Learn. Lead. Create Change.

2014-15 Catalog

ANTIOCH UNIVERSITY
SEATTLE

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 of five campuses of Antioch University which is accredited by the Higher Learning Commission. The Higher Learning Commission is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440, (312) 263-0456, Fax: (312) 263-7462.

Antioch University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Antioch University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the council at P.O. Box 43430, Olympia, WA 98504-3430.

Selected academic programs of study at Antioch University Seattle are approved 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.

Antioch University is a private, non-profit with 501(c) 3 status.

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

Antioch University serves students at five regional campuses in Seattle, WA; Keene, NH; Yellow Springs, OH; Los Angeles and Santa Barbara, CA; and in the university-wide PhD in Leadership and Change and Education Abroad programs.

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Message from the President

Dear Student,

Welcome! We are so pleased that you chose to be part of our open and welcoming community.

Antioch University Seattle has great people, a proud tradition, and an honorable and progressive mission with a proven record of both educating students in ways that transform lives and providing the tools needed to shape the world. Within this catalog lie the means to that transformative educational process.

We are known for our leading-edge approaches to learning. Our student-centered experience encompasses small classes, credit for prior learning, experiential opportunities, and close interaction with faculty. There are multiple avenues for independent study, self-designed degree planning, and interdisciplinary study.

We are committed to helping you reach your personal and professional goals so you graduate with real knowledge, skills, experiences, and most importantly, the values and character necessary to contribute positively to the world.

Social engagement, community involvement, and sustainability are hallmarks of an Antioch University Seattle academic experience and our curriculum. The courses and programs encompassed in this catalog are designed to support you in your goal to learn, lead, and create change.

Horace Mann – Antioch College's first president, who also served in Congress and was a founding visionary of the American public school system – led by setting several precedents. Antioch was the first American college to educate women on a par with men, to hire female faculty at the same salary as their male counterparts, and was among the earliest schools to admit African American students.

With the support of our expert faculty and caring staff, you will leave our University empowered with the knowledge, skills, and abilities to create and manage change in our world. As Antioch University Seattle's fifth president, my commitment is to create a transformative environment in which we can exceed your expectations.

I look forward to welcoming you to our campus and meeting you personally.

Sincerely,

Hon. Brian Baird, PhD

President

Antioch University Seattle

2014-15 Academic Calendar

Summer 2014 – July 7 to Sept. 20

May 13, Noon	Registration Begins
April 15	Financial Aid Filing Date
June 22, 9:01 p.m.	Late Registration (Late Fee Assessed)
July 1	Tuition Payment Due
July 7	First Day of Classes
July 15	Last Day to Receive Full Refund
Aug. 12, Noon	Fall Registration Begins
Sept. 20	Last Day of Classes
Sept. 27	Evaluator Assessments Due
June 2015	Commencement Ceremony
Holidays:	
July 4	Independence Day (campus closed)
Sept. 1	Labor Day (campus closed)

Fall 2014 – Oct. 6 to Dec. 20

Aug. 12, Noon	Registration Begins
Aug. 15	Financial Aid Filing Date
Sept. 21, 9:01 p.m.	Late Registration (Late Fee Assessed)
Oct. 1	Tuition Payment Due
Oct. 6	First Day of Classes
Oct. 14	Last Day to Receive Full Refund
Nov. 11, Noon	Winter Registration Begins
Dec. 20	Last Day of Classes
Jan. 3	Evaluator Assessments Due
June 2015	Commencement Ceremony
Holidays:	
Nov. 27-28	Thanksgiving (campus closed)
Dec. 22-26	Winter Break (campus closed)
Jan. 1	New Year's Day (campus closed)

Winter 2015 – Jan. 5 to March 21, 2015

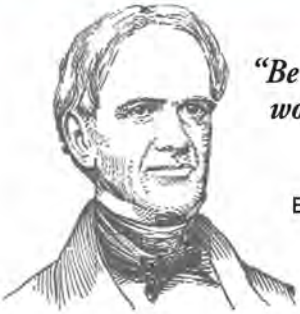
Nov. 11, Noon	Registration Begins
Nov. 15	Financial Aid Filing Date
Dec. 21, 9:01 p.m.	Late Registration (Late Fee Assessed)
Jan. 1	Tuition Payment Due
Jan. 5	First Day of Classes
Jan. 13	Last Day to Receive Full Refund
Feb. 10, Noon	Spring Registration Begins
Mar. 21	Last Day of Classes
Mar. 28	Evaluator Assessments Due
June 2015	Commencement Ceremony
Holidays:	
Jan. 19	Martin Luther King, Jr. Day (campus closed)
Feb. 16	Presidents' Day (admin. offices closed)

Spring 2015 – April 6 to June 20, 2015

Feb. 10, Noon	Registration Begins
Feb. 15	Financial Aid Filing Date
March 22, 9:01 p.m.	Late Registration (Late Fee Assessed)
April 1	Tuition Payment Due
April 6	First Day of Classes
April 14	Last Day to Receive Full Refund
May 12, Noon	Summer Registration Begins
June 20	Last Day of Classes
June 27	Evaluator Assessments Due
June 2015	Commencement Ceremony
Holidays:	
May 25	Memorial Day (campus closed)

The University may elect in its sole discretion to revise the academic calendar and the tuition refund policy during the current catalog year. Any change will be published with 30 calendar days notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments.

About Antioch University



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

— Horace Mann
First president of Antioch College
Excerpt from 1859 commencement address

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 established 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 PhD 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 University Campus Locations

Antioch University Los Angeles has been nationally recognized for its top-five ranked low-residency MFA in creative writing and the first-of-its-kind graduate clinical psychology specialization in lesbian gay bisexual transgender (LGBT) studies. Its newest program, the MA in urban sustainability, was developed in response to the growing awareness of the interconnections among environmental, economic, and social issues.

Antioch University Midwest has developed a cutting-edge program in conflict analysis and engagement. Located in the independently minded and progressive town of Yellow Springs, Ohio, AUM's coursework is collaborative and experiential, designed to meet adult learners where they are and help them achieve their educational goals and effect social change.

Antioch University New England is home to one of the nation's only Waldorf teacher preparation programs and a Green MBA program ranked in the top 5 nationally. Located in Keene, New Hampshire, AUNE is steeped in New England's traditions of self-reliance, local initiative, and private action for the public good, with students hailing from over 40 states and 19 foreign countries.

Antioch University Santa Barbara offers an MA in education with an emphasis on social justice and leadership. Surrounded by sandy beaches and the Santa Ynez Mountains, AUSB offers a lively, intensive undergraduate education and rigorous, real-world graduate degrees.

The **Antioch University Seattle** community of students, faculty, and staff promote education for social engagement with an emphasis on sustainability. AUS offers undergraduate and graduate degrees and a doctorate in clinical psychology.

ANTIOCH UNIVERSITY

Antioch University is a bold and enduring source of innovation in higher education. Students' passion to advance their lives, personally and professionally, is developed through academic programs that respond to the world's needs. Together, we form a visionary community that strikes a rare—and essential—balance between idealism and experience.

www.antioch.edu

The PhD in Leadership and Change is a University-wide low-residency program that cultivates current and future generations of civic, professional, and academic leaders. Students come from all over the country and the world, participating in quarterly residencies and rotating to the various Antioch campuses.

Antioch Education Abroad is an exceptional slate of immersive service and study programs. From Buddhist Studies in Japan and Arts and Culture in Mali to Brazilian Ecosystems, AEA develops and offers unique study-abroad programs on four continents offering students mentorship by on-site faculty who are experts in their respective fields.

Antioch's Mission

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

A Distinctive Approach

Antioch's campuses, including the Seattle campus, have small class sizes and an open, welcoming environment. Students receive strong support from expert faculty members who are both scholars and practitioners in their respective fields who support 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 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 systemically 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 BA 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 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

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 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 studentslearn from one another as well as from their instructors.

Antioch University Seattle has partnered with MBS Direct to provide textbooks and other course material for purchase and rental to students through an online store: bookstore.mbsdirect.net/antiochseattle.htm. MBS Direct offers a guaranteed buyback program for students wishing to sell their books at the end of the quarter.

A small café is located on the first floor offering coffees, teas, warm sandwiches, pastries, soups 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.

To help ensure equal access, the DSS Coordinator works to arrange reasonable accommodation to qualified students who may have neurodiversity, physical, sensory, and/or psychological needs. Accommodations may include one or more of the following: a pre-arranged academic plan with extended time on assignments; interpreters; assistive technology, alternative assignment formats; and/or other determined support.

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@antiochseattle.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 curricula 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/library. 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.

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 110) 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.

Security

Antioch University makes security information available to encourage safety on campus through awareness, clear channels of communication and an emphasis on reasonable precautions. Providing this information is in accordance with the Crime Awareness and Campus Security Act of 1990. You may obtain a copy of Antioch University Seattle's crime statistics report at www.antiochseattle.edu/student-campus-resources/campus-resources/campus-safety/

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 and application fee for admission.

Specific application requirements for each Antioch program are outlined on the academic pages available online at www.antiochseattle.edu/admissions

Admission Decisions

The Director of Admissions and Financial Aid makes all admission decisions in consultation with program faculty and admissions counselors. The Director'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.

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. Information about international transfer credit follows:

- Upon acceptance to a program or certificate, documentation of the accepted student's ability to pay for educational and living expenses while in the United States is required. 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 accepted students so they may apply to obtain nonimmigrant student visas.

Transfer Credit

Undergraduate Transfer Credit

For its undergraduate programs, Antioch University Seattle considers for transfer college-level credit 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 inter-institutional 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 Admissions Office.

Prior Experiential Learning Credit

In the BA 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 BA program Admissions Counselor or see the BA in Liberal Studies section of this catalog.

Accelerated Joint BA/MA Degree Programs

In certain fields of study for which Antioch offers master's degrees, an undergraduate student also may qualify for a "ladder" option in which the BA 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 BA in Liberal Studies section of this catalog. Further information may be obtained through the BA 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 advisor 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.
- Credits earned at other institutions that have been applied to a completed degree, are not eligible for transfer.
- 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 advisor.

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. Similarly, 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.

Change of Degree Program

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

Readmission

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

Tuition and Fees

Tuition and fee rates are in effect summer quarter 2014 through spring quarter 2015. Antioch reserves the right to change tuition and fee rates at any time without prior notice. Amounts shown are in U.S dollars.

Tuition is charged per credit. When registered for credit, students seeking a degree, certificate, Pathway 2 or Pathway 3 endorsement pay tuition and required fees, described below. Some courses may assess a course fee for outside activities, materials or liability insurance. Course fees are noted in the online course descriptions in myAntioch.

Program of Study	Tuition & Required Fee Rates	Credits Registered	Base Quarterly Tuition & Fee Charges
BA in Liberal Studies			
Degree Completion Program	**Tuition:** $580 per credit **Prior Learning:** $145 per credit **Required Fees:** Student Services Fee 1-5 credits: $75 6+ credits: $115 $30 Technology Fee	1	$685
		2	$1,265
		3	$1,845
		4	$2,425
		5	$3,005
		6	$3,625
		7	$4,205
		8	$4,785
		9	$5,365
		10	$5,945
		11	$6,525
		12	$7,105
		Additional	+ $580 per credit

Center for Programs in Education			
MA Education **MA Teaching** **Pathway 3 Endorsements** Library Media Special Education Sustainability Education **Pathway 2 Endorsements** State-mandated rates apply (see page 16)	**Tuition:** $610 per credit **Required Fees:** Student Services Fee 1-2 credits: $75 3+ credits: $115 $30 Technology Fee	1	$715
		2	$1,325
		3	$1,975
		4	$2,585
		5	$3,195
		6	$3,805
		7	$4,415
		8	$5,025
		9	$5,635
		10	$6,245
		11	$6,855
		12	$7,465
		Additional	+ $610 per credit

Program of Study	Tuition & Required Fee Rates	Credits Registered	Base Quarterly Tuition & Fee Charges
Graduate Programs in Leadership and Change			
MS Management and Leadership **MA Communication** **MA Environment and Community** **MA Organizational Development** **MA Whole Systems Design**	Tuition: $682 per credit **Required Fees:** Student Services Fee 1-2 credits: $75 3+ credits: $115 $30 Technology Fee	1	$787
		2	$1,469
		3	$2,191
		4	$2,873
		5	$3,555
		6	$4,237
		7	$4,919
		8	$5,601
		9	$6,283
		10	$6,965
		11	$7,647
		12	$8,329
		Additional	+ $682 per credit

Program of Study	Tuition & Required Fee Rates	Credits Registered	Base Quarterly Tuition & Fee Charges	
School of Applied Psychology, Counseling and Family Therapy			MA	PsyD
MA Psychology **MA Marriage and Family Therapy** **MA Counseling** **PsyD Clinical Psychology**	**Tuition:** $682 per credit **Tuition:** $810 per credit **Required Fees:** Student Services Fee 1-2 credits: $75 3+ credits: $115 $30 Technology Fee	1	$787	$915
		2	$1,469	$1,725
		3	$2,191	$2,575
		4	$2,873	$3,385
		5	$3,555	$4,195
		6	$4,237	$5,005
		7	$4,919	$5,815
		8	$5,601	$6,625
		9	$6,283	$7,435
		10	$6,965	$8,245
		11	$7,647	$9,055
		12	$8,329	$9,865
		Additional	+$682 per credit	+ $810 per credit

Center for Teaching and Learning

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

400-level courses..... $580/credit
600-level courses..... $682/credit
700-level courses..... $810/credit
(plus required fees)

Center for Programs in Education Pathway 2 Endorsement

Tuition for Pathway 2 courses, sponsored by the School of Education, is charged at these rates:
Instructional Planning (3 cr).... $610/credit
(plus required fees)
Practicum (3 cr)..... $610/credit
(plus required fees)
Culminating Project (3 cr)..... $610/credit
(plus required fees)

Visiting Students

Tuition for visiting students is charged at the per credit rate of the program sponsoring the registered course, plus related course or materials fees.

Required Fees

When registered for credit, students matriculated in degree, certificate and endorsement programs pay certain required quarterly fees in addition to tuition. Fee amounts are described in the tuition tables on the previous page. Required fees are non-refundable after the 100% tuition refund period. Required fees are not charged to visiting students.

The **Student Services Fee** supports various academic and student services, including personal counseling offered through the AUS Community Counseling and Psychology Clinic and the Student Life Office, as well as writing tutors and other academic support services offered through the Center for Teaching and Learning. The Student Services Fee is a fixed fee based on the number of credits registered.

The **Technology Fee** helps support increased technical staff and technological initiatives.

Miscellaneous Fees and Deposits

Miscellaneous fees are assessed as needed. Fees are non-refundable except as noted.

Application Fee – Online $25
Application Fee – Paper $50
Application Fee – Readmission $25
Art Studio Access – Quarterly $75
Art Studio Acesss – Drop-in.....$5
Audit Fee (per course).....$400*
Bike Room Key Deposit (refundable).....$25
Course/Materials Fees.....Vary**
Diploma Replacement.....$35
Dissertation Continuation Fee-
Quarterly.....$1,000
Enrollment Maintenance.....$500
Internship Fee/PsyD – Quarterly..... $200
Late Payment Fee.....$60
Late Registration Fee..... $75/150
Liability Insurance Fee.....$20**
Parking – Student Quarterly.....$30
Payment Plan Fee – Quarterly.....$35
Registration Reinstatement Fee.....$200
Retreat Fee $200-300***
Returned Check Fee $30
Standard Transcript Fee $10
with Narrative Assessments .....+$10
Continuing Ed Transcript Fee $10

**Audit fees are waived for students enrolled at least half-time, Antioch University Seattle graduates, degree committee members and Antioch University Seattle employees. A maximum of two course audit fees may be waived each term. Course and materials fees associated with the audited course are not waived.*

***Fees are noted in class descriptions on myAntioch and are non-refundable after the 100% tuition refund period.*

****Retreat fee varies depending on facility used and single or shared room preference.*

Student Financial Policies

Student Financial Policies inform students of their financial responsibilities while enrolled at Antioch University Seattle (AUS). Enrollment at AUS assumes a student's agreement with the terms of these and all other university policies. Student Financial Policies are administered by the Student Accounts Office (Student Accounts) and are in effect summer 2014 through spring 2015. AUS reserves the right to amend its policies at any time without prior notice. For more information, stop by or contact Student Accounts at studentaccounts.aus@antioch.edu or 206-268-4009.

Billing of Tuition

Upon registration, estimated tuition and fees are charged to a student's account and may be viewed in myAntioch under *Student Account Summary*. All charges on a student's account are subject to verification and may be adjusted according to published tuition and fee rates. After verifying charges, Student Accounts emails a Tuition Payment Notice to the student's AUS email account. Paper registration/billing statements are available upon request.

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. Failure to attend classes or provide written notification of withdrawal to the Registrar's Office does not relieve a student from tuition payment.

1) **Check or bank card:** AUS accepts checks (e-checks online in my Antioch) and money orders drawn on a U.S. bank and in U.S. funds, and American Express, Discover, MasterCard and VISA cards. AUS charges no conve nience fee for any type of payment.
2) **Financial aid:** Have evidence of a completed (certified) financial aid package with AUS. Tuition not covered by aid also must be paid in full or with an arranged payment plan (see option 4). Financial aid packages are arranged through the Financial Aid Office.
3) **Third-party authorizations:** Submit an employer, tribal, or government agency tuition payment authorization to Student Accounts. Students with VA benefits must submit a VA Certificate of Eligibility and DD-214, if applicable, to the Registrar prior to the beginning of the term. Tuition not covered by a tuition payment authorization also must be paid in full or with an arranged payment plan (see option 4).
4) **Tuition Payment Plan.** Arrange an interest-free Tuition Payment Plan to pay tuition over three months (see payment schedule below). The cost is $35 per term. The plan is available only to matriculated students registered for credit. Contact Student Accounts for more information or to arrange a plan.

How to Pay Tuition

Students are encouraged to make bankcard and e-check payments online in myAntioch. In person or by mail, make payments at Student Accounts, Antioch University Seattle, 2326 Sixth Avenue, Seattle, WA 98121. Bank card payments may be called in during business hours at 206-268-4009. After hours, payments may be placed in the night drop in the door at Enrollment Services, room 125.

Tuition Payment Deadline

Tuition payment deadlines are noted in the table below. Payments may be made on the next business day without penalty if a payment deadline falls on a weekend or holiday. Student Accounts may make provisions for a payment grace period each term. Payment deadline and payment grace period dates are included in the Tuition Payment Notice emailed to students after verification of tuition charges.

	Payment Deadline	Payment Plan Payment Schedule
Summer 2014	July 1, 2014	July 1, 2014 Aug. 1, 2014 Sept. 1, 2014
Fall 2014	Oct. 1, 2014	Oct. 1, 2014 Nov. 1, 2014 Dec. 1, 2014
Winter 2015	Jan. 1, 2015	Jan. 1, 2015 Feb. 1, 2015 March 1, 2015
Spring 2015	April 1, 2015	April 1, 2015 May 1, 2015 June 1, 2015

Late Payment Fee

Late Payment Fee A $60 late payment fee will be assessed monthly when a student does not pay tuition or make valid payment arrangements with Student Accounts by the published payment deadline. The fee also is assessed when a payment plan installment is late or the minimum agreed payment amount is not paid.

For 2014-15, the late payment fee will be waived when tuition is paid by the 9th calendar day (second Tuesday) of the term.

In addition, the late payment fee will be waived until the first day of the month following the start of a term, on accounts that have a remaining balance that is less than $500 at the beginning of the term.

Accounts with unpaid balances are subject to registration cancellation, fiscal holds and/or collection actions (see below).

Late Registration Fees

A $75 late registration fee will be assessed when a student attempts to initiate registration during the published late registration period. To be cleared for registration, the student first must contact Student Accounts to pay the late registration fee. The fee is not assessed to new or visiting students, or to students registering for Leave of Absence or Enrollment Maintenance.

A $75 late registration change fee will be assessed when a registered student is permitted to add a course after the published add period or to increase credits

on an existing registered course after the published credit adjustment period.

A $150 late registration fee may be assessed when a student is permitted to initiate registration after the close of the late registration period.

