the structure and dynamics of the psyche, and spiritual epistemology.

### **PSYI623: Depth: Dreams and the Earth (3)**

Examines how dreams connect us to our personal shadow, the archetypes of the collective unconscious, and the intentionality of nature herself, to the anima mundi or "soul of the world." Topics include the history of dream interpretation and methods of "tending" a dream for self, other and dream groups.

### **PSYI624: Depth: Seminar in Archetypal Psychology (3)**

Examines the archetypal perspective as 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. Students explore the methods of archetypal psychology as applied to the realms of religion, psychotherapy and politics.

### **PSYI625: Depth: Ritual Process and Ceremonial Design (3)**

Examines the dynamics of ritual process and the structure of ceremonial design. Topics include cross-cultural perspectives on ritual, indigenous technologies for invoking the sacred, shamanic practices, and contemporary psychologies to account for ritual experiences. Students acquire skills in creating their own rituals as a way to dialogue with the "Sacred Other".

### **PSYI630: Transpersonal Psychology: History and Foundations (3)**

An introduction to the major concepts, theories, practices, and applications of transpersonal psychology, including the historical roots, connections to the world's wisdom traditions, and major figures and debates in the field.

### **PSYI631: Transpersonal: Nonordinary States of Consciousness (3)**

An experientially-focused course focusing on nonordinary states of consciousness

and their role in psychospiritual growth. Consideration is given to a variety of practices and experiences, including meditation, guided imagery, shamanic journeying, and holotropic breathwork,. Additional topics include spiritual emergencies, spiritual bypassing, the prepersonal/transpersonal distinction, and states vs. stages of development.

### **PSYI632: Transpersonal Inquiries: Consciousness and Psychospiritual Development (3)**

A more in-depth inquiry into transpersonal topics, including higher/deeper potentials for human experience of transpersonal realities as described by mystics and teachers from various traditions. Additional topics according to student interests: e.g. birth and death, children's spirituality, transpersonal studies and science, contemporary perspectives on the evolution of consciousness.

### **PSYI633: Transpersonal: Transformative Practices for Mind, Heart, Body, Spirit, and Shadow (3)**

An experientially-oriented course that focuses on practices designed to create enduring transformations or developmental growth. Explores practices drawn from spiritual traditions, psychological approaches, and the leading edge of contemporary paradigms.

### **PSYI634: Transpersonal: Integral Studies: An Emerging Perspective (3)**

A focus on the field of integral studies, which has emerged out of the transpersonal arena. Examines the notion of the evolution of consciousness and the All-Quadrants-All levels map, as well as applications in integral psychology, spirituality, and other areas depending on student interests.





### **PSYI635: Transpersonal: Integral Approaches to Sacred Activism (3)**

An experiential and action-focused course that looks more deeply into existing and potential applications of transpersonal/ integral perspectives in service to the needs of our world.

### **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:** May 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 informs the transformational aspects of this course. Students 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 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. Students address 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 begins to clarify their own position in relationship to this pervasive issue. Students 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. Students explore and experience practices developed to “awaken” and “reconnect” to the natural world. Beginning with identifying patterns within individuals and society that represent repression and denial students 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**

Students focus specifically 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 culminates in their Application Project.

### **PSYI650: Buddhism: Buddhism in Its Contexts (3)**

Examines the historical context of Buddhism in India, the life and teachings of the historical Buddha, and the spread of Buddhism to China, Japan, and the West. Also considers Buddhism as a philosophy, a psychology, and a set of practices.

### **PSYI651: Buddhism: Introduction to Meditation Practice (3)**

Introduces the foundational practices of Shamatha (calm-abiding), Vipassana (clear-seeing), Analytical practice, and the Triple A: Attention, Awareness, Acceptance, as well as the Cultivation Practices (Metta, Tonglen, and the Brahmavijaras (loving kindness, compassion, empathic joy, equanimity)).

**PSYI652: Buddhism: The Three Vehicles and the Basic Teaching (3)**

Examines the 3 Vehicles or paths of Buddhism (Hinayana, Mahayana, Vajrayana) and The Basic Teaching, including the dharma as teaching and as path/way, the Four Noble Truths, the sutras (esp. Heart, Diamond), and the Abidharma commentaries.

**PSYI653: Buddhism: Buddhist Psychology: An Experiential Exploration (3)**

Explores Buddhist epistemology (first person knowing, introspection, contemplation, "valid cognition"); the nature of reality (suffering, the five skandhas, emptiness, impermanence, and no-self; the problem of the self; skillful means for working with difficult emotion; the definition of the good life.