Registration Cancellation/ Reinstatement

AUS may cancel a student's registration in response to a student's failure to pay tuition or make qualified payment arrangements. Cancelled courses will be marked "W-Withdrawn." The student may reinstate registration within seven days of cancellation by submitting a completed Registration Reinstatement Form along with payment in full for tuition and $200 reinstatement fee. Reinstatement is for all courses previously registered (no partial registration permitted unless a course has filled). The student will be required to pay tuition in full prior to registering in future terms (see Fiscal Holds below).

Fiscal Holds are used to restrict student access to university services. AUS may withhold assessments, official transcripts and diploma, or withhold the right of registration for a future term or course, until all previous outstanding debts to the university have been paid. Students may view all active holds in myAntioch under My Holds under the Registration menu.

A Student Accounts Hold is applied when a student's account is in a past due status or when a library, parking, or any other fine assessed by the university is reported to Student Accounts. It is removed when the account is paid in full.

A Student Accounts Clearance Hold is applied to all students who do not initiate registration by the end of the open registration period. The hold is cleared when the student satisfies late registration requirements (see Late Registration Fees above).

A Student Accounts Discretionary Hold is applied for any reason documented and interpreted as necessary to protect the interests of the student or AUS (e.g., when a student exhibits a history of late payments, had registration cancelled for non-payment or was previously in collections). This is a permanent hold that requires the student to satisfy payment arrangements with Student Accounts prior to registration each term.

Returned Check Fee

Each check or e-check returned unpaid to AUS is subject to a $30 returned check fee. A late payment fee also may be assessed or registration cancelled if the payment was for tuition and is returned after the payment deadline.

Collections

Accounts that are 120 days past due are closed and referred to an outside collections agency for collection and reporting to national credit bureaus. 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 AUS in attempting to collect the debt will be added to the student's account balance.

Financial Aid Refunds

Funding received in excess of a student's account balance is typically refunded to the student on the first Friday of each term. Refunds are dependent upon several factors, including timely valid registration, timely completion and certification of a financial aid package, and the types and amounts of aid received. Students with a Pell or Washington State Need Grant may not receive a refund until those grants arrive (usually the third week of the term). All grants require a student to maintain certain eligibility requirements.

When possible, a refund is returned to a bank card used to pay tuition, up to the amount originally charged. A credit

balance less than five dollars is transferred to the next term unless the student graduates or is no longer enrolled. A credit balance less than one dollar is not refunded.

Direct Deposit or Check?

For fastest access to refunds, students are encouraged to enroll for direct deposit in myAntioch under menu item Non-Payroll Direct Deposit. Refund checks for students without direct deposit are mailed. AUS can not honor requests for advances or early disbursement of refunds.

Tuition Credit for Dropped Courses

Tuition is prorated and credited to a student's account for courses dropped within the first 40 calendar days of the term (see Tuition Credit Schedule). The credit is calculated from the date the student submits a completed Drop Form to the Registrar's Office. Fees are not refunded after the 100% tuition credit period.

For some courses of three or more credits that begin after the first week of the term, the 100% tuition credit deadline is extended to one business day following the first session of class. This exception does not apply to weekend, independent study, prior learning, contracted, and other classes in which the student is expected to engage from the beginning of the term. (***Note** – Tuition credit schedule for dropped courses in winter and spring 2015 will be forthcoming).*

Tuition Refunds

Tuition refunds for eligible students are generally reimbursed within 14 days of receipt of the Drop Form. The refund is returned to the student or original payer of the tuition. If tuition was paid by bank card, the refund will be returned to the bank card used, when possible, up to the amount originally charged.

Tuition refunds for students receiving financial aid are subject to the terms of the student's financial aid. The Financial Aid Office will determine a student's eligibility for a tuition refund, which may include a return of financial aid funds to the student's lender. A student is responsible for reimbursing the university when the amount of aid returned exceeds the tuition credit.

Appeals of Tuition and Fees

A student may appeal a tuition or fee charge for a course(s) dropped for circumstances beyond the student's control by submitting a completed Tuition and Fees Appeal Form along with supporting documentation in accordance with the form. Filing an appeal does not exempt a student from payment of amounts previously owed or prevent the assessment of late payment fees when applicable. The Tuition and Fees Appeal Form is available on the web and on campus.

For more information, stop by or contact the Student Accounts Office at studentaccounts.aus@antioch.edu **or 206-268-4009.**

Tuition Credit Schedule	Summer 2014	Fall 2014	Winter 2015	Spring 2015
Deadline for 100% credit	July 15	Oct 14	TBA	TBA
Deadline for 80% credit	July 22	Oct 21	TBA	TBA
Deadline for 70% credit	July 29	Oct 28	TBA	TBA
Deadline for 60 % credit	Aug 5	Nov 4	TBA	TBA
Deadline for 50% credit	Aug 12	Nov 11	TBA	TBA
Deadline for 40% credit	Aug 15	Nov 14	TBA	TBA

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
- Federal Direct Stafford Loans
- Federal and State Work Study

Programs available only to undergraduate students include:

- 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

- Federal 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/financial-aid.

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 on our website in the scholarships section. 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.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.

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 or Associate Registrar, who serve as VA certifying officers.

Students also may contact the local VA office for assistance. Other support is provided on campus by the Vet Corps Navigator and through the Student Life Office.

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:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans (for undergraduate students)
- 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.

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 Washington Student Achievement Council (WSAC).

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 Antioch Seattle regulations and policies are available in the following:

- Antioch Seattle Student Handbook
- Individual program handbooks – distributed when students first enroll
- Antioch Seattle website (www.antiochseattle.edu)
- Quarterly Critical Dates, Policies and Procedures

Antioch University academic and student policies are available through the Antioch University website at

http://www.antioch.edu/policies/

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	6-12	12-15
Half Time	3-5	6-11
Part Time	1-2	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 or dissertation continuation

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. Students registered for audit who subsequently do not attend will be withdrawn from the course.

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 advisor 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.

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 course withdrawal (W, WNC) credit designations are not subject to change.

Fall 2013 and forward the following grade designations are effective:

- **CR** (Credit) for credit earned
- **P** (Pass) for successful completion of zero-credit requirements
- **NC** (No Credit) for credit not earned
- **NP** (No Pass) if requirements for zero-credit courses are not met
- **INC** (Incomplete) if course requirements are not met by the end of the term of enrollment
- **W** (Withdrawn) for courses dropped after the end of the 100% refund period but before the end of the sixth week of the quarter
- **WNC** (Withdrawn No Credit) for courses dropped after the end of the sixth week of the quarter
- **INP** (In Progress) is a place holder for a course indicating a grade is not yet expected since the course is designed to require multiple quarters for completion.
- **AU** (Audit) for courses that are audited officially

P, NP, INP and AU are excluded from a student's Satisfactory Academic Progress evaluation. Courses assigned NC, INC, W and WNC are evaluated as attempted but not earned.

No Credit (NC) and course withdrawal (W, WNC) credit designations are not subject to change.

Decisions about the transferability of Antioch University credit to another institution rests with the institution to which the student wishes to transfer.

Transfer of credit from one institution to another involves at least three considerations:

(1) the educational quality of the learning experience which the student transfers;

(2) the comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and

(3) the appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

Satisfactory Academic Progress

The standards and guidelines below apply to all students for all academic terms. Students must meet both term-based and cumulative standards to be in SAP compliance.

- **Term-based Standards**
  The term-based measure of academic performance compares the number of credits that a student attempts to the number of credits that a student earns within a single term.
- **Cumulative Standards**
  The University's cumulative standard of satisfactory academic progress is a measurement over time, comparing the total number of applicable credits attempted to the total number of credits earned. Credits accepted for transfer are considered credits attempted and credits earned, and are included in the cumulative SAP calculations.

Undergraduate Minimum Satisfactory Academic Progress Standards

- **First term** – Completion of 50% of term-based and cumulative attempted credits
- **Second term** – Completion of 66% of term-based and cumulative attempted credits
- **All subsequent terms** – Completion of 75% of term-based and cumulative attempted credits

Graduate Minimum Satisfactory Academic Progress Standards

- **First term** – Completion of 50% of term-based and cumulative attempted credits
- **All subsequent terms** – Completion of 75% of term-based and cumulative attempted credits

The calculation of satisfactory academic progress is determined at the end of one term for the student's standing in the upcoming term. Adjustments of student SAP status, in the current term, are allowable only for corrections to SAP miscalculations.

Satisfactory Academic Progress Status

Academic Progress Warning

A status assigned to students who fail to meet SAP at the end of a term. Students continue their enrollment and receive federal financial aid, but are expected to meet SAP by the end of the term in which they are put on Academic Progress Warning.

Academic Progress Probation

A status assigned to students who fail to meet SAP at the end of the Academic Progress Warning term and who successfully appeal a suspension of academic and financial aid eligibility, as described in IV.B. below. Students on this status are eligible to register and to receive federal financial aid.

Academic Plan

A plan developed by the academic advisor and the student, and approved by the academic unit head, to ensure that the student is able to meet the University's satisfactory academic progress standards by a specific point in time.

Academic Withdrawal

A status assigned to students who fail to meet SAP at the end of Academic Progress Warning and who do not appeal or whose appeal is not approved. The

Academic Withdrawal process prohibits students from continuing their studies and registering for additional coursework.

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.

Maximum Time to Degree

Students are not eligible for financial aid for enrollment time in excess of 150% of the number of months allowed for their program. The 100% time limits are:

- BA – 36 months
- MA Psychology – CFT – 44 months
- MA Counseling – CMHC – 50 months
- MA Marriage and Family Therapy - 44 months
- MA Psychology – CFT with Art Therapy – 53 months
- MA Counseling – CMHC with Art Therapy – 51 months
- MA Psychology – CFT with Drama Therapy – 51 months
- MA Counseling – CMHC with Drama Therapy – 52 months
- MA Marriage and Family Therapy – MFT with Art therapy – 53 months
- MA Marriage and Family Therapy – MFT with Drama Therapy – 51 months
- MA Psychology – Integrative Studies – 30 months
- PsyD in Clinical Psychology – 82 months
- MS Management – 33 months
- MA Environment and Community – 33 months
- MA Organizational Psychology – 33 months
- MA Whole Systems Design – 33 months
- MA Communication – 33 months
- Certificate programs – Graduate Programs in Leadership and Change – 12 months
- MA Education – 24 months
- MA Education with Graduate Teacher Preparation – 37 months
- Graduate Teacher Preparation without MA – 37 months
- Endorsement – Library Media (Pathway 3) – 8 months
- Endorsement – Education (Pathway 2) – 9 months
- Endorsement – Special Education (Pathway 3) – 16 months
- Endorsement – Sustainability Education (Pathway 3) – 10 months

Additional Standards for Washington State Financial Aid

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

Status	Grad	Undergrad
Full time	6	12
Three-quarter time	–	9
Half time	3	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.

Appeal Process for Academic Progress Probation Status

A student who has failed to meet minimum satisfactory academic progress standards, after the Academic Progress Warning period, may appeal the determination to withdraw him or her for lack of satisfactory progress and suspend financial aid eligibility, based upon extenuating circumstances.

Continuous Enrollment

Students must notify the University if they want to take any quarter off from coursework by requesting a Leave of Absence, if eligible, or Enrollment Maintenance or Dissertation Continuation 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 twelfth week prior to 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 leave of absence cumulative 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 twelfth week of the prior quarter, the student may be withdrawn and any courses not completed 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/advisor conditions imposed.

Incomplete Courses 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 Incomplete (INC) for a maximum of one additional quarter. An Incomplete may

be granted solely at the discretion of the instructor. A student may not enroll for a Leave of Absence (LOA) with an INC; course enrollment or enrollment maintenance status (EMF) is required.

If the work is not finished by the deadline the instructor has set, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course assigned No Credit, the student must re-enroll in and pay for the course again.

Upon withdrawal from Antioch, outstanding incomplete courses 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.

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 are not eligible for an Incomplete if they do not complete all course work by the end of the term.

Degree Completion

A student must be enrolled for courses, Enrollment Maintenance or Dissertation Continuance status to be eligible to graduate at the end of a term. The maximum time allowed for degree completion is specified under Maximum Time to Degree above.

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 official 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 and/or diploma if the student has an outstanding financial obligation to the university.

Due Process and Student Complaints

Antioch University is committed to the fair and equal treatment of students in all areas. All members of our community are expected to conduct themselves honestly, responsibly and in a manner that respects the rights of others. To this end, the student conduct policy, and student rights and responsibilities, are published in the Student Handbook and online.

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

If an informal resolution cannot be reached, the student may file a formal appeal to the Vice President of Student Affairs 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 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 through the Update Contact Information on myAntioch.

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.

Catalog Authority

This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting your rights and responsibilities as a student. The actual policies may be found on the University portal. The university reserves the right, in its sole discretion, to amend or remove current policies or to adopt new policies as it deems necessary or appropriate from time to time. Therefore, it is the student's responsibility to visit the policy section of the Portal frequently to be kept informed of all current polices and their effective dates. The University also reserves the right to change tuition, fees, curricula and course offerings and other matters contained in this catalog at any time, without notice.

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.

Center for Teaching and Learning

The Center for Teaching and Learning at Antioch University Seattle fosters academic excellence and teaching excellence within the AUS community by providing writing courses and academic support for students as well as workshops, fora, and consultations for faculty 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 so essential to an Antioch education 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: including, understanding the writing process, basics of academic writing, formal research and inquiry, technical and professional writing, writing for publication and other specialized genres. We also offer weekend and online courses to accommodate working students' busy schedules. 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.

Writing Assessments

Since writing is an integral part of academic studies at AUS, most entering students will complete a writing assessment prior to the first quarter of their academic program. The writing exercise is designed to assess students' writing proficiency as they enter rigorous, academic programs that rely greatly on successful written discourse. The writing assessment asks students to respond in writing to a short reading prompt related to their future study. The completed writing is later read and assessed for its strengths in focus, support, organization, style, and conventions. The writing assessment takes one hour and is administered by the Center for Teaching and Learning. Students are then advised into writing classes that will support their introduction to a given field of study. Students wishing to appeal their placement may submit a written appeal to Dr. Anne Maxham (amaxham@antioch.edu).

If students require reasonable accommodation of a disability to participate in the

writing assessment, they are asked to request the accommodation(s) (if possible, one to two weeks in advance) from the Disability Support Services (DSS) office at 206-268-4151. Information about disability is confidential, and students are not required to disclose a disability status to any faculty. In some cases, DSS may request documentation of a disability in order to arrange appropriate reasonable accommodations. If you are a student who has already met requirements for DSS accommodations, please arrange to take your writing assessment through the DSS office (206-268-4151).

Academic Support Lab

The Academic Support Lab is dedicated to offering AUS students assistance with their academic writing. Writing consultants are graduate assistants from various academic programs trained in a collaborative model to converse with peers about their writing and provide support. Assistance is available in one-on-one and group sessions in half-hour and one-hour segments via scheduled appointments or drop-in hours. The ASL is responsive to students and offers a range of workshops and groups that enhance student learning. Past workshops have included such topics as Time Management, APA style and formatting, and Citing and Paraphrasing; we have also created several workshops that address specific assignments across the disciplines. Test support for teacher certification exams is also available.

Faculty Development

The Center for Teaching and Learning organizes quarterly workshops, Teaching Lunches, and other fora that engage all faculty (adjunct, associate, core) in collegial and intellectual conversations on issues related to progressive teaching and scholarly activity at AUS. In the Fall, the CTL offers a meet-and-greet for adjunct faculty as well as a monthly brown bag series for all new AUS faculty to help them acclimate to teaching at AUS. With our Antioch Reads! Program, we convene faculty annually in conversation around a book on progressive education; past readings include bell hooks' *Critical Teaching* and Parker Palmer's *The Heart of Higher Education*. We maintain a library of resources on pedagogy (for example, adult learning, assessment, developing online courses) in textual and DVD format, which are available for faculty use. The CTL also provides individual faculty consultations around teaching issues such as syllabus development, designing effective assignments, and responding to student writing. Finally, we celebrate the contributions, excellence, and wisdom of AUS retiring faculty in our Final Reflections series.

BA in Liberal Studies Degree Completion Program

Introduction

In line with the mission of Antioch University, the BA in Liberal Studies degree 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, the curriculum places the student at the center of the program's design process. Antioch offers a bachelor's degree completion opportunity for self-directed learners ready to determine their own educational pathways.

Students come to Antioch with backgrounds ranging from recent community college experience to students with up to 30 or more years of work and life experiences. Students in the BA degree 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, BA students, with faculty guidance, design their own curriculum to focus on an area of personal interest.

The BA degree completion program is designed to meet learners where they are personally, professionally and academically. Antioch's BA in Liberal Studies program is meant for the 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 BA students are currently employed and have clear personal and professional goals. They are managers, artists, small business owners, 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 BA Degree Completion Program

Customization is Key

In the BA 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 advisors, 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 BA in Liberal Studies Program are assigned a faculty advisor upon their entry to the program. 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. Students receive guidance and substantial assistance from their primary core faculty advisor and 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 document their educational plans, 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 BA 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 advisor and two community advisors 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 BA faculty. These are called structured areas of concentration. At the end of this section on the BA program, the range and format of both individualized and structured areas of concentration are spelled out in detail.

Prior Learning

The BA faculty believes adult students deserve respect and recognition for the achievements and knowledge they have gained in the real world. Antioch therefore offers BA 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. Students can earn up to 48 credits for Prior Learning within the BA Program.

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

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

Core Competencies

Students must demonstrate competency in core areas 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 advisors and teachers. They create a plan to bring their competencies to a baccalaureate level and demonstrate these competencies to their faculty advisors 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:

Critical and Creative Inquiry means—

Critical Inquiry

- You show intellectual curiosity, capacity for critical analysis, development of 'voice,' and competence in methods of knowledge creation such as social science research, literary analysis and the scientific method.

Communication

- You convey meaningful and effective messages in oral, written, and visual forms that take into account the context and understanding of the audience, as well as appropriate technologies. You demonstrate strong academic and research writing competence.

Creativity

- You show appreciation for the role of creative arts and innovation in society. You demonstrate creativity in self-expression, imagination and/or inventiveness in some artistic medium or other domain.

Reflective Practice

- You demonstrate a capacity to learn from experience and to apply reflective thought for improved practice in a dynamic praxis.

Self in Community means—

Self-Awareness

- You show introspective self-awareness and self-insight, demonstrating knowledge of your identity, social self/cultural location, values or spirituality, psychospiritual self, etc.

Social Responsibility

- You accept responsibility for contributing to community well-being. You demonstrate increasing clarity about the meaning and purpose of your life and your vocational passions

and commitments in relation to the world's needs.

Dialogue

- You demonstrate ability to engage in respectful dialogue: to voice your own thoughts to listen with openness to divergent viewpoints, and to inquire collectively toward emergent meaning.

Collaboration

- You show appreciation for the complexities of an interdependent world and the need for coordinated action. You demonstrate skill in collaboration.

Understanding the World means—

Multiple Lenses

- You value the possibilities of various academic perspectives and show awareness of potential limitations. You employ the interpretive frames of three or more academic disciplines for understanding social forces (e.g., historical, philosophical, literary, economic, sociological, psychological, etc.).

Social Justice

- You show sensitivity to the dynamics of power, privilege, and social change, and understand theories and methods for achieving justice.

Global Perspectives

- You demonstrate knowledge of cultures and nation states outside of the U.S., awareness of contemporary world issues, and the challenges of globalization.

Natural World

- You show scientific and environmental literacy in understanding the natural world, issues of environmental justice, and avenues toward restoring ecosystem health.

Credit & Residency 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.

- 45 credits must be completed in residence through the program (not including credits for prior learning).
- The completion of a portfolio which contains a degree plan and the student's best work
- Creation of an area of concentration
- Successful demonstration of the core competencies of the program

Graduation Requirements Summary

Students satisfy the requirements for graduation when they:

- Complete 180 credits, at least 45 (excluding prior learning) at Antioch University Seattle
- Create a portfolio of documents reflecting academic progress and mastery of core competencies through presentations, coursework, writing and practical experience
- Demonstrate in-depth knowledge of an area of concentration
- Complete required courses, including a field-based or community project and senior synthesis project.

All students take the following required courses:

LIB301 - Liberal Studies Seminar (3-4 credits)

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

WRTG406 - Inquiry and Research (3 credits)

In addition, structured option students take:

LIB440 - Competency Integration Seminar (1-2 credits)

LIB445 - Senior Synthesis Seminar (1-2 credits)

Minimum 2 credits of out-of-classroom/ field-based learning; for example: internship, field studies, service learning, etc. Typically part of Area of Concentration; by exception can be unrelated to concentration.

Approved and completed Area of Academic Concentration with a minimum 45 credits (35 minimum credits for an optional, second concentration). Student-designed concentrations require a degree committee, which meet a minimum of three times.

Demonstrated Bachelor's level liberal arts competence, as reflected through a collection of student's "Best Work" showing achievement of the program's core liberal arts competencies.

Areas of Concentration

Introduction

In consultation with their academic advisors, 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.

Structured Areas of Concentration

In addition to individually designed areas of concentration, the BA 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.

Examples of Structured Areas of Concentration

An example of the structured areas of concentration, based on actual BA 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.

Arts and Literature
Area of Concentration

PURPOSE: The goal of an Arts & Literature concentration is to prepare students to work in fields such as writing, communication, publicity, the visual and performance arts, curating, media arts and arts management. Students will also acquire the necessary prerequisites for successful graduate study. While students often chose to focus on writing/literature, the visual/performance art or film, the concentration encourages cross-disciplinary study and work.

CORE COURSEWORK:

1) ***Writing workshop.*** This course emphasizes peer and instructor feedback on original creative writing and performance in a variety of genres, including poetry, fiction, play/screenwriting, and non-fiction. Critical reading and writing complements creative work. Workshops are repeatable for elective credit with change in content. Sample classes that would meet this core requirement:

- *Many Voices: Study in Short Fiction*
- *Writing Poetry: Imagination, Craft, Audience*
- *Telling Stories: An Introduction to Live Art*
- *Writing for Stage and Screen*

2) ***Art Studio.*** This course emphasizes peer and instructor feedback on original visual and performance art in a variety of areas, including painting, drawing, experimental film, sculpture/ceramics, theatre, photography, printmaking, and dance. Critical reading and writing complements creative work. Studios are repeatable for elective credit with change in content. Sample classes that would meet this core requirement:

- *Digital Cinema*
- *Placemaking in Art*
- *Painting*
- *Collage*
- *Introduction to Vocal Improvisation*

3-5) ***Literary & Art History Seminars.*** Three courses should combine critical, theoretical, and creative study focused on one or more of the following methods: media studies, period; genre/area; schools/movements; region; and ethnic/postcolonial. Additional special topics in film/literary/art criticism and history will be offered as well. Four seminars total; cross-disciplinary study is required (i.e., two literary and one art, or vice versa).

- *Gender, Danger & Desire*
- *A Literary History of Seattle*
- *Border Crossings: A Multicultural Journey Through Film and Literature*
- *History and Image of the American Family*
- *Narratives of Resistance*
- *Literature of Displacement*

6) ***Community Engagement, Activism & Leadership Skills.*** Courses in this area provide students with the opportunity to learn about the history and developmental processes of social movements, strategies and tactics

of community organizing, global perspectives on organizing and activism and/or the relationship between leadership and social justice efforts. These courses provide students with conceptual frameworks and their application. Sample courses that would meet this core requirement include:

- *Community Organizing in Action*
- *Nonviolent Social Movements*
- *International Activism*

POSSIBLE ANTIOCH ELECTIVES:

- *Digital Storytelling*
- *Media for Social Change*
- *Community Voices*
- *Documentary Film*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Apprentice with a local artist, writer or film-maker*
- *Assist with teaching a studio ceramics course*
- *Help install an art show*
- *Organize a lecture series or poetry slam*
- *Performing in a production of "The Vagina Monologues"*
- *Practicum with a street theater troupe*

SAMPLE SYNTHESIS PROJECTS:

- *A creative project such as a writing a novel, create a portfolio of writing or art, a film/video, etc.*
- *Writing a critical thesis*
- *Guest editing a special edition of a magazine*
- *Designing the logo, letterhead, poster, website etc. for an arts event*

Environmental Studies
Area of Concentration

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 COURSEWORK:

1) ***Environmental Science.*** Courses meeting this requirement teach the student current field and laboratory procedures in air, water, and land science. Examples might include determining dissolved oxygen (DO) and nitrate/ phosphate levels in stream systems, or diameter breast height (DBH) of trees in a Northwest forest. Students look for correlations in their data and submit findings in a scientific paper or class

presentation. Sample coursework includes:

- *Water Quality Assessment*
- *Field Based Environmental Analysis*
- *Cascade Geology/ Hydrology*

2) ***Natural Systems.*** Classes in this area will introduce students to naturalistic skills and content knowledge related to the study of the flora and fauna of our local geographic area, the Pacific Northwest. This place-based approach will serve as a foundation for the development of naturalistic skills and content knowledge transferable to virtually any geographic region. Sample coursework includes:

- *Flora and Fauna of the Pacific Northwest*
- *Bio-Regional Studies: The Dynamic Duwamish*
- *Old-Growth Forest Ecology*
- *Birds in the Imagination and the Field*

3) ***Political Ecology.***

4) ***Eco-Psychology and/or Eco-Spirituality.***
Classes in this area introduce students to ways of thinking about how nature relates to matters of psyche and spirit. The sacred dimension of nature is explored through dreams, ritual and indigenous ways of knowing while the psychological dimension is explored through the study of nature-based practices for psychological health.

- *Ecopsychology*
- *Wilderness Therapy*
- *Dreams and the Earth*
- *Ritual Process and Ceremonial Design*

5) ***Community Engagement, Activism & Leadership Skills.***

6) ***Diverse Ways of Knowing/Critical Pedagogies.***
These classes focus on developing a student's exploration of nature through the arts, such as photography, poetry, painting, etc. Courses are designed to develop the artistic imagination of the student while granting them an opportunity to reflect on their work in a natural setting. Students should also gain a sense of the history and methods of eco-art criticism. Sample classes include:

- *Nature Writing/ Poetry*
- *Eco-Literature*
- *Nature Photography*
- *Digital Storytelling*
- *Critical Pedagogy of Place*
- *Paulo Freire and Critical Pedagogy*
- *Pedagogy, Power, and Control (Graduate Course)*

POSSIBLE ANTIOCH ELECTIVES:

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

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Develop a project to enhance the sustainability of Antioch University Seattle*
- *Volunteer with Seattle Parks service-learning projects, NYSD, Earth Day*
- *Internship with Outward Bound schools in Mazama, WA (summer)*
- *Course work with Wilderness Awareness School*

- *Internship with Passages Northwest (women) or Center for Wooden Boats*
- *Lead an outdoor trip with Rite of Passage Journeys*

SAMPLE SYNTHESIS PROJECTS:

- *Develop a business plan for a new environmental start-up*
- *Compare and contrast wilderness first aid programs (OEC, WFR, MOFA, etc.)*
- *Develop a project on local, sustainable agriculture in the Seattle area*
- *Design an advocacy project promoting outdoor recreation and experiential education for troubled youth in public high schools*
- *Undertake a wilderness vision quest and write a quest narrative*
- *Give a public presentation on global warming*
- *Use digital story-telling to establish an environmental presence on the web*
- *Compare and contrast different farming systems (agri-business, organic, bio-dynamic, and permaculture)*

Global Studies
Area of Concentration

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 will be on the late twentieth century and opening decade of the 21st century—that is, the "Age of Globalization" that emerged in the wake of imperialism, postcolonialism, and the Cold War.

CORE COURSEWORK:

1) ***Political Economics.*** Taken as early as possible in a student's program, courses in this category are the "grounding course" of this Area of Concentration, and touch upon such issues as Free Trade, national debt, the role of the World Bank and IMF in poor countries' economies, multinational corporations, as well as local sustainability, grassroots activism, and international efforts to identify the positive aspects of globalization. A community college course such as Econ 202 (Macro-Eco nomics) may satisfy requirements, depending on instructor's syllabus.

Sample AUS classes to meet this core requirement:

- *Political Economy*
- *Globalization, Development, and Grassroots Movements*
- *Globalization and Its Discontent (Graduate course)*

2) ***Postcolonial/Diaspora Studies.*** Courses in this area feature poetry, essays, novels, plays, and films by writers/directors from various newly-independent countries as they address the socio-political turmoil experienced during and immediately after colonialism. Sample class to meet this core requirement:

- *Postcolonial Narratives*
- *Narratives of Resistance*

3) ***Conflict Resolution.***

- *Conflict Resolution*
- *Intercultural Communications*

4) ***Theorizing Culture & Difference.*** Courses that fulfill this requirement analyze culture and difference as reflections of a people's collective history as well as their respective aspirations for the future within hierarchal structures of inequality and oppression. Courses sharpen theoretical and practical understanding of unjust power relations in areas such as race, gender, class, and/or sexuality. Furthermore, students will explore how culture as a contested site has been utilized by historically marginalized groups to imagine as well as realize a more just world. It is recommended that students complete or are concurrently enrolled in Diversity, Power, and Privilege (DPP) before completing this particular concentration requirement. Sample classes include:

- *Critical Theories of Race*
- *The African-American Experience*
- *Race, Justice and Political Reality*
- *Literature of Displacement*
- *Gay, Lesbian, Bisexual and Transgender Studies*
- *Border Crossings: A Multicultural Journey through Film*

5) ***Global Gender.*** If gender is a social construction, then gender issues are bound to differ from society to society. Courses in this area examine gender dynamics as they pertain to men and women on both the local and transnational levels. Sample class to meet this requirement:

- *Translating Gender*
- *Women in the Global South*

6) ***Community Engagement, Activism & Leadership Skills.*** Courses in this area provide students with the opportunity to learn about the history and developmental processes of social movements, strategies and tactics of community organizing, global perspectives on organizing and activism and/or the relationship between leadership and social justice efforts. These courses provide students with conceptual frameworks and their application. Sample courses that would meet this core requirement include:

- *Community Organizing in Action*
- *Nonviolent Social Movements*
- *International Activism*
- *Globalization, Development and Grassroots Movements*
- *Creating a Just, Peaceful and Sustainable Future*

POSSIBLE ANTIOCH ELECTIVES:

Elective classes can be taken from a number of disciplines, as suggested below:

- *Palestine-Israel Conflict*
- *Wealth and Poverty*
- *Marxism*
- *Women's Health in the Global South*
- *Mapping Worlds: Wayfaring at the Margins*

SAMPLE TRANSFER ELECTIVES:

Foreign Language study and study abroad are strongly recommended as electives for this Area of Concentration.

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Organizing a speaker/lecture series on a global issue, hosted by AUS.*
- *Volunteering at an international festival at Seattle Center's Festal.*
- *Training with an international NGO: Global Exchange, ISM, etc.*

SAMPLE SYNTHESIS PROJECTS:

- *Presenting a research, critical, and/or advocacy paper on a panel addressing a global issue.*
- *Designing and hosting a forum on a global issue.*

Human Development and Learning
Area of Concentration

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

CORE COURSEWORK:

1) ***Social & Psychological Development.*** A course in this area offers a broad perspective of human development across the lifespan, encompassing historical and theoretical views of developmental tasks from birth to death. Upon a backdrop of physical, cognitive and psychosocial aspects of development, this course examines development and the effect of subjectivity on the individual's

lived-experience throughout life. The primary objective is to provide students with an awareness of what the lived experience of any individual at different ages might be, with the aim of increasing empathy and understanding of developmental challenges and achievements. Possible classes:

- *Lifespan Development*
- *Child Development and Learning Theory (Graduate course)*
- *Elderhood and Aging*

2) ***Theorizing Culture & Difference.*** Courses that fulfill this requirement analyze culture and difference as reflections of a people's collective history as well as their respective aspirations for the future. Courses sharpen theoretical and practical understanding of power relations in areas such as race, gender, class, and/or sexuality, and explore culture as a contested site in which marginalized groups have sought to imagine as well as realize a more just world. Sample classes include:

- *Culture and the Life Cycle*
- *Ethnic Studies or Anthropology courses*
- *Race, Justice and Political Reality*

3) ***Diverse Ways of Knowing/Critical Pedagogies.*** Courses that fulfill this requirement analyze the production of knowledge through schools, media, popular culture, research, and other educational apparatuses. Courses in this subject incorporate various disciplinary lenses to examine how education has been utilized as a means to render power relations natural and unchange able. On the other hand, if education is a key factor in the construction of existing social arrangements, this subject area will also highlight diverse educational frameworks that promote social, economic, and environmental justice. Sample classes include:

- *Education and Social Foundations (Graduate Course)*
- *Urban Youth in Context*
- *Pedagogy, Power, and Control (Graduate Course)*

4) ***Community Engagement, Activism & Leadership Skills.*** A course in this area provides the opportunity to develop skill in facilitative leadership. Students are supported to learn specific strategies to facilitate a wide variety of groups in ways that promote collabora tive exploration, decision-making, learning, change and action. Possible classes include:

- *The Power of Engaging: Listening, Collaborating, Facilitating*
- *Coaching for Leadership & Change*
- *Community Organizing in Action*
- *International Activism*
- *Intercultural Communications*

5) ***Historical & Policy Studies.*** These courses explore key historical and social policy issues that affect children, adolescents, families, and/or elders—such as debates over welfare reform, marriage equality, policies affecting at-risk children, and issues related to domestic abuse and public education. The aim is to strengthen understanding of historical and political processes important to the development and evolution of public policy.

- *Children & Social Policy*
- *The American Family in Literature and Film*

6) ***Gender.*** If gender is a social construc tion, then gender issues are bound to differ from society to society. Courses in this area examine gender dynamics as they pertain to men and women on both the local and transnational levels.

Sample classes include:

- *Translating Gender*
- *Gay, Lesbian & Transgender Studies*
- *Men*
- *Women and Mental Health*
- *Women's Health in Global Perspective*

POSSIBLE ANTIOCH ELECTIVES:

- *Theories of Personality*
- *The Counseling Role*
- *Abnormal Psychology*
- *Psychology and Spirituality*
- *Social Science Research*

SAMPLE TRANSFER ELECTIVES:

- *General Psychology*
- *Introduction to Sociology*
- *Educational Psychology*
- *Social Problems*
- *Problems of Aging*
- *Introduction to Education*
- *Child Development*
- *Infant Development*
- *Early Childhood Education*
- *Practicum in Education*
- *Child Psychology*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Child Care Practicum*
- *Women's Education Program*
- *Youth Services Practicum*
- *Community Education Project*
- *Eldercare Practicum*

SAMPLE SYNTHESIS PROJECTS

- *Research, including firsthand observations, on attitudes and approaches to parenting, human development, and education in two or more distinct cultural environments*
- *Review of the research on the application of particular educational or therapeutic approaches to serving particular client populations*
- *Policy analysis/advocacy project focusing on the needs of children, youth, adult, and/or elder populations.*
- *Oral history project dealing with the experiences of developmentally challenged persons and of family members, caregivers and professionals with whom they interact.*
- *Research project on adolescent risk-taking behavior*

Human Services
Area of Concentration

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 wanting to work within the field of education as a family or child advocate.

CORE COURSEWORK:

1) ***Professional Development.*** This area includes courses that contribute to the professional development of human services students. It includes the study of systems, specifically an examination and critique of the human services delivery system, an overview of models of service, exploration of various perspectives on human behavior, health and healing including indigenous approaches, how to maintain boundar ies and attend to self care, and an in depth examination of one specific sector of human services in Seattle as well as knowledge, tools and abilities needed to provide effective case management services to clients in human services settings such as mental health, developmental disability and senior services. Courses meeting this core requirement include:

   - *Professional Development*
   - *Case Management*

2) ***Developmental Perspectives.*** A course meeting this requirement offers a broad perspective of human development across the lifespan, encompassing historical and theoretical views of developmental tasks from birth to death. Upon a backdrop of physical, cognitive and psychosocial aspects of development, this course examines development and the effect of subjectivity on the individual's lived-experience throughout life. The primary objective is to provide students with an awareness of what the lived experience of any individual at different ages might be, with the aim of increasing empathy and understanding of developmental challenges and achievements. The typical course students take to meet this requirement is:

   - *Life Span Development*

3) ***Counseling Skills.*** A course in this area provides students an opportunity to explore the counseling role with its unique implications and broad-based value across a wide variety of personal and professional disciplines. Students develop an understanding of the stages of the counseling relationship and gain insight into their own strengths, weaknesses, and desires as a "helper" and/or as a helping professional. Students work with the basic building blocks of the counseling/helper role small group role-playing and feedback. Students also witness role-playing with several professional counselor/ therapists of varied disciplines. Issues related to counseling people from a wide variety of backgrounds, cultures and belief systems, will be addressed, as well ethical issues and standards. The course is designed for students considering a vocation in the helping professions, as well as those just wanting to increase listening and communication skills. The typical course students take to meet this requirement is:

- *Counseling Skills*

4) ***Community Engagement, Activism & Leadership Skills.*** Courses in this area provide students with the opportunity to learn about the history and developmental processes of social movements, strategies and tactics of community organizing, global perspectives on organizing and activism and/or the relationship between leadership and social justice efforts. These courses provide students with conceptual frameworks and their application. Sample courses that would meet this core requirement include:

- *Community Organizing in Action*
- *International Activism*
- *Homelessness*
- *Globalization, Development and Grassroots Movement*

5) ***Literature of the Human Experience.*** A course meeting this requirement explores the value of the literary lens in contributing to students' understanding of the human experience. Dimensions of human experience such as culture, race, gender, sexual orientation, religious beliefs and social class are explored through literature. Courses should address questions such as what is the relationship between literature and psychology? What is the value of literary analysis? How can poetry, memoir, the novel, and short fiction enhance the student's understanding of the human experience? Sample qualifying classes include:

- *Border Crossing: A Multicultural Journey Through Film and Literature*
- *LGBTQ studies (with a focus on literature)*
- *The American Family in Literature and Film*

6) ***Theorizing Culture & Difference.*** Courses that fulfill this requirement analyze culture and difference as reflections of a people's collective history as well as their respective aspirations for the future within hierarchal structures of inequality and oppression. Courses sharpen theoretical and practical understanding of unjust power relations in areas such as race, gender, class, and/or sexuality. Furthermore, students will explore how culture as a contested site has been utilized by historically marginalized groups to imagine as well as realize a more just world. It is recommended that students enroll or have already completed Diversity, Power, and Privilege (DPP) before completing this particular concentration requirement. Sample classes include:

- *Postcolonialism, Diasporas, and Narratives of Resistance*
- *Translating Gender*
- *Critical Theories of Race*
- *Race, Justice and Political Reality*
- *Literature of Displacement*
- *Gay, Lesbian, Bisexual and Transgender Studies*
- *Ethnic Studies Courses*

POSSIBLE ANTIOCH ELECTIVES:

- *Wealth and Poverty in America*
- *Loss and Grief*
- *Women's Education Program*

SAMPLE TRANSFER ELECTIVES:

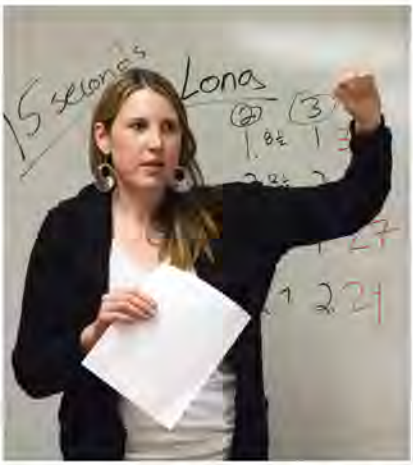
- *Survey of Alcohol and Chemical Dependency*
- *Crisis Intervention*
- *Substance Abuse Prevention*
- *Sociology*
- *Working with Diverse Populations*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Service learning project working with Antioch's Women's Education Program*
- *Volunteer with one of Solid Ground's many programs-- such as housing for low income families*
- *Undergo a training in child advocacy and then serve as a volunteer advocate*

SAMPLE SYNTHESIS PROJECTS:

- *Volunteer with Hospice Seattle to provide support to people facing end of life issues*
- *Design a school for homeless high school aged youth*
- *Analyze the services of a senior center from the perspective of serving clients from different ethnic/cultural back grounds and make recommendations to make the programs more responsive to cultural needs.*
- *Research government trends in funding for the human services and write a paper addressing these trends and your analysis for the coming decade*



Leadership & Organizational Studies
Area of Concentration

PURPOSE: The Leadership & Organizational Studies concentration engages students in reflective inquiry into the nature of dynamic leadership and effective organizational life. Particular emphasis is placed on theories and models for guiding systemic and participatory change in a quickly changing, interconnected and multicultural world. Students electing this focus are interested in pursuing work in fields such as management, human resources, business, whole systems design, public policy, advocacy, and leadership or administration in education, health care and social services. Students completing this concentration also acquire the necessary prerequisites for successful graduate study in these fields.