**PSYI654: Buddhism: Zen Buddhism (3)**

Topics include the development of Zen in China and Japan (Buddhism and Taoism), Zen culture and esthetics (Tea Ceremony, Zen gardens), non-conceptual knowing (after the mind, what?), the two paths of Soto Zen (gradual path) and Rinzai Zen (working with koans, rapid path), and the relationship between Zen and Psychoanalysis.

**PSYI655: Buddhism: Buddhism in America: Applying the Teachings (3)**

A practice-oriented approach to the ways in which Buddhism has evolved in America. Topics include the first explorers (Watts, Suzuki), the major Buddhist Centers (East and West Coast, Naropa University), and the development of Buddhist-informed western psychology. Contemporary topics include mindfulness (Kabat-zinn), emotional intelligence (Goleman), and various psychotherapy approaches (Dialectical Behavior Therapy, Acceptance and Commitment Therapy, the approach of Mark Epstein, and Radical Acceptance.

**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.

**SCI350: Evolution (3-4); SU**

A philosophical exploration of evolutionary theory. Examines contemporary scientific controversies within the field; uses and abuses of Darwinian theory in the realm of social thought; the continuing resistance to evolutionary theory among nonscientists; and implications of evolution for our attitudes about the purposes and meaning of life. *HDL; PSY*

**SCI390: Special Topics in the Sciences (1-8); Varies**

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

**SOC130: Cultural Immersion: India (6)**

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. **Prerequisite:** *Acceptance in the LeapNow program. GS*

### **SOC135: Cultural Immersion: South America (4)**

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. **Prerequisite:** *Acceptance in the LeapNow program. GS*

### **SOC145: The Whole Human Being (8)**

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. **Prerequisite:** *Acceptance in the LeapNow program. GS*

### **SOC150: Ethnology Research Seminar I (4)**

Students follow up their group study abroad experience completed the previous quarter by writing a scholarly paper that reflects on and demonstrates the effects of cultural immersion and increased multicultural competence. Students are also introduced to ethnology research, focused on the three-month internship that the student will complete in the following quarter. The ethnology project focuses on one of three areas: global/cultural, conscious evolution, or the creation of a 'Be the Change' project to be implemented during the internship. **Prerequisite:** *Acceptance in the LeapNow program. GS; SOJ*

### **SOC151: Ethnology Research Seminar II (2)**

Brings all of the research and project planning completed during the Ethnology Research Seminar I to the internship site where the field research begins. Each student has the opportunity to systematically study and directly observe different parts of a culture including its folklore, language, religious/spiritual beliefs, symbols, artwork, architecture,

music, social structure, political systems, and value systems. Integrating the research and preparation done in Ethnology Research Seminar I, the ethnology project requires the student to engage the culture in a deeper way, penetrating beneath the surface of things, allowing them to begin to understand the culture as a vibrant whole and not just as a series of disconnected experiences.

**Prerequisite:** *Acceptance in the LeapNow program.* **GS; SOJ**

### **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/repeal 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; HDL; 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; HDL; 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. *HDL; HS; PSY; SOJ*

### **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; HDL; HS; PSY; SOJ*

### **SOC341: Nutrition & the Politics of Food (3-4); FA**

Students explore the relationship between food, culture, politics and health in the US. Considers the history of food in the US; how food policies affect overall health and particular health issues such as heart disease, ADHD, diabetes, and obesity (noting class and cultural differences); and the impact of the current whole foods and organic movement on health and well-being. *ENV; GS; SOJ; SBUS*

### **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; HDL; HS; SOJ*

### **SOC351: Race, Justice and Political Reality (3-4); SU**

Functions and dysfunctions of the "race"

concept for understanding human identity. Beginning with the impact of the race concept on African Americans, students also review the distinctive experiences of other racially defined groups, and assess the parallels between racism and such other "isms" as sexism, classism, and ageism. *HDL; GS; SOJ*

### **SOC352: Latinos in the U.S. (3-4)**

The cultural and historical significance of Latinos in the United States. Three main Latino groups are studied in depth: Mexican-Americans/Chicanos, Puerto Ricans, and Cuban-Americans, with smaller groups studied to varying degree. The primary focus is on the cultural contributions of Latinos in the following areas: history, politics, entertainment (music, dance, television, film and comedy), literature, language and food. *A&L; HDL; HS; 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; HDL; 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. *HDL; HS; LOS; PSY; SOJ*.