CORE COURSEWORK:

1) ***Introduction or Overview.*** A course in this area provides a general orientation to or overview of theories of organiza tional behavior, the evolution of organizational/ management theories over the 20th century, contemporary understandings of organizational functioning and operation, and the psychology of organizations. Sample classes that meet this core requirement:
   - *Introduction to Non-Profit Management*
   - *Organizational Psychology*
   - *Human Resources Management*
   - *Introduction to Business*

2) ***Systems Change.*** One to two courses are required that develop students' understanding of organizations as complex adaptive iving systems, emphasizing the dynamics of change and the role of leaders as prompters and guides of organizational learning and change. Sample classes that would meet this core requirement:
   - *Far-From-Equilibrium: Systems Perspectives on Change*
   - *Narrating Change: Stories for Collective Action*
   - *Coaching for Leadership & Change*

3) ***Systems Change or Leadership.*** A second course is required in either Systems Change or Leadership.

4) ***Leadership.*** One to two courses in this area of concentration should directly address the leadership role, taking up issues in contemporary leadership theory and practice, with a particular emphasis on what it means to be an effective leader. Sample classes:
   - *Case Studies in Leadership*
   - *The Resilient Leader*
   - *Expeditionary Leadership: Lessons in Group Facilitation*
   - *Servant Leadership*
   - *Coaching for Leadership & Change*

5) ***Theorizing Culture & Difference.*** Courses that fulfill this requirement analyze culture and difference as reflections of a people's collective history as well as their respective

aspirations for the future within hierarchal structures of inequality and oppression. Courses sharpen theoretical and practical understanding of unjust power relations in areas such as race, gender, class, and/or sexuality. Furthermore, students will explore how culture as a contested site has been utilized by historically marginalized groups to imagine as well as realize a more just world. It is recommended that students complete or are concurrently enrolled in Diversity, Power, and Privilege (DPP) before completing this particular concentration requirement. Sample classes include:

- *Critical Theories of Race*
- *The African-American Experience*
- *Race, Justice and Political Reality*
- *Border Crossings: A Multicultural Journey through Film*
- *Translating Gender*
- *Literature of Displacement*
- *Gay, Lesbian, Bisexual and Transgender Studies*
- *Postcolonialism, Diasporas, and Narratives of Resistance*

6) ***Community Engagement, Activism & Leadership Skills.*** A final required course provides the opportunity to develop skill in facilitative leadership. Students are supported to learn specific strategies to facilitate a wide variety of groups in ways that promote collabora tive exploration, decision-making, learning, change and action. Possible classes include:

- *The Power of Engaging: Listening, Collaborating, Facilitating*
- *Coaching for Leadership & Change*
- *Community Organizing in Action*
- *International Activism*
- *Intercultural Communications*

POSSIBLE ANTIOCH ELECTIVES:

- *Political Economy*
- *Green Marketing*
- *Triple Bottom Line Accounting and Management*

SAMPLE TRANSFER ELECTIVES:

- *Non-Profit Volunteer Management*
- *Grant Writing*
- *Small Business Entrepreneurship*
- *Business Law*
- *Business Communications*
- *Personnel Supervision*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Doing market research for a café and bookstore*
- *Raising awareness about multicultural issues in one's work team/division*
- *Apprenticing with an interpersonal communications skills trainer*
- *Assisting a family owned business develop a human resources program*
- *Internship based on a project manage ment initiative at work*

SAMPLE SYNTHESIS PROJECTS:

- *Interviewing five leaders of non-profits and comparing their leadership styles and management approaches*
- *Writing a case study analysis applying three theories of leadership & change to a current situation in one's workplace*
- *Developing and implementing a volunteer training workshop*
- *Leading a change initiative at one's workplace*

Psychology
Area of Concentration

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, might also pursue this structured concentration.

CORE COURSEWORK:

1) ***Personality Theory.*** This course explores the major Western and Eastern personality theories and theorists within their cultural and historical contexts in order to provide students with a broader understanding of the evolution of ideas concerning human nature. Attention is paid to the interaction of the individual with the social milieu, the cultural biases within theory, and the effect of personal history on theoretical claims. Antioch's course that meets this requirement is:

   - *Theories of Personality*

2) ***Abnormal Psychology.*** This course is designed to introduce 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 psycho logical 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. Antioch's course that meets this requirement is:

   - *Abnormal Psychology*

3) ***Developmental Perspectives.*** A course meeting this requirement offers a broad perspective of human development across the lifespan, encompassing historical and theoretical views of developmental tasks from birth to death. Upon a backdrop of physical, cognitive and psychosocial aspects of development, this course examines development and the effect of subjectivity on the individual's lived-experience throughout life. The primary objective is to provide students with an awareness of what the lived experience of any individual at different ages might be, with the aim of increasing empathy and understanding of developmental challenges and achievements. The typical course students take to meet this requirement is:

   - *Life Span Development*

4) ***Counseling Skills.*** A course in this area provides students an opportunity to explore the counseling role with its unique implications and broad-based value across a wide variety of personal and professional disciplines. Students develop an understanding of the stages of the counseling relationship and gain insight into their own strengths, weaknesses, and desires as a "helper" and/or as a helping professional. Students work with the basic building blocks of the counseling/helper role small group role-playing and feedback. Students also witness role-playing with several professional counselor/therapists of varied disciplines. Issues related to

counseling people from a wide variety of backgrounds, cultures and belief systems, will be addressed, as well ethical issues and standards. The course is designed for students considering a vocation in the helping professions, as well as those just wanting to increase listening and communication skills. The typical course students take to meet this requirement is:

- *Counseling Skills*

5) ***Literature of the Human Experience.*** A course meeting this requirement explores the value of the literary lens in contributing to students' understanding of the human experience. Dimensions of human experience such as culture, race, gender, sexual orientation, religious beliefs and social class are explored through literature. Courses should address questions such as what is the relationship between literature and psychology? What is the value of literary analysis? How can poetry, memoir, the novel, and short fiction enhance the student's understanding of the human experience? Sample qualifying classes include:

- *Border Crossing: A Multicultural Journey Through Film and Literature*
- *Psychology and Literature*
- *The American Family in Literature and Film*

6) ***Social Science Research.*** A class in this area provides the student with an undergraduate foundation in social sciences research methodology and helps prepare students for graduate level study. The selected course should provide the student with an understanding of the value, methodology, history, and critiques of social sciences research with attention to both quantitative and qualitative methodologies. An opportunity to conduct some kind of social sciences research project would be an additional component of the selected course. Sample courses that would meet this core requirement include:

- *Social Science Research*
- *Statistics*

POSSIBLE ANTIOCH ELECTIVES:

- *Women and Mental Health*
- *Food, Health & Mental Health*
- *Transpersonal Psychology*
- *Jungian Psychology*
- *Children and Social Policy*
- *Grassroots Social Movements*
- *Intercultural Communications*

SAMPLE TRANSFER ELECTIVES:

- *Chemical Dependency Counseling*
- *Social Psychology*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Practicum with Seattle's Alcohol and Drug Crises Helpline.*
- *Volunteer with families in need at Fred Hutchinson Cancer Research Center*
- *Service learning project at Lambert House, which serves gay, lesbian, bisexual, transgender and questioning youth*
- *Counseling internship with a mental health agency*

SAMPLE SYNTHESIS PROJECTS:

- *Advocacy project working for human rights for those with mental illness*
- *Review of the research on the application of Dialectical Behavior Therapy to female adolescents with substance abuse problems*
- *Oral history project with family members examining the role of depression in three generations of women's lives*

Social Justice Studies
Area of Concentration

PURPOSE: The goal of the Social Justice Studies (SJS) concentration is to prepare students for work within nonprofit, governmental, educational, political, labor, and/or community-based organizations working for social justice issues. Students interested in social studies teaching, strengthening their own civic engagement, and/or pursuing graduate studies are also encouraged to participate in this concentration. SJS foregrounds the important role social movements – consisting of diverse youth, workers, indigenous communities, religious leaders, women, artists, cultural workers, and committed individuals of every color - have played throughout history in creating a more peaceful society. Through coursework and community-based learning opportunities, students will gain various political, theoretical, and organizational skills necessary to foster the conditions for empowerment and transformation within themselves as well as with their respective communities.

CORE COURSEWORK:

1) ***Social Movements & Democracy.*** Interdisciplinary courses meeting this requirement should explore the following: (a) the history of social movements in democratic (and non-democratic) societies; and/or (b) theories, practices, and case studies of community organizing and social move ment building. Course requirement helps students understand the contemporary and historical role of community organizing and social move ment building process in nurturing democracy and positive change in the United States and abroad. This course strongly recommends participation with a community-based organization or project-based learning, enabling students to explore the dynamic relationship between reflection and practice - theory and action. Sample classes that would meet this concentration requirement include:

- *Social Justice in Seattle*
- *Nonviolence, Social Movements, and Democracy*
- *Community Organizing in History*
- *Community Organizing in Action*
- *International Activism*

2) ***Political Economy.*** Courses that fulfill this requirement explore the power relations that constitute the production, distribution, and consumption of resources within capitalist society. Students examine capitalism as a global system and develop a transformative analytic to understand matters of wealth, exploitation, impoverishment, social class, inequality as well as the contested themes of development and globalization. Along with developing critical analysis, courses that fulfill this requirement will highlight how diverse communities understand and enact social change that confront the logic and structure of capitalism. Sample classes that would meet this concentration requirement include:

- *Political Economy*
- *The Culture of Capitalism*

- *Globalization, Development, and Grassroots Movements: Issues in the Global South*
- *Wealth and Poverty in America*

3) ***Critical Pedagogies/Radical Ways of Knowing.*** Courses that fulfill this requirement analyze the production of knowledge through schools, media, popular culture, research, and other educational apparatuses. Courses in this subject incorporate various disciplinary lenses to examine how education has been utilized as a means to render power relations natural and unchangeable. On the other hand, if education is a key factor in the construction of existing social arrangements, this subject area will also highlight diverse educational frameworks that promote social, economic, and environmental justice. Sample classes include:

- *Educational Foundations*
- *Urban Youth in Context*
- *Critical Media Studies*
- *Critical Pedagogy of Place*
- *Paulo Freire and Critical Pedagogy*
- *Pedagogy, Power, and Control (Graduate Course)*

4) ***Theorizing Culture & Difference.*** Courses that fulfill this requirement analyze culture and difference as reflections of a people's collective history as well as their respective aspirations for the future within hierarchal structures of inequality and oppression. Courses sharpen theoretical and practical understanding of unjust power relations in areas such as race, gender, class, and/or sexuality. Further more, students will explore how culture as a contested site has been utilized by historically marginalized groups to imagine as well as realize a more just world. It is recommended that students complete or are concurrently enrolled in Diversity, Power, and Privilege (DPP) before completing this particular concentration requirement. Sample classes include:

- *Postcolonialism, Diasporas, and Narratives of Resistance*
- *Translating Gender*
- *Critical Theories of Race*
- *The African-American Experience*
- *Race, Justice and Political Reality*
- *Literature of Displacement*
- *Gay, Lesbian, Bisexual and Transgender Studies*
- *Border Crossings: A Multicultural Journey through Film*
- *Ethnic Studies Courses*

5) ***Community Engagement, Activism & Leadership Skills.*** Classes will explore important aspects of working with community groups relevant to social justice work. Courses that fulfill this area will focus upon themes of community dialogue and empowerment in the processes of community engaged research, analysis of social problems, and advocacy for positive social change. Along with developing conceptual skills necessary to support/facilitate projects in diverse communities, students will also develop practical skills in leadership development, public speaking, conflict resolution, meeting facilitation, cross-cultural communication, and group development. Courses that fulfill this subject area include:

- *Narrating Change: Stories for Collective Action*
- *Power of Engaging: Listening , Collaborating, Facilitating*
- *Leadership and Conflict Resolution*
- *Intercultural Communications*
- *Conflict Resolution*

- *Expeditionary Leadership: Lessons in Group Facilitation*

6) ***Social Issues.*** A course focusing on a specific social justice issue, such as the following:

- *Law and Social Change*
- *The Politics of Food*
- *Children and Social Policy*
- *Homelessness: The Deepening Scandal*
- *Literature of Displacement*
- *The Palestine-Israel Conflict*
- *Women and Mental Health*
- *Environmental Justice*
- *Women's Health: Global Perspectives*

POSSIBLE ANTIOCH ELECTIVES:

- *Creating a Just, Peaceful and Sustainable Future*
- *Marx's Theory of History*
- *Culturally Competent Organizations*
- *American Family in Literature and Film*
- *Life of Spirit in Action*
- *Human Experience: The Long View*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Service Learning: Women's Education Project*
- *Service Learning: Washington Fair Trade Coalition*
- *Practicum with a King County juvenile justice program*
- *Practicum with a labor union or community-based organization*

Spiritual Studies
Area of Concentration

PURPOSE: This Spiritual Studies concentration is designed for those 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 into the helping professions, who wish to ground their politics in a spiritual context, as well as those who seek to deepen their own spiritual life. Special emphasis is given in both class work and in the field-based learning to connect 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 COURSEWORK:

1) ***Eco-Psychology/Eco-Spirituality.*** Courses in this area explore the relationship between human beings and the more-than-human world by exploring the history of the Western mind's alienation from nature and recent psychologies and spiritualities that seek to heal that separation. Understanding the nature of the world

unconscious and how to restore the anima mundi (the soul of the world) are crucial dimensions of this area. Exploring the healing power of nature, both theoretically and experientially, is an important topic of consideration. Sample classes that would meet this core requirement:

- *Eco-Psychology*
- *Seminar in Eco-Spirituality*
- *The Spiritual Psychology of the Human Heart*

2) ***Depth Psychology.*** Depth psychology is a rich field of inquiry grounded in the study of literature, religion, art, and mythology. Courses in this area serve to define the historical, cultural and conceptual traditions that shape the field of depth psychology as it has emerged in the work of Freud, Jung and Hillman. Topics include ancient approaches to healing, encounters with the unconscious, the connection between the individual soul and the soul of the world, and soulmaking through literature and mythology. Overviews of Jungian, Archetypal and Spiritual Psychology are provided, as well as ideas regarding depth psychol ogy's future in the new millennium. Sample classes that would meet this core requirement:

- *Emblematic Life of C.G. Jung*
- *Dreams and the Earth*
- *Literature of the Wounded Healer*
- *Seminar in Archetypal Psychology*

3) ***Transpersonal Perspectives.*** Courses in this area study the field of transpersonal psychology by tracing its spiritual, intellectual and cultural origins into the present. Drawing on the work of Wilber, Grof, Tart, Walsh, Vaughen and others, these courses consider the major theories, areas of research, and approaches to transpersonal therapy. Topics include the implications of transpersonal psychology for personal and cultural transformation. Students will also be encouraged to engage in direct exploration of the transpersonal through some form of spiritual practice and creative expression. Sample classes that would meet this core requirement:

- *Transpersonal Psychology*
- *Integral Psychology*
- *Psychology and Spirituality*

4) ***Religious Studies: Myth, Symbol & the Sacred.*** Myth and symbol are the language through which the sacred speaks. Courses in this area provide the necessary background to understand how myth and symbol serve this function. Through the study of belief systems, rituals, sacred BA Liberal Studies Structured Areas of Concentra tion images, symbolic and mytho-poetic meanings, the dynamics that inform and shape the contours of culture are illuminated. Students will work through patterns of myth to discern the similarities across cultures that link the collective unconscious of humankind, as well as the many unique and diverse ways in which human beings interpret their experience through religious mythologies. Sample classes that would meet this core requirement:

- *The Legacy of Joseph Campbell*
- *War and the Soul*
- *The Divine Feminine*

5) ***Comparative Religion.*** Classes in this area are designed to allow students to come to a deeper understanding of the similarities and differences between faith systems as well as to develop more insight into their own beliefs. An important learning goal is to increase student's capacity to engage in thoughtful dialogue across religious traditions. Students may fulfill this

requirement by taking a course in world religions, or by taking at least two courses in specific religious traditions. Students will be expected to compare and contrast an eastern religion with a western religion. Sample classes:

- *Buddhism East and West*
- *The Divine Feminine*
- *Islamic and Christian Mysticism*

6) ***Spiritual Practices.*** Spiritual practices are the means by which the student "links back" to the transpersonal forces that are shaping the contours of the contemporary world and their place in it. Courses in this area emphasize the need for discipline in a variety of practices that engage sensation, imagination and intuition. The development of these 'soul capacities' is essential for maintaining a healthy body, an open heart and a disciplined mind. Possibilities include:

- *Dreams and the Earth*
- *Pilgrimage: Walking With Intention*
- *Ritual Process and Ceremonial Design*
- *Meditation Practices*
- *Foundations of the Great Turning*

POSSIBLE ANTIOCH ELECTIVES:

- *Inquiry Into Love, Soul and Spirit*
- *Theories of Personality*
- *The Spiritual Psychology of the Human Heart*
- *Spirit in Action*
- *Alchemy and Science: Towards the Re-Imagination of Nature*

SAMPLE TRANSFER ELECTIVES:

- *World Religions*
- *The Psychology of Religion*
- *Shamanic Practices*
- *Yoga*
- *Aikido*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Internship with a youth rites-of-passage program*
- *Create and implement a workshop on Right Livelihood*
- *Set up a martial arts dojo*
- *Lead a meditation group in a prison*
- *Produce a video with Tent City participants*
- *Apprentice in a hospice care program or nursing home*

SAMPLE SYNTHESIS PROJECTS:

- *Write an essay on the spiritual foundations of addiction*
- *Present a workshop on spirituality and social change*
- *Go on a vision quest or pilgrimage and write about the experience*
- *Facilitate meditation sessions and write an essay on "Mindfulness East and West"*
- *Analyze world events from an Archetypal perspective*
- *Exhibit a series of paintings based on dreams*

Sustainable Business
Area of Concentration

PURPOSE: The Sustainable Business concentration offers a socially engaged approach to the study of 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 and just global economy. Students learn to think critically about contextual issues while experimenting boldly with emerging principles and practices. Sustainable Business coursework highlights individuals and organizations that foster entrepreneurial change and innovative approaches that allow you to learn the knowledge and skills to effect positive change within today's challenging business environment. This concentration prepares students both for new work roles in business and graduate studies in the field.

CORE COURSEWORK:

1) ***Political Economy.*** An introduction to macroeconomics (preferably global economics) that provides contextual analysis, history, rationale and principles for sustainable business. Could also be an Introduction to the field of Sustainable Business addressing general overview theory, issues and case examples.

   Courses that fulfill this requirement explore the power relations that constitute the production, distribution, and consumption of resources within capitalist society. Students examine capitalism as a global system and develop a transformative analytic to understand matters of wealth, exploitation, impoverishment, social class, inequality as well as the contested themes of development and globaliza tion. Along with developing critical analysis, courses that fulfill this requirement will highlight how diverse communities understand and enact social change that confront the logic and structure of capitalism. Sample classes that would meet this concentra tion requirement include:

   - *Political Economy*
   - *Economics for Global Sustainability*
   - *Readings in Sustainable Business*

2) ***Financial Theory & Practice for Sustainable Business.*** Coursework fulfilling this requirement addresses fundamentals of finance from a triple bottom line perspective – "People, Planet & Profit." Students learn reporting frameworks that take into account social and ecological, as well as financial, performance criteria. For example:

   - *Finance for Sustainable Business*
   - *Triple Bottom Line Accounting and Management*

3) ***Sustainable Business Development/ Marketing.*** A course in this subject would address a philosophy and practice of business development and/ or marketing that strives to enhance the well-being of consumers and serve the best interests of society. For example:

- *Green Marketing*
- *Sustainable Business Development*

4) ***Systems Leadership/Systems Change.*** One course should develop students' understanding of organizations as complex adaptive living systems, emphasizing the dynamics of change and the role of leaders as prompters and guides of organizational learning and systemic change. Sample classes include:

- *Far-From-Equilibrium: Systems Perspectives on Change*
- *Case Studies in Leadership*
- *Narrating Change: Stories for Collective Action*
- *Servant Leadership*
- *The Resilient Leader*

5) ***Community Engagement, Activism & Leadership Skills.*** This area asks students to learn strategies for participatory leadership, and competence in working effectively with diverse and multicul tural teams. Students learn theories and practices that promote sustainable collaborative exploration, collective decision-making, and approaches to participatory learning, change and action. Possible courses include:

- *Power of Engaging: Listening, Collaborating, Facilitating*
- *Intercultural Communications*
- *Conflict Resolution*
- *Community Organizing*
- *International Activism*
- *Climate Change Activism*

6) ***Topics & Issues in Sustainability.*** A final required course provides the opportunity to develop in-depth perspective on issues and/or policy considerations regarding sustainability. Possibilities include:

- *Bioregional Studies: Dynamic Duwamish*
- *Urban Restoration*
- *Water Rights & Wars; Global Perspectives*
- *Urban Agriculture*
- *Creating a Just, Peaceful & Sustainable Future*
- *Global Environmental Problems*
- *Principles of Sustainability*

POSSIBLE ANTIOCH ELECTIVES:

- *Human Resource Management*
- *Introduction to on-Profit Management*

SAMPLE TRANSFER ELECTIVES:

- *Introduction to Business*
- *Intro to Marketing*

SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- *Internship with Sustainable Seattle*
- *Soliciting corporate sponsors for a Duwamish River Clean-up Event*
- *Internship with BALLE, the Business Alliance for Local Living Economies*
- *Project assessing the ecological footprint of a small business*
- *Participating in Antioch's green campus task force*
- *Promoting a Green Drinks 'EcoTuesday,' a sustainable business networking event*
- *Attendance at a WorldBlu workplace democracy forum*
- *Internship with iLEAP, an international training program in social entrepreneurship*

- *Travel/Study with Antioch Education Abroad*

SAMPLE SYNTHESIS PROJECTS:

- *Research paper exploring the development and adoption of the Ceres Principles*
- *Development of a sustainability transition plan for one's company*
- *Creating a green marketing plan for a Salmon Safe Certification business*
- *Development of a triple bottom line accounting system for a family business*
- *Analysis of toxic waste disposal practices in a local medical facility & drafting a proposed set of waste reduction recommendations*
- *Comparative analysis of several corporate social responsibility programs*
- *Researching 'cradle to grave' green production possibilities in one's industry.*

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 advisor, and two specialists in the area of concentration. Degree Committees meet three times spaced over the student's time at Antioch to help design and, in the end, evaluate the student's program. 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*
- *Human Resource Management*
- *Somatics, Psychology and Dance*
- *Facilitating Community Transformation*
- *Children, Family and Community*
- *Sign Language Interpreting*
- *Film and Community Healing*

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.

The Ladder Option

Antioch University Seattle offers a ladder option for undergraduate students in the BA in Liberal Studies degree completion program. Undergraduate students who want to continue into our graduate programs 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 (excluding the Masters in Teaching), and up to 10 in the Center for Creative Change.

All BA 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 warning or academic probation), they will lose their conditional acceptance into one of the graduate programs and must reapply once satisfactory academic standing is regained.

Admissions Process

Current BA students may start the ladder option process by talking to their BA advisor at least three quarters before they intend to graduate from the BA program. Once they have created an initial plan with their BA advisor, students may then contact the appropriate admissions counselor for their program of interest. Admissions counselors give students detailed information about the application process, information about prerequisites, if any, and arrange an admissions interview. Students are encouraged to attend an Information Session for the program of their choosing. Some AUS graduate 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 advisor. They arrange to meet with this advisor prior to beginning the "ladder" portion of the BA 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.

The Graduate Programs in Leadership and Change offers BA students an additional option. Rather than taking graduate courses during their final quarter, undergraduate students may opt for a scholarship in the amount of 10 credits that is distributed across their first three quarters of study. This option allows BA students to complete their undergraduate course of study and then begin their graduate work.

BA Degree Completion

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

Tuition

BA 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.

Courses Available to Ladder Option Students

School of Education
(12-credit maximum)

MA in Education
Undergraduate students may take and apply only one (1) of the following four core courses:

EDUC504: Diversity and Equity (4)

EDUC511: Curriculum Studies and Reflection (4)

EDUC546: Leadership and Reform (4)

and any other eight (8) MA Ed elective credits.

Graduate Programs in Leadership and Change (in the Center for Creative Change)
(10-credit maximum)

MA in Environment and Community
MA in Organizational Development
MA in Whole Systems Design

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 BA 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)

Clinical Mental Health Counseling (CMHC)/Couple and Family Therapy (CFT)

COUN503: Family of Origin Systems (3)

COUN504: Multicultural Perspectives (3) (prerequisite: Family of Origin Systems)

COUN505: Systems Perspectives in Family Therapy (3)

COUN506: Communication and Counseling Skills (3)

Clinical Mental Health Counseling (CMHC) with Art or Drama Therapy Concentration

Couple and Family Therapy (CFT) with Art or Drama Therapy Concentration

COUA503/COUD503: Family of Origin Systems/Art or Drama Therapy (3)

COUA504/COUD504: Multicultural Perspectives in Art or Drama Therapy (3) (*prerequisite:* Family of Origin Systems/ Art or Drama Therapy)

COUN505: Systems Perspectives in Family Therapy (3)

COUN506: Communication and Counseling Skills (3)

Antioch Education Abroad

The Antioch University Seattle - Antioch Education Abroad BA 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 advisors, other faculty members, and fellow students through direct personal interactions, within a framework of an on-line community.

Graduate Programs in Leadership and Change (GLC)

Collaborative Leaders for a Changing World

Building on Antioch University Seattle's tradition of experiential education and socially engaged citizenship, the AUS Graduate Programs in Leadership and Change offer degree and certificate programs so you can become a leader for

- organizational, social, and environmental sustainability
- social justice and
- transformative social change

All Graduate Programs in Leadership and Change are based on the understanding that creative change requires a fundamental shift in peoples' awareness and behavior. Solutions to the complex social and environmental challenges of the 21st century require new ways of thinking. This perspective recognizes the dynamic, interdependent nature of human and environmental systems and honors diverse perspectives, traditions and ways of knowing. As a student in GLC, you will learn skills, attitudes and perspectives to be a change leader. GLC connects students, scholars, and experienced practitioners so that they can better understand and act within the dynamic, interdependent relationships that we have with one another and the places we inhabit.

Each of the GLC's programs is built from a distinctive interdisciplinary format of a common core curriculum. Students and faculty collaborate across traditional program boundaries in their research, coursework, and community projects. The result is a rich learning community, in which students develop specialized skills and a broader, more insightful vision.

These questions lie at the heart of the GLC programs. How do we:

- bring about change in ways that reflect our values, hopes, and aspirations
- engage with new ways of thinking about work and life
- build sustainable, resilient, and just communities
- nurture innovative, ethical organizations that serve their interests and the common good
- collaborate to solve tough social issues
- restore our relationship with the environment and navigate its connections to public policy and politics
- honor diverse perspectives, traditions, and ways of knowing

The Graduate Programs in Leadership and Change include five degree and seven certificate programs.

Graduates of our degree programs are expected to demonstrate the following guiding principles and core competencies:

Guiding Principles

The guiding principles of social justice and sustainability are an integral part of all that we teach in the GLC and inform both our degree and certificate programs. We define them as follows:

***Social Justice*:** Include diverse perspectives and experiences in understandings and actions that promote equality and human dignity in communities and organizations, including NGOs, governments, and corporations.

***Sustainability*:** Engage in social change efforts that advance the ability of current and future generations to sustain the needs of the biosphere and human social, cultural and economic systems.

Competencies

Reflective Practice: Engage in cycles of learning and action, both individually and collectively, based on repeated questioning of our intentions and understandings in ways that are informed by the results of our actions.

Systemic Thinking: Perceive and create patterns of relationship and changes in the dynamics of organizations, local communities, societies and global human and co-human communities

Collaboration: Collaborate in both learning and taking action. Engage intentionally and thoughtfully with others in cooperative and effective action.

Diversity: Recognize and include the diversity of individuals, communities and societies maintaining beliefs, identities, values, norms, and behaviors different than one's own.

Leadership: Formally and informally influence and engage with others in relationships that reflect shared understandings and intentions in order to further social change.

Whether you are a social entrepreneur seeking to harness business for the greater good, an executive seeking to transform the culture of your organization, a manager seeking to empower your team, or a community organizer seeking to increase justice in your community, we invite you to learn with us.

The five degrees are:

MA in Communication
(not currently accepting new students)

MA in Environment and Community

MS in Management and Leadership
(not currently accepting new students)

MA in Organizational Development

MA in Whole Systems Design
(not currently accepting new students)

The seven certificate programs are:

- Business Leadership and Change Management
  (not currently accepting new students)
- Ecological Planning and Design
- Effective Communication Strategies
  (not currently accepting new students)
- 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 GLC master's degree

concurrently earn two certificates: Integrated Skills for Sustainable Change and the certificate associated with their program of study. The GLC 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.

Length of Program

If you enroll as a full-time student, you can finish your degree in 21 months. If you enroll part time, you have up to six years to complete your degree. Designed to complement your other professional and personal activities, the program offers a convenient class schedule with all courses offered in a four-day weekend module just once a month. You may begin the program in October or April. Certificates may be completed in 9 to 12 months of part-time study.

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 an interdisciplinary learning environment
- ability for reflection, self-awareness, critical thinking and sustained inquiry
- ability to initiate independent academic work
- 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 their program of interest.

Program Requirements

All of the GLC 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 retreat
- on-campus orientation prior to the beginning of the first quarter
- extended residency at the conclusion of their course of study that includes a graduate symposium

MA in Communication
(not currently accepting new students)

Communication Degree Courses (66 credits)

MA 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)

MA Methods and Applications of Sustainable Change Requirements (24 credits)

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

COMM617: Communication Caucus (3)

CHNG655, 656, 657: Applications of Sustainable Change (12)

MA in Communication Specialization Requirements (12 credits)

COMM610: Communicating Across Cultures (3)

CHNG620: Media for Social Change (3)

COMM630: Communication Media (3)

COMM640: Participatory Communication for Social Change (3)

MA Elective Requirements (12 credits)

Elective courses include:

COMM641: Documentary Film (3)

COMM697: Media Fieldwork (3)

Specialization and elective courses from other GLC degree programs

MA in Environment and Community

MA in Environment and Community with a Concentration in Sustainable Food Systems and Permaculture Design

Environmental Programs that Focus on the Connections Between Ecological and Community Sustainability

Unlike one-dimensional graduate degree programs, Antioch's MA in Environment and Community defines environment in its totality.

Studies include:

- biological environments
- physical (natural and built) environments
- social environments
- political environments
- aesthetic environments
- economic environments

This whole systems approach to graduate environmental education provides graduates with a comprehensive vision, systems thinking strategies and specific skills to implement meaningful change in a variety of careers.

Learn to understand environmental and social problems, by combining natural and social science perspectives, and get the tools you need to design and implement creative solutions to complex situations.

By focusing on what you can do to nurture positive social and environmental change, you'll become an effective leader for sustainability. By combining natural and social science perspectives this degree enables you to "think globally and act locally."

Strengthen your skills to lead environmental and social change and help build a sustainable, just and healthy world.

Working together, students and faculty explore

- permaculture
- community development
- alternative agricultural and food systems
- healthy environments
- renewable energy
- environmental education
- local economies
- environmental justice
- green building
- deep ecology
- environmental policy
- and many other topics

In addition to a master's degree, students earn certificates in *Integrated Skills for Sustainable Change* and *Ecological Planning and Design* or *Sustainable Food Systems and Permaculture Design*.

Environment and Community Degree Requirements (66 credits)

MA 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)

MA Methods and Applications of Sustainable Change Requirements (24 credits)

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

ENVC614: Environment and Community Caucus (3)

CHNG655, 656, 657: Applications of Sustainable Change (12)

MA in Environment and Community Specialization Requirements (12 credits)

ENVC610: Integrative Environmental Science (3)

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

ECON630: Economics and the Environment (3)

ENVC640: Environmental Policy and Decision-making (3)

MA in Environment and Community Concentration in Sustainable Food Systems and Permaculture Design Specialization Requirements (12 credits)

ENVC620: Theories and Practices of Socio-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)

MA 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 GLC degree programs

MS in Management and Leadership

(not currently accepting new students)

Management and Leadership Degree Courses (66 credits)

MS 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)

MS Methods and Applications of Sustainable Change Requirements (24 credits)

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

MGMT615: Management and Leadership Caucus (3)

CHNG655, 656, 657: Applications of Sustainable Change (12)

MS in Management and Leadership Specialization Requirements (12 credits)

FIN610: Managerial Finance and Accounting (3)

MRKT610: Socially Responsible Marketing (3)

MGMT630: Strategic Thinking and Planning (3)

MGMT640: Leadership in Business and Organization Systems Inquiry (3)

MS Elective Requirements (12 credits)

Elective courses include:

MGMT631: Managing in a Changing Context (3)

MGMT634: Innovation and Creativity in Turbulent Times (3)

MGMT643: Harnessing Human Diversity (3)

Specialization and elective courses from other GLC degree programs

MA in Organizational Development

Creating Healthy, Vibrant Organizations and Workplaces

In this multidisciplinary program you engage with graduate students from different disciplines and exercise your growing organizational development knowledge systemically. Theory and practice are based on the belief that we construct knowledge and actions through conversation and experiences.

- gain a solid theoretical and application-based foundation for working with individuals, groups and organizations.
- learn through extensive collaboration experiences such as course team projects, large-group decision making, Capstone Change Project
- receive 1:1 attention by experienced, informed OD faculty

In the Organizational Development graduate program, you learn to work with others to create healthy, vibrant organizations, workplaces, and communities. You develop collaborative teams, assess organizational strengths and design and implement interventions that lead to greater organizational resilience and productivity.

Through this program, you:

- gain a deeper understanding of yourself as a practitioner and organizational change agent
- use that knowledge to inform practice
- develop an understanding of organizations as complex and dynamic systems
- design and implement intervention-based assessments that take into consideration the components and dynamics of the system…people, mission, goals structure
- develop skills to design and facilitate meetings using multiple approaches
- Acquire the practical skills to lead systemic change in organizations

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)

MA 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)

MA Methods and Applications of Sustainable Change Requirements (24 credits)

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

ORGD616: Organizational Development Caucus (3)

CHNG655, 656, 657: Applications of Sustainable Change (12)

MA in Organizational Development Specialization Requirements (12 credits)

ORGD615: Overview of Organizational Dynamics (3)

ORGD630: Practitioner Development (3)

ORGD633: Intervening in a System (3)

ORGD640: Group Dynamics and Facilitation (3)

MA Elective Requirements (12 credits)

Elective courses include:

ORGD642: Conflict Engagement (3)

ORGD645: Coaching (3)

ORGD646: Multi-Stakeholder Collaboration (3)

Specialization and elective courses from other GLC degree programs

MA in Whole Systems Design

(not currently accepting new students)

Learn to Design Positive Change and Sustainable Solutions

Antioch's MA in Whole Systems Design prepares you to design creative alternatives to today's social, organizational and environmental issues. This program equips you to think differently about the world and your place in it.

- approach situations in terms of their contexts, interrelationships and dynamics
- imagine and create new possibilities
- work with others to design integrated approaches to problem solving

Antioch's Whole Systems Design program helps you to become a designer and leader of deep systemic change in a variety of settings that include communities, organizations and businesses, and the environment. You learn to see systemic patterns and connections among personal, organizational, social and environmental domains. Using this knowledge, you design elegant solutions that can be leveraged to resolve related issues.

- discover the systemic connections between seemingly disparate issues and identify their underlying common causes
- design solutions that can be leveraged to resolve multiple related issues
- go beyond narrow problem definitions
- view complex real-world situations in terms of their contexts, interrelationships and dynamics
- synthesize and integrate different events, activities and phenomena

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)

MA.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)

MA Methods and Applications of Sustainable Change Requirements (24 credits)

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

WSDN618: Whole Systems Design Caucus (3)

CHNG655, 656, 657: Applications of Sustainable Change (12)

MA in Whole Systems Design Specialization Requirements (12 credits)

WSDN614: Systemic Approach to Leadership (3)

WSDN624: Design for Social Innovation (3)

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

WSDN633: Systemic Change and Persistence (3)

MA Elective Requirements (12 credits)

Elective courses include:

WSDN612: Experience of Place (3)

WSDN613: Metaphor, Worldview and Change (3)

CHNG642: Designing My Practice (3)

Specialization and elective courses from other GLC degree programs

Graduate Programs in Leadership and Change Certificate Programs

Business Leadership and Change Management

(not currently accepting new students)
(18 credits)

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):

ENVC610: Integrative Environmental Science

ENVC620: Theories and Practices of Socio-environmental Change

ECON630: Economics and the Environment
or

ENVC640: Environmental Policy and Decision-making Processes

plus three elective courses (9 credits) taken in any GLC program approved by the student's advisor

Effective Communication Strategies

(not currently accepting new students)
(18 credits)

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

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 courses (9 credits):

ORGD615: Overview of Organizational Dynamics

ORGD630: Practitioner Development

ORGD633: Intervening in a System or

ORGD640: Group Dynamics and Facilitation

plus three elective courses (9 credits) in any GLC program approved by the student's advisor

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

ENVC641: Political Ecology of Eating and Consumption

ENVC642: Food Systems and Their Alternatives

ENVC671: Permaculture and Sustainable Systems Design

plus two elective courses (6 credits) taken in any GLC program approved by the student's advisor

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: Systemic Approach to Leadership

WSDN624: Design for Social Innovation

WSDN632: Structures of Meaning: Distinctions, Intentions and Outcomes

WSDN633: Systemic Change and Persistence

plus two elective courses (6 credits) taken in any GLC program approved by the student's advisor

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 demands on 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 including schools, and commitment to social 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:

- Master of Arts in Teaching (MAT) leading to recommendation for a Washington State Residency teaching certificate with the option to complete a middle-level endorsement in mathematics, science, or humanities
- Master of Arts in Education (MAEd) for Experienced Educators
- Add-on Endorsements

Master of Arts in Teaching

The MAT emphasizes social change and innovative program design. Options include specializations within elementary K-8 and middle level education. Candidates enter with a Bachelor of Arts, Bachelor of Science or 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
- Integrate subjects, including technology, across content areas
- 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 Teaching focuses on three core practices: 1) Building a productive classroom environment, 2) Learning about student understanding across the year, and using that learning for planning and instruction, and 3) Orchestrating classroom discussions.

Candidates will complete three case studies as part of the pre-internships during the first three quarters of the program. During quarter four candidates will complete a culminating master's project based upon the pre-internship experiences, and the experiences in the content and methods courses.