**SOC390: Special Topics in Sociology (1-8); Varies**

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

**SOC394: Perspectives in Human Development & Learning (3-4)**

Childrearing, learning, coming of age, parenthood, and elder status as understood in various historical and cultural contexts—and in selected modern theories of learning and of human development. Includes field observation of children, youth, parents and/or elders in community and school settings. *HDL; HS; SOJ*

**SOC395: Personal and Professional Development Seminar (4)**

An examination and critique of the approaches to leadership, human services and education with attention to systems and approaches created by indigenous peoples as well as those created by non-indigenous people. Students explore the themes of organizational wellness, personal wellness, and cultural competence as well as trends in their fields. Students have opportunities for research, skill development, and collaborative project completion. *HDL; HS; LOS*

**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. *HDL; HS*

**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); WI**

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. Not taught in 2010-11. *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. Not taught in 2010-11. *GS; HS; SOJ*

**SOJ150: 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?” *Prerequisite: Acceptance in the LeapNow program. GS*

**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*

**SOJ390: Special Topics in Social Justice (1-8); 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. Not taught in 2010-11. *A&L; 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; SBUS*

### **SPAN110: Spanish Language: Classroom and Practicum (6)**

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. *Prerequisite: Acceptance in the LeapNow program. GS*

### **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.

### **SPED601: Special Education (3)**

Teacher candidates explore special needs areas, including gifted education, special education and diverse ethnic and cultural issues. They consider curricular designs for meeting diverse students' needs.

### **SPED607: Secondary Students with Special Needs (4)**

Teacher candidates examine instructional issues in teaching of students with disabilities and highly capable secondary students. Focus is on the assessment of student performance, the evaluation and modification of instructional curricula, and the design of problem-solving strategies.

### **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: Understanding Individuals with Disabilities.*

### **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: Understanding Individuals with Disabilities.*

### **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/corequisite: SPED623: Assessment and Evaluation of Students with Special Needs.*

### **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: *Assessment and Evaluation of Students with Special Needs* and SPED624: *Curriculum Planning and the IEP*; **Corequisite:** SPED626: *Managing Student Behavior and Social Integration Skills*.

### **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: *Curriculum Planning, Content and Practice in Special Education*.

### **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.

### **SPIR130: Religions of India (4); 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. **Prerequisite:** *Acceptance in the LeapNow program*. GS

### **SPIR135: Contemplative Practice and Conscious Community (2)**

The practice of being in community is one of the most profound teachings within the LEAPYEAR program. A necessary adjunct to living within conscious community is the study of contemplative or inner-directed practices that help the individual become more at home within themselves and with others. Students learn to define and live within clear agreements, learn the skills of clear communication and conflict resolution, and do daily contemplative practice while traveling together in unfamiliar countries through unfamiliar terrain - both inner and outer. Students learn practices that support growing self-awareness and self-acceptance, cornerstones of conscious community. **Prerequisite:** *Acceptance in the LeapNow program*. GS

### **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*

### **SPIR370: Psyche in World Religions (3-4)**

Introduces the history of the world's religions as living symbol systems. Students explore the spiritual and psychological importance of what Jung and Otto called the numinous and the "idea of the holy;" and demarcations of the sacred and the profane through an introduction to the philosophy, art, myth, and images of these traditions. Students weigh tensions and similarities in such pairings as Judaism and Hinduism, and Christianity and Buddhism. *PSY; SPI*

### **SPIR372: God (3-4); SP**

A non-dogmatic exploration of the God concept and its role in various faith traditions and in contemporary spiritual practice. Working collaboratively, students articulate and refine their own views for use in further reflection and in spiritual life. Requires students to give respectful consideration to a wide range of views. *PSY; SPI*

### **SPIR390: Special Topics in Spiritual Studies (1-8); Varies**

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

### **SPIR405: Spiritual Psychology of the Human Heart (3-4); SP**

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. *PSY; SPI*

### **SPIR407: Integral Psychology and Spirituality (3-4); FA**

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. *PSY; 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)**

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. *SPI*

### **SPIR440: Dreams and the Earth (3-4); 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 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: Media for Social Change (3); SP**

Making change through the creative use of media today is examined through the lenses of theory and practice. Students analyze contemporary social movements, the framing and re-framing of issues and ethical choices. They learn strengths and limitations of various forms of media. Students develop communication strategies based on articulated goals, designated audiences, available tools and time.