Admission Criteria

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

- BA or BS degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0
- Minimum of 40 hours of work in K-8 public or accredited schools
- High degree of literacy in all basic skills areas
- Evidence of strong, positive moral character
- Two letters of recommendation
- A current resume
- Required admissions exams: Passing scores on WEST-B and WEST-E (or approved WEST-B alternative), and the AUS writing assessment (assessment given during interview process)
- Fingerprinting/Background Check

Completion Requirements for Certification

- Completion of course requirements requirements and maintaining Satisfactory Academic Progress (see page 25)
- Successful completion of each pre-internship as a prerequisite for enrolling in the following pre-internship
- Successful completion of the culminating master project as a prerequisite for enrolling in student teaching
- Successful completion of student teaching, evidence-based demonstration of meeting the Washington State effective teaching standards, and evidence of meeting the professional dispositions standards
- Required certification exam: Passing scores on Washington Teacher Performance Assessment (edTPA)
- Required professional growth plan

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

Completion Requirements for Degree

Residency certifications:

- Elementary Education (K-8) (56 credits)
  - Optional: one additional Washington State endorsement may be added by passing appropriate Middle-level WEST-E, and student teaching in the endorsement area
    - Middle Level Mathematics
    - Middle Level Science
    - Middle Level Humanities

Required admissions tests: WEST-B, WEST-E (or approved WEST-B alternative), and AUS Writing Assessment

Transfer into the MAT program

- Applicants who began a graduate teacher preparation program 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
- Candidates may transfer up to 12 credits

Master of Arts in Teaching required courses (56 credits):

EDUC502: Education and Society - Foundations of Schooling in America (3)

EDUC509: Child Development and Learning Theory (3)

EDUC510: Strategies of Instruction and Assessment (3)

EDUC539: Art/Social Studies Inquiry and Integration (3)

EDUC552: Instructional Methods: Science I (3)

EDUC557: Mathematics in Elementary Education I: K-3 (3)

EDUC558: Instructional Methods: Health, Fitness Safety and Law (3)

EDUC559: Mathematics in Elementary Education II: 4-8 (3)

EDUC564: Literacy Issues and Methods I: Integrated Reading and Writing: K-3 (3)

EDUC566: Literacy Issues and Methods II: Integrated Reading and Writing: 4-8 (3)

EDUC575: Pacific Northwest History and Government (1)

EDUC576: ELL/Language Acquisition Seminar (1)

EDUC586: Classroom Management I (1)

EDUC587: Classroom Management II (1)

EDUC590: Student Teaching (10)

EDUC591: Support Seminar (1)

EDUC615: Integrated Master's Project I (2)

EDUC616: Integrated Master's Project II (2)

EDUC617: Integrated Master's Project III (2)

EDUC618: Master's Capstone Project (2)

SPED631: Differentiation in an Inclusive Classroom (3)

Master of Arts in Education (MAEd)

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. 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 or community settings.

The MAEd curriculum embodies the value the faculty places on the skills, knowledge and talents students bring to their graduate work. Students have typically worked in a variety of situations with people of all ages. Fields include early childhood and K-12 education, adult education, community college instruction, instruction of English Language Learners, Environmental and Sustainability Education, Special Education, and Library Media.

Graduates typically use their expanded knowledge base and professional experience to promote and lead efforts for change in their schools, districts, colleges, businesses, nonprofit organizations 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:

- BA or BS degree
- A current resume
- Structured admissions interview

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 Education, related courses from other centers at Antioch Seattle or internships and field experiences. Coursework is designed around three areas: Core Knowledge Areas, Inquiry and Reflection, and Concentrations or Endorsements.

Core Knowledge Areas (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

Elementary Education*

Environmental and Sustainability Education*

First Peoples' Education

Library Media*

Middle Level Humanities*

Middle Level Mathematics*

Middle Level Science*

Reading*

Special Education*

Self-designed Area of Study

**denotes Washington state endorsement*

To enhance the selected studies, inquiry 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. Students find opportunities for both independent and collaborative work in classes, projects and research.

Concentration/Endorsement Options

Concentration Options

Concentration areas are selected or designed by students in cooperation with an advisor. Students can combine courses, independent studies and collaboration projects. Areas of specific interest include Environmental and Sustainability Education, First Peoples' Education and Adult Education, among others.

Transfer into the MAEd program

- Applicants who began a graduate program 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
- Candidates may transfer up to 12 credits
- Antioch BA completion candidates may apply to the Ladder Program, which allows the candidate to take up to 12 credits in the MAEd program while enrolled the BA program; these credits will apply to both the BA and the MAEd degree requirements.

Endorsement Options

Endorsement areas lead to recommendation for Washington State endorsement. Endorsements may be obtained, in part, via Pathway 2, which can be part of the MAEd. Pathway 2 is the process to add a somewhat compatible or related teaching endorsement to the endorsement(s) already held 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 for classroom teaching

C. Documentation of classroom activities

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

http://assessment.pesb.wa.gov/assessments/ppa

These criteria clarify and document both readiness to meet the prerequisites of the required practicum and to demonstrate 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.

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 or extensive internship and portfolio qualification. Endorsement areas include Special Education, Library Media and Environmental and Sustainability Education. These endorsement areas may be pursued as part of the MAEd.

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)

SPED626: Managing Student Behavior and Social Integration Skills (4)

SPED627: Internship in Special Education (8)

Library Media Course work includes

LIBM602: School Library Program Management (3)

LIBM604: Technology-based Instructional Resources (3)

LIBM605: Librarians as Curriculum and Assessment Leaders (3)

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

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

Courses from other institutions, in additional areas of study, supplement those taken at Antioch University Seattle.

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)

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.

Master of Arts in Marriage and Family Therapy

Students in the Couple and Family Therapy (CFT) Program develop the basic conceptual and relational competencies needed for the professional practice of couple and family therapy. The CFT mission is to prepare self-aware, competent, and multiculturally sensitive clinicians. This mission is accomplished through a combination of required coursework, electives, practical experience and a supervised internship. The CFT curriculum meets the educational requirements for licensure as a Marriage and Family Therapist in the State of Washington and is professionally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Master of Arts in Counseling – Clinical Mental Health Counseling (CMHC)

Students in the CMHC Specialization acquire comprehensive skills for the practice of counseling in a diverse society. The CMHC 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 clinical specialization meets the educational requirements for Washington state licensure in Clinical Mental Health Counseling as well as the national standards of the counseling profession. The CMHC specialization is also professionally accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Master of Arts in Marriage and Family Therapy
with a specialization in Art Therapy (AT/CFT)
or
Master of Arts in Clinical Mental Health Counseling
with a specialization in Art Therapy (AT/CMHC)

Students develop competencies in art therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. The Art Therapy option is nationally approved by the American Art Therapy Association (AATA). This allows Art Therapy students to meet educational requirements for additional registration as art therapists (ATR) through AATA. Both master's degrees meet the educational requirements for Washington state licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. 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 Marriage and Family Therapy
with a specialization in Drama Therapy (DT/CFT)
or
Master of Arts in Clinical Mental Health Counseling
with a specialization in Drama Therapy (DT/CMHC)

Students develop competencies in drama therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Both master's degrees meet the educational requirements for Washington state licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. Drama Therapy students meet educational requirements as drama therapists (RDT) through the North American Drama Therapy Association.

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.

Doctor of Psychology (PsyD)

The PsyD 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 PsyD 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 University 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: Core and teaching faculty 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 professional communities and/or in clinical practices.

Students: Masters and doctoral level 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.

Required Prerequisite Courses

Applicants for admission to the MA programs are expected to have completed courses equivalent to those listed here.

PSYC490: Theories of Personality (3)
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***

PSYC494: Abnormal Psychology (3)
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***

This course is a required prerequisite for Art Therapy and Drama Therapy applicants:

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 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***

Required Corequisite

All applicants are required to complete a formal writing assessment. If that assessment indicates deficiencies in the applicants writing proficiency, they are required to complete a course equivalent to the one listed here.

WRT606: Inquiry and Research
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.

Practica and Internship Experience

All clinical training students participate in field-based experience. Clinical degree programs require a practicum, an internship, or both. 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 Minimum Admission Requirements for MA Clinical Specializations

- Completion of two prerequisite courses (Theories of Personality and Abnormal Psychology) within the past ten years and passed with a grade of C or better. The Art Therapy program also requires Lifespan Development. This requirement may be fully or partially waived by the admissions committee for students who have completed a bachelor's degree in Psychology, within the last 10 years, with a GPA of 3.0 or higher on a 4.0 scale.
- Completion of 100 hours of volunteer or professional experience in a helping role in an educational and/or human services setting.
- Two letters of recommendation: one from a professional who has provided oversight of the applicant's practical experience and one from a social science instructor who can best assess his or her capabilities and readiness to enter graduate clinical training. If the applicant has not enrolled in a college course during the past five years, two letters may be submitted from professional supervisors.
- Demonstration of ability to engage in competent written discourse and analysis, based on a one-hour writing assessment to be administered by the AUS Center for Teaching and Learning.

Additional Admission Requirements for Art Therapy

In addition to the aforementioned requirements, applicants 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 prints, CD, DVD or by e-mail. Portfolios presented on Powerpoint are the preferred method of submission. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology coursework (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. These courses may be taken at AUS or any accredited college or university. An applicant provisionally accepted in art therapy has four quarters to complete the art prerequisites. Upon successful completion, the student is fully admitted into one of the MA clinical specializations.

MA in Marriage and Family Therapy

Degree Requirements
75 total credits to graduate

Required Coursework Completed Before Internship (30 credits)

COUN500: Competency Assessment I (0 credit)

COUN501: Competency Assessment II (0 credit)

COUN503: Family of Origin Systems

COUN504: Multicultural Perspectives

COUN505: Systems Perspectives in Family Therapy

COUN506: Communication and Counseling Skills

COUN512: Counseling Individuals in the Family System

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN518: Ethics and Professional Issues

COUN580: Applied Couple Therapy

COUN581: Applied Family Therapy

Other Required Credits (14 credits)

COUN502: Competency Assessment III (0 credit)

COUN519: Ethics in Family Practice

COUN522: Human Development in the Family Lifecycle

COUN524: Human Sexuality

COUN550: Research Methods: Introduction to Research

COUN551: Research in Family Practice

COUN582: Theories of Couple and Family Therapy

Elective Courses (12 credits)

- One elective in Family Practice Series or Pre-internship Practicum
- One elective in Multicultural Counseling Series
- One elective in Abuse Relationships or Addictions Electives
- One general elective (within MA Psychology curriculum)

Required Internship Courses (19 credits)

COUN600B: Internship: Couple and Family Therapy

COUN601B/602B: Case Consultation OR Case Supervision

MA in Counseling – Clinical Mental Health Counseling

Degree Requirements
90 total credits to graduate

Required Courses Completed Before Internship (58 credits)

COUN503: Family of Origin Systems (taken first quarter)

COUN504: Multicultural Perspectives (taken second quarter)

COUN505: Systems Perspectives in Family Therapy

COUN506: Communication and Counseling Skills

COUN507: Group Counseling

COUN508: The Counseling Profession and Identity

COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN518: Ethics and Professional Issues

COUN523: Human Development in Context: Gender – A Lifespan Perspective

COUN527: Career Development and Counseling

COUN529: Addictions and Substance Abuse

COUN550: Research Methods: Introduction to Research

COUN552: Assessments: Tests and Measurements

COUN560: Trauma, Disaster Response and Crisis Counseling

COUN592: CMHC Pre-Internship Practicum and Supervision

COUN593: Supplemental Supervision

COUN598: Internship Preparation (not for credit; taken two to three quarters before starting internship)

COUN630-638: Advanced Theories: Varying topics

Elective Courses (16 credits)

- One elective class from the Multicultural Counseling series or from the Counseling and Spirituality series (Intro to Counseling and Spirituality, Challenges in Psycho-Spiritual Work) or from the Ecopsychology series (Intro to Ecopsychology, Applied Ecopsychology)
- Other elective credits

Required Internship Credits (16 credits)

COUN600A: Internship: Clinical Mental Health Counseling

COUN601A: Case Consultation: Clinical Mental Health Counseling

MA in Marriage and Family Therapy with Art Therapy or MA in Counseling with Art Therapy

Either of Antioch Seattle's two master's degrees – Marriage and Family Therapy or Clinical 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 MA in Marriage and Family Therapy with Art Therapy

90 total credits to graduate

Required Psychology Courses Completed Before Internship (31 credits)

COUN505: Systems Perspectives in Family Therapy (taken first or second quarter)

COUN506: Communication and Counseling Skills

COUN512: Individual Therapy in the Family System

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN519: Ethics in Family Practice (1 credit)

COUN522: Human Development in the Family Life Cycle

COUN524: Human Sexuality

COUN580: Applied Couple Therapy

COUN581: Applied Family Therapy

COUN582: Theories of Couple and Family Therapy

COUN598: Internship Preparation (0 credits, taken generally between the 6th and 9th quarters)

Required Art Therapy Courses Completed Before Internship (41 credits)

COUA500: Competency Assessment I (not for credit; taken first quarter)

COUA501: Competency Assessment II (not for credit; taken one quarter before starting internship)

COUA503: Family of Origin Systems and Creative Arts Therapy (taken first quarter)

COUA504: Multicultural Perspectives and Creative Arts Therapy (taken second quarter)

COUA506: Group Art Therapy with Couples and Families (2 credits)

COUA507: Art Therapy in Diverse Settings: Individual and Group Therapy

COUA508: Techniques and Practice of Art Therapy

COUA510: History and Theory of Art Therapy I

COUA511: History and Theory of Art Therapy II

COUA518A: Ethics in Creative Arts Therapy (3 credits)

COUA540: Developmental and Treatment Models in Art Therapy

COUA551: Art Therapy Research in Individual and Family Therapy

COUAC552: Assessment: Tests and Measurements

COUA591: CFT/AT Pre-internship Practicum and Supervision (two credits taken over two quarters)

COUA651: Advanced Art Therapy Research in Individual and Family Therapy

COUA653: Advanced Art Therapy Assessment

COUA502: Competency Assessment III (not for credit; taken last quarter of internship)

COUA650: Art Therapy Master's Project (2)

-OR-

COUA660: Art Therapy Thesis (2)

Elective Courses (3 credits)

- One of the following electives:

COUN528: Abusive Relationships

COUN529: Addictions and Substance Abuse

Required Internship Credits (15 credits)

COUA600B: AT/CFT Internship I-V

COUA601B/602B: AT/CFT Case Consultation or Case Supervision I-V

Degree Requirements for MA in Counseling – Art Therapy with Clinical Mental Health Counseling

93 total credits to graduate

Required Psychology Courses Completed Before Internship (39 credits)

COUN505: Systems Perspectives in Family Therapy

COUN506: Communication and Counseling Skills

COUN508: The Counseling Profession and Identity

COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN523: Human Development in Context: Gender – A Lifespan Perspective

COUN527: Career Development and Counseling

COUN529: Addictions and Substance Abuse

COUN552: Assessment: Tests and Measures

COUN560: Trauma, Disaster Response and Crisis Counseling

COUN598: Internship Preparation (0 credits, taken two quarters before starting internship)

COUN630-638: Advanced Theories: varying topics

Required Art Therapy Courses Completed Before Internship (40 credits)

COUA503: Family of Origin Systems and Creative Arts Therapy (taken first quarter)

COUA504: Multicultural Perspectives and Creative Arts Therapy (taken second quarter)

COUA505: Group Art Therapy

COUA507: Art Therapy in Diverse Settings: Individual and Group Therapy

COUA508: Techniques and Practice of Art Therapy

COUA510: History and Theory of Art Therapy I

COUA511: History and Theory of Art Therapy II

COUA518: Ethics in Creative Arts Therapy (3 credits)

COUA540: Developmental and Treatment Models in Art Therapy

COUA551: Art Therapy Research in Individual and Family Therapy

COUA592: CMHC/AT Pre-internship Practicum (2 credit over two quarters, taken generally between the 6th and 9th quarters)

COUA651: Advanced Art Therapy Research in Individual and Family Therapy

COUA653: Advanced Art Therapy Assessment

COUA650: Art Therapy Master's Project (2)

-OR-

COUA660: Art Therapy Thesis (2)

Required Internship Credits (14 credits)

COUA600A: AT/CMHC Internship I

COUA601A:/602A: AT/CMHC Case Consultation or Case Supervision I-V

MA in Marriage and Family Therapy or Clinical Mental Health Counseling with a specialization in Drama Therapy

The School of Applied Psychology, Counseling and Family Therapy offers master's degrees in Marriage and Family Therapy or Mental Health Counseling with a specialization in Drama Therapy (DT). 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 North American Drama Therapy Association (NADTA), 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 42 credits are in drama therapy, and remaining credits in core courses,

internship and electives. Students develop competencies in drama therapy concurrently with CMHC or CFT for the effective practice of drama therapy with individuals, groups, couples and families.

Degree Requirements for MA in Marriage and Family Therapy – Drama Therapy with CFT

90 total credits to graduate

Required Psychology Courses Completed Before Internship (32 credits)

COUN505: Systems Perspectives in Family Therapy (taken first or second quarter)

COUN506: Communication and Counseling Skills

COUN512: Individual Therapy in the Family System

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN519: Ethics in Family Practice (1 credit)

COUN522: Human Development in the Family Life Cycle

COUN524: Human Sexuality

COUN551: Research in Family Practice (1 credit)

COUN580: Applied Couple Therapy

COUN581: Applied Family Therapy

COUN582: Theories of Couple and Family Therapy

COUD500: Competency Assessment I (Not for credit; taken first quarter)

COUD501: Competency Assessment II (Not for credit; taken one quarter before starting internship)

COUD502: Competency Assessment III (Not for credit; taken last quarter of internship)

COUN598: Internship Preparation (Not for credit; taken two quarters before starting internship)

Required Drama Therapy Courses Completed Before Internship (40 credits)

COUD503: Family of Origin Systems and Creative Arts Therapy (3 credits)

COUD504: Multicultural Perspectives and Creative Arts Therapy (3 credits)

COUD505: Introduction to Drama Therapy (4 credits)

COUA505: Group Art Therapy or COUN507: Group Counseling (3 credits)

COUD506: Improvisation (3 credits)

COUD508: Psychodrama (4 credits)

COUD509: Creative Arts Therapy (3 credits)

COUD511: Community-Based Theater & Sociodrama (3 credits)

COUD512: Drama Therapy Lab (0)

COUD518: Ethics and Creative Arts Therapy (3 credits)

COUD520: Special Populations in Drama Therapy (4 credits)

COUA551: Art Therapy Research OR COUN550: Research Methods (3 credits)

COUD591: CFT/Creative Arts Therapy Pre-internship Practicum (2 credits taken over two quarters)

COUD650: Drama Therapy Master's Project or Thesis (2 credits)

Elective Courses (6 credits)

- One elective class in counseling a culturally specific population, Historical/Socio-Cultural Perspectives in Psychology classes,

  -AND-

- one of the following electives:

  COUN528: Abusive Relationships or

  COUN529: Addictions and Substance Abuse

Required Internship Credits (12 credits)

COUD600B: DT/CFT Internship I-IV

COUD601B/602B: DT/CFT Case Consultation or Case Supervision I-IV

Degree Requirements for MA in Counseling – Drama Therapy with Clinical Mental Health Counseling

90 total credits to graduate

Required Psychology Courses Completed Before Internship (39 credits)

COUN505: Systems Perspectives in Family Therapy

COUN506: Communication and Counseling Skills

COUN508: The Counseling Profession and Identity

COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

COUN515: Psychopathology

COUN516: Psychodiagnostics and Treatment Planning

COUN518: Ethics and Professional Issues

COUN523: Human Development in Context: Gender – A Lifespan Perspective

COUN527: Career Development and Counseling

COUN529: Addictions and Substance Abuse

COUN552: Tests and Measurements

COUN560: Trauma, Disaster Response, and Crisis Counseling

COUN598: Internship Preparation (Not for credit; taken two quarters before starting internship)

COUN630-638: Advanced Theories: Varying topics

Required Drama Therapy Courses Completed Before Internship (41 credits)

COUD503: Family of Origin Systems and Creative Arts Therapy (3 credits)

COUD504: Multicultural Perspectives in Creative Arts Therapy (3 credits)

COUD505: Introduction to Drama Therapy (4 credits)

COUN505: Group Counseling or COUA505: Group Art Therapy (3 credits)

COUD506: Improvisation (3 credits)

COUD508: Psychodrama (4 credits)

COUD509: Creative Arts Therapy (3 credits)

COUD511: Community-Based Theater & Sociodrama (3 credits)

COUD512: Drama Therapy Lab (0)

COUD518: Ethics in Creative Arts Therapy (3 credits)

COUD519: Ethical Issues in Drama Therapy (1 credit)

COUD520 Special Populations in Drama Therapy (4 credits)

COUA551: Art Therapy Research OR COUN550: Research Methods (3 credits)

COUD592: CMHC/Creative Arts Pre-internship Practicum and Supervision
(2 credits taken over two quarters)

COUD650: Drama Therapy Master's Project or COUD660: Drama Therapy Master's Thesis (2 credits)

Required Internship Credits (10 credits)

COUD600A: DT/CMHC Internship I-V

COUD601A/602A: DT/CMHC Case Consultation or Case Supervision I-V

Doctor of Psychology – Clinical Psychology

Program Design

Antioch University Seattle's PsyD program is a 150-credit doctoral degree program that is organized into an 11-week quarter system. The program is tailored to working adults, providing them with a time-flexible degree process. The PsyD 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.

AUS's PsyD program implements a competency-based assessment process whereby students are asked to apply knowledge to practice, demonstrating that they can use the disciplinary content they learn. Competencies are woven into all classes, supervisor evaluations, and other measures of student performance. 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.

The overarching goal of the PsyD program is to prepare students for competent entry into the practice of professional psychology and meets Washington's state licensure requirements for clinical psychology. To accomplish this, we have identified three broad goals and nine objectives. Below are the goals, objectives, and competencies for our program:

Goal #1: Graduates function as professional psychologists in multiple roles.

Objective 1.A: Students intervene to alleviate suffering and promote health.
Competency: Intervention

Objective 1.B: Students assess clients and communicate their findings.
Competency: Assessment

Objective 1.C: Students design, analyze, and report on research and evaluations.
Competency: Research & Evaluation

Objective 1.D: Students accept and offer supervision and consultation.
Competency: Supervision & Consultation

Goal #2: Graduates are reflective practitioner/scholars.

Objective 2.A: Students build meaningful relationships with clients, organizations, and their community.
Competency: Relationship

Objective 2.B: Students integrate science with theory and practice.
Competency: Scientific Knowledge and Methods

Objective 2.C: Students practice ethically and professionally.
Competencies: Ethical/Legal Standards & Policy; Professionalism

Goal #3: Graduates are socially responsible and work for social justice.

Objective 3.A: Students celebrate diversity and avoid oppressing others.
Competency: Individual/Cultural Diversity

Objective 3.B: Students are agents of social change.
Competency: Advocacy

Features of the Program

- Antioch University Seattle provides broad and general doctoral-level study and training in the theory and application of clinical psychology. The curriculum promotes values of ethical practice and social responsibility
- After completion of the first year residency, defined as completion of at least nine credits per quarter for three consecutive quarters, there is flexibility to pursue the doctoral program full-or part-time (full-time on average takes five years)
- Coursework and clinical training are framed in terms of achieved competencies; performances that demonstrate those competencies are archived for student and faculty use in a personal electronic portfolio
- Two basic and three elective concentrations from which to choose
- Elective course options and an annual series of colloquia and workshops focusing on clinical practice trends, evidence-based practices, and social justice round out the program
- Practical experiences integrated throughout the program, including a full-year internship are required
- Clinical focus with flexibility to choose a clinically-relevant doctoral dissertation
- On-site Community Counseling Clinic for supervised training
- Potential involvement with faculty research, publication and other scholarly activities including the Institute of War Stress Injuries, Recovery, and Social Justice
- Participation in a social justice practicum
- Preparation for licensure and entry-level competence in the practice of clinical psychology
- An academic, non-clinical Master of Arts in Psychology degree is awarded after satisfactory completion of 60 required credits

Concentration Options

Clinical concentrations consist of a three-course sequence that provides broad and cumulative theoretical and scientific foundations of the practice of clinical

psychology in general, and within specific clinical fields supported through professional seminars.

Concentrations in the past have included:

- Adult Psychotherapy
- Child Clinical Psychology
- Neuropsychology
- Forensic Psychology
- Health Psychology

Admission Requirements for the PsyD in Clinical Psychology Program

Application materials should demonstrate:

- Critical thinking skills
- Graduate-level writing skills
- Ability to complete a rigorous doctoral program

Admission is selective. Finalists are invited for a campus interview. The director of admissions and financial aid decides admission in consultation with appropriate faculty. The director's decisions are final.

- 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
- GRE (math and verbal)

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 PsyD 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 PsyD Program

- Applicants who began a PsyD or PhD program approved by the American

Psychological Association (APA) 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 PsyD or PhD program without a master's degree in a mental health-related field, up to 24 quarter credits may be awarded.
- Courses from an institution that is regionally accredited but not APA approved will be considered on a case-by-case basis.

International Transfer Credit

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

International Student Admission

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

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

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

Degree Requirements

150 total credits to graduate

Clinical Training Courses

While all the PsyD program courses combine theory and practice, these courses are specifically designed to support you while completing your clinical training experiences with group and individual supervision. Three first-year courses focus on developing clinical skills and multicultural competency while you engage in a social justice practicum:

PSYC701: Foundational Clinical Skills (BA only) (3 cr.)
PSYC702: Individual Differences & Cultural Diversity I (BA & MA) (3 cr.)
PSYC703: Individual Differences & Cultural Diversity II (BA & MA) (3 cr.)

Core Courses

* PSYC705: Cogntion and Affect (3)
* PSYC707: Theories: Cognitive-Behavioral (3)
* PSYC708: Theories: Personality and Psychodynamic Theories (3)
* PSYC709: Theories: Individual Differences and Humanistic Psychology (3)

* PSYC719: Theories: Systems Perspective in Family Therapy (3)
* PSYC720: Biological Bases of Behavior I: Clinical Medicine (3)
* PSYC721: Biological Bases of Behavior II: Psychopathology (3)
* PSYC722: Psychophysiology (3)
* PSYC723: Psychopharmacology I (3)
* PSYC724: Learning Theory (3)
* PSYC725: Life Span Development I – Child (3)
* PSYC726: Life Span Development II – Adult (3)
* PSYC727: History and Systems of Psychology (3)
* PSYC728: Psychopharmacology II: Drugs of Abuse (2)
* PSYC730: Ethics (3)

PSYC736: Social Psychology (4)

* PSYC737: Group Processes and Therapy (3)

PSYC745: Advanced Ethics (2)

PSYC776: Psychopathology II: Developmental Psychopathology (3)

PSYC804: Community Psychology (3)

PSYC805: Professional Issues in Career Management (1)

PSYC806: Consultation and Supervision (3)

PSYC807: Professional Issues in Career Management (2)

WRTG700: Writing Seminar 1 in PsyD (1) Required for all entering students as a 10 hour seminar held on the Tuesday and Wednesday during first week of Fall quarter.

WRTG701: Writing Seminar 2, PsyD (1) –Optional

Assessment Courses

PSYC711: Assessment: Intelligence & Practicum (4)

PSYC713: Assessment: Personality & Practicum (4)

PSYC717: Assessment: Integration & Practicum (4)

PSYC735: Psychometrics (5)

Research Courses

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 & Analysis II (3)

PSYC810: Dissertation Seminar I (3)

PSYC820: Dissertation Seminar II (3)

PSYC830: Dissertation Seminar III (3)

PSYC840: Dissertation Seminar IV (3)

Basic Clinical Concentrations

Basic clinical concentration consists of three theoretical and conceptually-based courses. The basic concentrations also carry concurrent enrollment with Professional Seminars (a supervised clinical experience). These courses are taken usually in the second year.

Child Clinical Psychology Concentration Required Courses:

PSYC772: Child and Adolescent Assessment (3)

PSYC777: Child and Adolescent Therapy I (3)

PSYC778: Child and Adolescent Therapy II (3)

Adult Psychotherapy Concentration Required Courses:

PSYC780: Adult Psychotherapy I: Introduction (3)

PSYC782: Adult Psychotherapy II: Interventions (3)

PSYC784: Adult Psychotherapy III: Interventions(3)

Professional Seminars

The basic clinical concentrations, social justice practicum, and pre-internship coincide with an integrative cumulative sequence of three (3 credit) consecutive supervisory seminars entitled "Professional Seminar" (ProSem) that students will typically take in their Second Year.

PSYC791: Professional Seminar I

PSYC792: Professional Seminar II

PSYC793: Professional Seminar III

Elective Concentration

Students select one elective concentration focusing on a special population that includes Forensic Psychology, Neuropsychology, or Health Psychology, or the basic clinical concentration not taken in year two (e.g., Adult Psychotherapy or Child Clinical Psychology).

Health Psychology Concentration Required Courses:

PSYC750: Health Psychology I (3)

PSYC752: Health Psychology II (3)

PSYC754: Health Psychology III (3)

Forensic Psychology Concentration Required Courses:

PSYC760: Forensic Psychology I (3)

PSYC762: Forensic Psychology II (3)

PSYC764: Forensic Psychology III (3)

Neuropsychology Concentration Required Courses:

PSYC802: Neuropsychology (3)

PSYC803: Assessment: Neuropsychology (3)

PSYC808: ADHD/LD Assessment and Practicum (3)

Electives

Depending upon the basic concentration chosen, and whether you choose additional areas of concentration, the number of required electives will vary. Generally, students need 20 elective credits. Below is a sample of some of the elective course offerings:

WRTG702: Writing Seminar 3, PsyD (1)

PSYC715: Assessment: Projectives & Practicum (4)

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)

PSYC800: Supervised Experience (0)

PSYC801: Supplemented Supervised Experience (1-3)

*An asterisk next to a course in the preceding list signifies required courses (57 credits) for the MA in in Psychology for active PsyD students. The degree includes an additional 3 credits of electives for a total of 60 credits.

Graduation Requirements

In addition to the required courses included in the curriculum, students also must meet the following graduation requirements:

- Completion of a one-year residency defined as a minimum of nine credits each quarter, for three consecutive quarters, during the first-year in the PsyD program. Residency during an alternate year will be considered on a case-by-case basis, and only in light of personal exigencies;
- Successful completion of 150 graduate quarter credits from courses listed for degree (students may have had some courses waived as equivalent to graduate courses from another institution).
- One basic concentration (Child Clinical Psychology or Adult Psychotherapy) and one elective concentration (Forensic, Neuropsychology, or Health Psychology), or both basic concentrations;
- 300 hour Social Justice Practicum or equivalent;
- Satisfactory ratings on annual review evaluations from the faculty;
- One performance archived in an electronic portfolio for all levels of ten core competencies;
- Successful passage of the Clinical Oral Examination;
- Acknowledgement of satisfactory completion of dissertation by all dissertation committee members;
- Documentation of 40 hours of personal psychotherapy;
- Satisfactory completion of 900 pre-internship hours and at least 1,500-2,000 hours from the Clinical Internship;

and

- Students must finish the PsyD program within a maximum of eight years for all coursework (including the doctoral dissertation) and two years for internship, for a total of 10 years.

PsyD Competencies and Electronic Portfolio

The PsyD program is framed around 10 competencies that describe the multiple roles taken by professional psychologists. The competencies are: relationship, scientific knowledge and methods, individual/cultural diversity, ethical/legal standards and policy, professionalism, assessment, interventions, research and evaluation, supervision and consultation, and advocacy. Benchmarks are the developmental steps to achieve each competency. All PsyD courses are tied into this framework: the benchmark levels become course goals, and the course requirements ask students to perform (i.e., show they can use effectively in action) using the content of that course to demonstrate the competency level.

PsyD students have an electronic portfolio in which these key performances will be archived as they go through the program. Students who enter the program with a mental health-related master's may take a

one-credit elective course, Prior Learning Assessment, to determine whether some levels of competency can be demonstrated on entry to the program. The portfolios help assess and advise students, help the PsyD faculty continuously improve the program, and demonstrate competencies defined as indicators of learning and professional practice.

Clinical Training Sequence

The sequence of clinical training starts with the series of first year foundational 701-703 courses, during which all students will begin a *Social Justice Service Practicum* or a *Social Justice Community Project* (for Master's students): an approved placement in an agency, institution, or other setting that challenges the student through exposure to people from backgrounds significantly different from their own.

Social Justice Practicum

The total Social Justice Practicum requirement is 300 hours, 100 of which must be under supervision, and meets the Washington state requirements for practicum experience toward licensure (WAC 246-924-046). Washington state describes a practicum as applied experience obtained while training for the doctoral degree and must occur over at least two semesters or three quarters. The Social Justice Practicum is divided into a 120-hour Service practicum (done during Year 1 concurrent with the PSYC 701-703 series) and a 180-hour Clinical practicum (done during Year 2). All students will initially be placed in the AUS Community Counseling and Psychology clinic and will be required to see 2-5 clients per week under supervision. Upon completion of the 300-hour Social Justice Practicum, students will be ready to begin their Pre-internship-I placement. Pre-internship-I hours can be earned by continued work at the AUS clinic or through a community placement.

Pre-Internship II (Third Year)

During Year 3, the student will obtain an additional Pre-internship II placement (450 hour). Several Clinical Milestones are scheduled to occur toward the end of Year 3. These include: the Clinical Oral Examination; the optional awarding of the non-terminal MA degree in Psychology; the acceptance of the Dissertation Proposal (meeting two) and following these, obtaining Internship Eligibility status. Students often use the 4th year to make progress on their dissertation, complete any additional required courses and, ideally, complete the dissertation prior to the beginning of the Clinical Internship. The optional Advanced Pre-internship is a 300-500-hour pre-internship. Washington state licensure rules allow students to accumulate supervised clinical practice hours while enrolled in a doctoral program that can be used for licensure purposes. Therefore, students may count up to 1,500 pre-internship hours prior to award of the doctoral degree.

Clinical Internship

The Clinical Internship is an organized 1500-2000-hour full-time (or 20 hour/week part-time over two years) clinical intern-

ship training experience. All students must complete at least 1500 hours of clinical internship in order to graduate.

Student Admissions, Outcomes, and Other Data

Time to Completion. Of the 34 graduates from 2004 to 2012, time-to-completion of the program for full time students with an MA degree is on average 5 years (median) or 4.5 years (arithmetic mean). For students entering with a BA degree the average time-to-completion is 5 years (median and mean). Full-time students can complete the program between 4.3 years (mean) and 5 years (median), whereas part-time students can expect on average at least 6 years (mean and median).

Licensure Rates

Of the total of 40 graduates since 2004, 21 (52.5%) have taken the national licensing examination for psychologists (EPPP), and 100% have passed. At present, other graduates are preparing to take the EPPP. AUS PsyD graduates currently are licensed in Washington, New York, California, and Canada.

For additional program outcome data (i.e., attrition rate, internships, program costs) please visit the PsyD Program Website: www.antiochseattle.edu/academics/psychology/psyd-clinical-psychology-2/

Course Listings

A Quick Reference Guide to Course Descriptions

1 2 3 4

A&L405: Literature of the Existential Imagination (3-4); SU
Existentialism is unique in that many of its most important texts are novels, plays and short stories. Students examine selected works of that literature, plus excerpts from certain existential philosophers, to give a varied and particularly human dimension to the existential frame of mind. ***A&L; HS; PSY; SPI; Prerequisites/Corequisites:*** *if any.*

5 6 7

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
   GS = Global Studies
   HS = Human Services
   SOJ = Social Justice
   PSY = Psychology
   SPI = Spiritual Studies
   LOS = Leadership and Organizational Studies
7. ***Prerequisite*** - course(s) that must be in progress or completed to register for the course
   Corequisite - course(s) that must be taken concurrently with the course

Index to Course Prefixes

Course number prefixes identify the academic discipline:

A&L Arts and Literature
BUS Business
CHNG Leadership and Change
COMM Communication
COUA Clinical Mental Health Counseling & Marriage and Family Therapy with Art Therapy
COUD Clinical Mental Health Counseling & Marriage and Family Therapy with Drama Therapy
COUN Clinical Mental Health Counseling & Marriage and Family Therapy
ECED Early Childhood Education
ECON Economics
EDUC Education
ENVC Environment and Community
EXP Experiential Learning
FIN Finance
GBL Global Studies
HDL Human Development and Learning
HIST History
HUMS Human Services
LIB Liberal Studies
LIBM Library Media
LITR Literacy
LOS Leadership and Organizational Studies
MATH Mathematics
MGMT Management and Leadership
MIDS Middle Level Math/ Science Education
MRKT Marketing
ORGD Organizational Development
PLSC Political Science
PSYC Psychology
SCI Science
SOC Sociology
SOJ Social Justice
SPAN Spanish
SPED Special Education
SPIR Spiritual Studies
THTR Theater Arts
WRTG Writing
WSDN Whole Systems Design

Undergraduate Courses

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&L250: Creative Collaboration (6)
Exploring the process of expressing creativity through movement, vocalization, art and thewritten word, each student will explore their creative expression, learning about the internalized voices that block creative expression. Working cooperatively with others, each student participates in the design, research and application of a project designed to teach the student about committing to the beginning, middle and end of a process, without compromising their values. This is a design of the student's own choosing and focuses attention on threading their heart into all actions and practicing being the change they wish to see in the world.

A&L311: Acting Fundamentals (3);
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)
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)
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&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&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&L409: Improvisation (3)

Learn spontaneous storytelling through improvised scenes via games, exercises, lecture and open scene work. Experience the art of honest connection to the moment and to your scene partner. Learn to trust your own authentic responses while you discover your spontaneous voice. *A&L*

A&L410: Solo Performance and Presentation (3)

Learn to find the spine of a story by drawing heavily from your own life. Students explore the various elements of: performance techniques, music, character work, movement and storytelling. Through improvisation and writing exercises, you will create an outline and begin looking at the staging of your show. We culminate in an invited performance of our works-in-progress, and you leave the class with a repeatable technique of how to conceive, develop, and produce a solo performance.

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&L412: Religion in Music (3)

Students explore the spiritual and religious aspects of music around the world. The course focuses on music as a form of cultural expression through organized religion and indigenous/animistic beliefs. *A&L, SPIR*

A&L415: Stonecarving (3)

Stonecarving has captured the imagination of artists throughout history for its permanence, tactility, and sensual beauty. Take advantage of Pratt's stone yard facility and begin working with soft stone. Students learn both ancient and modern reductive sculpting techniques with hand carving tools, power tools and pneumatics. *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&L426: Acrylic Painting (3)
This class covers the fundamentals of painting with acrylics. Explore a variety of techniques and applications focusing on the versatility of acrylic paint. Learn basic painting concepts and studio practices to make your foray into painting safe, easy, and fun. Learn color, paint application, and composition while studying from still life, landscape, and exploring abstraction.

A&L427: Oil Painting (3)
Oil painting is a vibrant and versatile medium. In this beginning class, learn the basics from preparing surfaces and choosing and organizing your color palette, to exploring brushwork and painting mediums. Students work from a variety of sources including still life and historical references. While developing skills in oils, learn how to create structure, volume, and atmosphere in the painting by using color and brush work. A particular focus is on the important role of value (light and dark) in painting. ***A&L***

A&L428: Printmaking Fundamentals (3)
Cover the fundamentals of painting with acrylics. Explore a variety of techniques and applications focusing on the versatility of acrylic paint. Learn basic painting concepts and studio practices to make your foray into painting safe, easy, and fun. Learn color, paint application, and composition while studying from still life, landscape, and exploring abstraction. Audits not allowed. ***A&L***

A&L480: Special Topics in Arts & Literature (1-8)
Includes course offerings of special interest within or across areas of concentration.

BUS310: Sustainable Workplace Relationships (3-4)
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)
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)
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***

BUS340: Marketing for Sustainability (3-4)
Building on traditional marketing theory, in this course student examine how marketing can influence product

development that contributes to the sustainability of the corporation and the ecosystem. ***SBUS***

BUS356: Triple Bottom Line Accounting and Management (3-4)
Contemporary business has evolved from concern over just the financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. This course explores specific business accounting practices based on economic, environmental and social criteria: "people, planet and profit". ***SBUS, LOS***

BUS380: Readings in Sustainable Business (3-4)
A general introduction to the field of sustainable business. Readings and case studies exploring principles and practices guiding businesses committed to environmental sustainability, social responsibility, and progressive human rights policies. ***LOS, SBUS***

BUS480: Special Topics in Sustainable Business (1-8)
Includes course offerings of special interest within or across areas of concentration.