### **STCM630: Communication Media (3); FA**

This introduction to current and emerging communication media combines experiential learning in new technologies with a critical analysis of current communication theory. Students learn to analyze the impact of messages produced with an array of new media, and to evaluate the social and political implications of these choices.

### **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 necessary for becoming 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)**

Examine 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)**

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.

**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**

Students meet as 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**

Students survey the grammar rules of written communication important to successful writing, thereby demystifying 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**

Students examine 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**

Students meet as a small 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**

Students survey the grammar rules of written communication important to successful writing, thereby demystifying 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**

Students examine 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.

**WSDN610: Design as a Practice of Wholeness (3); FA**

In this pragmatic exploration of wholism students explore notions of aesthetics and utility from various cultural perspectives and orient their own approach to designing within a wholistic/systemic understanding. Framing design as a practice of wholeness and systemic thinking, students explore the intrinsic relationship between beauty and function. They critique a variety of designs and propose wholistic alternatives.

**WSDN612: Experience of Place (3); SP**

Study the relationship of place to identity formation, well-being, community and organizational development and culture. Understanding the relationship between epistemology and ontology, students explore the link between somatic awareness and a wholistic paradigm. Students consider built and “natural” environments – from an office to a landscape – in terms of their effects on behaviors, and consider how to design for preferred outcomes.

**WSDN613: Metaphor, Worldview and Change (3)**

Explore language as reflection and shaper of worldview and as a leverage point for change. Study draws on linguistics, rhetoric, design, cognitive and social sciences. Students critique metaphors – drawn from organizational, community, environmental and civic life – for their meaning, entailments and consequences; consider alignment with intentions; and propose language more congruent with intentions. Explore systemic relationships among language, perception and social possibilities.

**WSDN614: Applications in Human Systems (3); SU**

Apply systemic concepts to issues such as leadership, power, conflict, group dynamics, democracy and community. Students consider critiques and resistances to systemic thinking as well as ways to introduce the concepts and approaches more effectively. They compare early systemic thinkers such as Mary Parker Follett to more contemporary ones.

**WSDN624: Design for Social Innovation (3); WI**

Study design theory, thinking and skills with attention to collaborative approaches and process. Explore diverse theorists from the design traditions as well as systems,

sustainability and psychology. Students learn design as an intentional co-creation process of acting and being in the world to facilitate organizational renewal, societal change and personal transformation.

**WSDN632: Structures of Meaning: Distinctions, Intentions and Outcomes (3); SP**

Learn how meaning is constructed, individually and collectively, through the structures as well as contents of thought. Draw on mathematics, design, science, engineering and psychology to consider how distinctions and boundaries are created, and, once created, how they impact communications, conflict, design and decision-making. Students deepen their understanding of wholistic/systemic perspectives and gain skills for developing greater clarity around intention.

**WSDN633: Systemic Change and Persistence (3); FA**

Students explore persistence, change and resilience in human systems. They consider differences between mechanistic and autopoietic systems and their implications. Studying systems dynamics, structures and archetypes, students gain skill in describing and communicating about significant patterns of interest and possible points of intervention.

# Center for Continuing Education

Antioch University Seattle, with its 158-year heritage of quality in higher education and its experience as a leader 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, educational excellence and relevant programs. True to this heritage, Antioch’s Center for Continuing Education (CCE) offers high quality learning opportunities designed to meet changing educational needs of working professionals. Through certificate and continuing education programs, courses, workshops and special events, CCE promotes learning that connects profession with passion and enables alumni and their colleagues to update their skills and stay abreast of the most current trends in their fields.

CCE provides learners with an educational experience that supports their goals,

recognizes their experiences and challenges them to succeed. CCE instructors include Antioch faculty members, as well as regional and national experts in the fields of mental health, mediation, social service case management, grant writing, non-profit management and more.

CCE collaborates with a variety of educational partners that bring additional resources to the community. Current partners include The Heritage Institute, Seattle Jobs Initiative, Staff Development for Educators, Education Development Center, Heinemann Publishing, Invite Change and the Dispute Resolution Center of Snohomish, Island and Skagit Counties.

Because CCE offerings are responsive to community needs, they change often. Antioch’s website is the best way to learn about upcoming CCE programs: [www.antiochseattle.edu/ce](http://www.antiochseattle.edu/ce). You may also contact the CCE office by phone: 206-268-4111 or e-mail: [ce@antiochseattle.edu](mailto:ce@antiochseattle.edu).



# Antioch University Seattle

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