ECON480: Special Topics in Economics (1-8)
Includes course offerings of special interest within or across areas of concentration.

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***

ENVC302: Principles of Sustainability (3-4)
The integral model provides a theoretical framework for an in-depth study of the principles of sustainability. The four lenses of ecological and societal systems, social/cultural, worldview/awareness, and behaviors/practices guide the inquiry into sustainability principles, and reveal areas for further development and practice. ***ENVC, SOJ, LOS, SBUS***

ENVC303: Birds in the Imagination and in the Field (3-4)
Takes a multidisciplinary approach to viewing birds through many lenses and avenues. As naturalists, class members observe and identify bird species in a variety of habitats, learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. Students also explore the symbolic role of birds as expressed through the literature, myth, art and spirituality of several cultures and consider how birds serve as metaphors for one's own relationship with the natural world. ***A&L, ENV***

ENVC304: Plants, People and Place in the Pacific Northwest (3-4)
Students explore the biogeographical origins of the regional flora and the relationships Native Peoples have had over the millennia with the diverse ecosystems and plants found mountains to sound. Through a balance of lectures, case studies, field trips and labs, students focus on native plant identification and the ethnobotanical uses of plants, in the context of developing familiarity with the ecosystems of the Pacific Northwest.

ENVC305: Urban Agriculture (3-4)
Students explore strategies to maintain and improve access for everyone to a diverse and sustainable food supply in the context of local and global challenges. A variety of learning methods are engaged,

including hands-on visits to local food related projects and farms, both urban to rural. ***ENV, SOJ***

ENVC310: Food Sovereignty: Traditional Foods of Pacific Northwest (3-4)
Students explore cultural and spiritual connections, as well as the restoration of access to traditional foods in the Pacific Northwest, using Makah Whaling as a case study. In the context of the socio-political landscape students examine changes wrought by colonization and aggressive use of natural resources, and the controversies that arise with treaties when traditional cultural values conflict with those of the conservation movement and the control of natural resources. ***ENV, SOJ***

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)
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)
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 nonprofit. ***ENV***

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

ENVC400: Field-based Environmental Analysis (3-4)
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***

ENVC403: Tribal Canoe Journey (3-6)
In this intensive learning experience students learn about the natural history of Puget Sound, part of the larger Salish Sea, the Coast Salish cultures centered in the region, the impacts of settlement to the ecosystems and cultures of Puget Sound, and the "Canoe Movement," which has grown from a few canoes to over 6,000 people, annually. This movement, which has come to be called Tribal Canoe Journey, is creating cultural renewal among the native peoples of the Pacific Northwest. ***ENV, SOJ***

ENVC450: EcoJustice Education (3-4)
Learn about the ecology of the Puget Sound Region and explore the impacts of urbanization while considering issues related to environmental justice and the health implications for communities in the region. Students consider restoration strategies and sustainable solutions for the well-being of communities. ***ENV, SOJ***

ENVC452: Water Rights and Wars: Global and Local Perspectives (3–4)
Humanity is facing a global water crisis, with 18% of the world's population lacking access to safe drinking water. Students use case studies combined with local field experiences to explore the multiple dimensions of the water crisis, utilizing a trans-disciplinary approach.

ENVC460: Critical Pedagogy of Place (3-4)
Learn about the ecology of the Puget Sound Region and explore the impacts of urbanization while considering issues related to environmental justice and the health implications for communities in the region. Students consider restoration strategies and sustainable solutions for the well-being of communities. Focus on Education and Leadership and Social Justice.

ENVC480: Special Topics in Environmental Studies (1-8)
Includes course offerings of special interest within or across areas of concentration.

EXP301: Learning From Experience: Documenting Life Learning (1-2)
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)
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. This course is repeatable for credit.

EXP390: Special Topics in Experiential Learning (1-8)
Includes course offerings of special interest within or across areas of concentration.

EXP394: Prior Learning (1-30)
Signifies credit earned through analysis, documentation and evaluation of learning gained from life experience.

EXP396: Student Leadership (1-10)
There are many opportunities for BA 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 (1-10)
This includes learning in conjunction with a volunteer/service project in the community.

EXP398: Internship/Practicum (1-10)
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 Program (2-4)
In this learning activity, students participate in the Women's Education Program at Antioch. 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***

EXP480: Special Topics in Experiential Learning (1-8)
Includes course offerings of special interest within or across areas of concentration.

GBL300: Antioch Education Abroad (1-8)
May be reelected for up to 24 credits as part of the BA in Liberal Studies Program Study Abroad option. ***GS***

GBL302: Postcolonial and Diaspora Narratives (3-4)
Introduces students to key concepts in postcolonial theory, as well as some of the seminal works of fiction produced both in the homeland and the diaspora, in response to colonial misrepresentation, exploitation, and displacement. ***A&L, GS, SOJ***

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

GBL480: Special Topics in Global Studies (1-8)
Includes course offerings of special interest within or across areas of concentration.

HDL250: Intro to Embodied/ Experiential Learning (6)
A year-long study of embodied, transformative education designed to explore the frame, context, components and skills needed to empower life-long learning. Students participate in designing a detailed plan of study for the year that supports individual growth and expansion while interfacing with the larger global community. This course is designed to lay the foundation for somatic education, focusing on training facilitation of experiential learning. Each student develops and learns about their personal style of working, group and individual leadership skills, and a creative refocusing of how to work with obstructions that prevent the emergence of engaged, authentic learning. ***HDL***

HDL290: Special Topics (1-8)
Includes course offerings of special interest within or across areas of concentration.

HDL480: Special Topics: Human Development & Learning (1-8)
Includes course offerings of special interest within or across areas of concentration.

HIST480: Special Topics: History (1-8)
Includes course offerings of special interest within or across areas of concentration.

HUMS302: Case Management (3-4)
Acquaints students with the knowledge, tools and abilities needed to provide effective case management services to adult chronically mentally ill clients, with emphasis upon the dual disordered client. Students identify and discuss for each disorder the most prominent symptoms and features, typical functional impairments, causal or risk factors, standard treatment protocols, progression and prognosis, and case-management challenges. ***Prerequisite:*** *PSYC310: Counseling Role. PSYC494: Abnormal Psychology is recommended and may be taken concurrently.* ***HS, PSY***

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)
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 and Privilege (3-4)
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)
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.

LIB399: Independent Study (1-10)
Includes all manner of independent learning beyond the scope or format of the BA 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.

LIB404: Senior Synthesis Seminar (2)
The seminar supports implementation of the senior synthesis project, preparation for the symposium presentation, and completion of the degree process. ***Corequisite course:*** *LIB450.*

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***

LIB440: Competency Integration Seminar (1-2)
This seminar assists students in integrating program learning, emphasizing breadth of knowledge in the liberal arts, as well as deep knowledge in one's area of concentration. It supports completion of the portfolio, demonstration of program core liberal arts competencies, and design of the senior synthesis project. This course in taken in the student's penultimate or next-to-last quarter. ***Prerequisite:*** *Approved Educational Design Portfolio.*

LIB450: Senior Synthesis (1-6)
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.

LIB480: Special Topics in Liberal Studies (1-8)
Includes course offerings of special interest within or across areas of concentration.

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: Coaching for Leadership and Change (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)
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)
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)
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***

LOS404: Chaos, Conflict and Change (3-4)
Chaos as metaphor, can be applied to personal and organizational transformation. Through a variety of genres and modalities the interconnections of chaos, conflict, and change will provide insight into personal leadership styles.

LOS406: Turning the Ship: Organizational Change (3-4)
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***

LOS410: Narrating Change: Stories for Collective Action (3-4)
Students explore ways stories can be used to guide organizational and community change, and draw from ethnography's focus on narrative and traditions of participatory and action-oriented research. In a dynamic interplay of theory and practice, students alternately study underlying principles of story-based change while they engage in an application project that utilizes stories from their own organization or community in cycles of reflection and action. ***LOS, SOJ***

LOS413: Organizational Psychology (3-4)
Surveys contemporary perspectives on underlying drivers of human behavior and interaction in the workplace, including emotional intelligence, flow/the psychology of optimal experience, organizational climate and culture, and family systems theory. Theoretical overview combines with practical tools; small group work provides opportunities to apply understandings. ***HDL, HS, PSY, SBUS***

LOS415: Expeditionary Leadership: Lessons in Group Facilitation (3-4)
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 some urban expeditions.
HS, LOS, PSY

LOS480: Special Topics in Leadership and Organizational Studies (1-8)
Includes course offerings of special interest within or across areas of concentration.

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

MATH400: Math Tutorial (1)
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.

MATH480: Special Topics in Math (1-8)
Includes course offerings of special interest within or across areas of concentration.

PLSC440: Political Economy of Oil States (3-4)
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)
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***

PLSC480: Special Topics in Political Science (1-8)
Includes course offerings of special interest within or across areas of concentration.

PSYC310: The Counseling Role (3-4)
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)
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)
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)
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)
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)
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 wellbeing. Students explore the concepts and implementation of cultural healing.

PSYC365: History of War and Traumatic Stress Injuries: A Social Justice Perspective (1)
This cross disciplinary course represents the first-ever exploration into the perplexing history of war stress injuries and repetitive military mental health crises that have plagued generations of the warrior class and American society since the turn of the 20th century. A social justice framework is adopted when examining the underlying factors believed responsible for cyclical failures to meet mental health needs including mental health stigma, disparity, and antiquated dualistic policies of "mental" and "physical" health that negatively impact military and civilian populations alike. The aftermath of military experiences in war have traditionally had a profound influence on a broad range of postwar polices and professions such as medicine, psychiatry, psychology, social work, occupational therapy, neurology, nursing, pastoral care, journalism, sociology, history, etc. What is the likely impact from the current wars, and how might our views of mental health change?

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)
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*

PSYC480: Special Topics in Psychology (1-8)
Includes course offerings of special interest within or across areas of concentration

PSYC490: Theories of Personality (3-4)
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)
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)
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***

SCI350: Evolution (3-4)
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***

SCI480: Special Topics in the Sciences (1-8)
Includes course offerings of special interest within or across areas of concentration.

SOC305: History and Image of the American Family (3-4)
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***

SOC313: Civilizations: The Long View (3-4)
The development of human self-understanding from earliest times, seen against the background of the shifting worldviews that have informed economic, ecological, political, and gender relations across the spectrum of time and culture. Builds interdisciplinary critical thinking capabilities across such fields as anthropology, history, philosophy, literature, and religious thought. ***GS, 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)
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)
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 & Politics of Food (3-4)
Students explore the relationships among food, culture, politics and health in the US. In this course they consider 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***

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

SOC394: Culture and the Life Cycle (3-4)
Childrearing, learning, coming of age, adulthood, and elder status as understood in various historical and cultural contexts and from the standpoint of educational theory. Approach is mainly historical, philosophical, ethnographic, and literary, as distinct from psychological; attention also to varieties of educational practice. ***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)
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)
The Great Turning refers to this historical moment in which we live, as our civilization

moves from an industrial growth society to a sustainable Earth community. Students examine the basic premises of the Great Turning, from holding actions in defense of the Earth to new alternatives and to the philosophical and spiritual resources needed for this transformation. Antioch University Seattle's role in the Great Turning is examined and engaged.

SOC440: Homelessness: The Deepening Scandal (3-4)
Focusing on homelessness in local manifestations, students examine the organized response of Seattle and King County social service and social action groups. Students examine local causes of homelessness, how these have changed over time and strategies in the community to help ameliorate the "problem." Local activists and guest speakers with many years of experience enliven the discussion. *HS, PSY, SOJ*

SOC450: Climate Change Activism (3-4)
Grassroots activism is critical in the fight to prevent global warming. Students examine the science of climate change and explore the kinds of changes needed to avert the worse consequences of global warming. Students and faculty explore grassroots efforts to bring about changes in the U.S. and elsewhere. Students work collaboratively to develop climate change action projects, informed by existing theories about social movements and social change. *GS, HS, SOJ*

SOC470: Law and Social Change (3-4)
An introduction to American law, as cause and effect of social conditions such as the power of corporations and the historical treatment of women and ethnic/ racial minorities. Students examine how law is made, and the interplay between law and historical socio-economic development. Students read iconic Supreme Court cases, learn how to analyze "legal logic" and the hidden values behind it, and consider the role of law in social change. *GS, HS, SOJ*

SOC472: Aspects of Addiction (3–4)
Provides an introduction to the current clinical, public health, and legal aspects of substance use, abuse, and addiction in society. Topics include: a) historical perspectives of alcohol and other drug use in America, b) current bio/psycho/social theories of alcoholism and other drug addiction, c) models of treatment and intervention, and d) funding and treatment referral resources available in Washington State.

SOC480: Special Topics in Sociology (1-8)
Includes course offerings of special interest within or across areas of concentration.

SOJ250: Deep Ecology of the Body (6)
This course completes a year-long study of the relationship between the moving body and planetary healing. Using Joanna Macy, Thomas Berry and Bill Plotkin as the backdrop for discussions, the focus of this quarter is on integrating the wisdom of the body as a resource with service and action in the global community. Each student will choose an area in which they feel drawn to transform and change, creating and implementing a project and plan that brings their intended goal into actualization with the express purpose of deepening an understanding of the interconnectedness of self, other and world.

SOJ290: Special Topics (1-8)
Includes course offerings of special interest within or across areas of concentration.

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

SOJ402: Translating Gender (3-4)
Provides an in-depth analysis of how local and global politics, as well as capitalism, combine to determine what titles become available to English readers in the U.S. and how these titles become representative of a foreign culture. Students use reception theory to examine fiction that informs perceptions of gender dynamics in selected parts of the world.
A&L, GS, HS, PSY, SOJ

SOJ405: Women's Health: Global Perspectives (3-4)
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)
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)
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***

SOJ480: Special Topics in Social Justice (1-8)
Includes course offerings of special interest within or across areas of concentration.

SPIR308: Psychology and Spirituality: An Introductory Exploration (3-4)
The relationship between psychology and spirituality is a subject of growing interest as the field of psychology is increasingly open to spiritual perspectives and spiritual practitioners realize the potential value of Western psychological perspectives. Factors such as culture, worldview, and personal style shape the many ways in which a relationship between psychology and spiritual practice is understood and experienced. ***PSY, SPI***

SPIR310: Pilgrimage: Walking With Intention (3-4)
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***

SPIR405: Spiritual Psychology of the Human Heart (3-4)

Students view the heart as simultaneously a physical organ, an interior region of soul and a receptacle for spiritual energy. Students explore the science of blood and circulation, the biology of the heart and its disruptions, and the feeling states of the heart in an effort to experience the heart as a meeting place between human and spiritual realities. The class includes a dissection, meditation techniques and the use of a heart feedback machine. ***PSY, SPI***

SPIR407: Integral Psychology and Spirituality (3-4)

Students draw on the contemporary Integral (all quadrants/all levels) model of Ken Wilber as a framework for understanding psychology and spirituality. With an emphasis on the integration of body, mind and spirit in the realms of self, culture and nature, students are introduced to integral theory as it applies to areas of their own experience as well as to the domains of psychology and spirituality. The course interweaves experiential learning through the exploration of integral life practices and embraces the basic components of body, mind, spirit and shadow. ***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)

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)

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***

SPIR480: Special Topics in Spiritual Studies (1-8)

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

WRTG400: Writing Strategies Seminar (1); 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: Digital Storytelling (4); SP
The ancient art of storytelling brought to new life in the digital age. This class explores the power of story as it gives voice to memories, identities, life lessons, dreams and yearnings for change. Students learn to craft script, still and video images and music soundtrack into a 3–5 minute digital movie.

WRTG402: Researching Seminar (1-3); FA
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);
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)
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.

WRTG407: Technical and Professional Writing (3); WI
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).

WRTG408: Books by Hand (3); SU
Provides students with models of the ancient craft of bookbinding while engaging in writing of poetry and prose. The class is an "arts and craft" workshop in which students develop a piece of polished writing and learn techniques of creating beautiful books.

WRTG415: The Personal Essay (3); FA
Students engage in an examination of the essay as a genre while exploring their own narrative voices. This workshop-style course draws from life experiences and transitions for material and includes the reading of essays, weekly freewrites, shorter written assignments, and one complete personal essay.

WRTG416: Media Writing (3); SU
Students define and explore the essentials for writing within modern media. From blogs to PSAs; across radio, print and the Web, writers practice composition and study the patterns of consumption for each medium. Whether the student works with non-profit communications, crafting educational outreach or promoting a benefit event, these techniques are effective.

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.

Graduate Courses

CHNG510: Communication Design (3); 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.

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.

CHNG599: Independent Study (1-4); SU, FA, WI, SP
Students work on independent study projects with consultation from an advisor.

CHNG620: Media for Social Change (3)
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.

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 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.

CHNG634: Innovation and Creativity in Turbulent Times (3)
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.

CHNG640: Inquiry and Change Seminar (1 – 4)
This seminar provides support for individual and collaborative inquiry and project work that goes beyond or falls outside of the regular curriculum. The seminar creates a collaborative learning environment in which the subjects of inquiry are chosen by the participants. Open to C3 students only. ***Prerequisites:*** *CHNG631, CHNG632, CHNG633: Methods of Sustainable Change.*

CHNG642: Designing My Practice (3)
This course is rooted in a systemic and pragmatic approach to designing a professional pathway for yourself. In close collaboration with the course faculty, students will design and implement an approach to gainful employment (whether self or in an organization/institution) that draws upon readings, informational interviews, and other inquiries for meaningful perspective.

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. ***Prerequisite:*** *CHNG633: Methods of Sustainable Change.*

CHNG699: Thesis (1-6); Varies
Students demonstrate their academic competence in a topic related to their degree program and their personal

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

COMM590: Special Topics in Communication (1-3); Varies
Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

COMM610: 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.

COMM617: 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.

COMM630: Communication Media (3)
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.

COMM640: Participatory Communication for Social Change (3); SU
Learn tools and innovative models necessary for becoming a participative communication strategist.

COUA500: 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 clinical students or by program permission.*

COUA501: 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.*

COUA502: 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.*

COUA503: Family of Origin Systems and Creative Arts 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.*

COUA504: Multicultural Perspectives and Creative Arts 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:*** *COUA503: Family of Origin Systems and Art Therapy; others by permission of liaison.*

COUA505: 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:*** *COUN506: Communication and Counseling Skills.*

COUA506: 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:*** *COUN506: Communication and Counseling Skills.*

COUA507: 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:*** *COUA510: History and Theory of Art Therapy I.*

COUA508: 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.

COUA510: History and Theory of Art Therapy I (3); WI, SU
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.

COUA511: 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:*** *COUA510: History and Theory of Art Therapy I.*

COUA518: Ethical Issues in Creative Arts 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:*** *COUA508:*

Techniques and Practice of Art Therapy and COUA510: History and Theory of Art Therapy. Only for AT students.

COUA518A: Ethics in Art Therapy and Drama Therapy (3) WI, SU
Provides historical, philosophical and practical context for ethical, clinical and professional issues in art and drama therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art and drama therapy and ethical research practice.

COUA540: 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:*** *COUA510: History and Theory of Art Therapy I and COUA508: Techniques and Practice of Art Therapy. Only for AT students.*

COUA551: 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:*** *COUA511: History & Theory of Art Therapy II.*

COUA590: 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.

COUA591: Pre-Internship Practicum and Supervision in Marriage and Family Therapy/Creative Arts Therapy (1); SU, FA, WI, SP
Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance as well as a fee for supplies. ***Prerequisites:*** *COUA503: Family of Origin Systems and Creative Arts Therapy, COUA504: Multicultural Perspectives in Creative Arts Therapy, COUN505: Systems Perspectives in Family Therapy, COUN506: Communication and Counseling Skills, and COUN515: Psychopathology.* Students are expected to repeat the course for a minimum of two quarters in order to acquire a total of 100 hours, with at least 40 direct client contact hours.

COUA592: Pre-Internship Practicum and Supervision in Clinical Mental Health Counseling/Creative Arts Therapy (1); SU, FA, WI, SP
Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance as well as a fee for supplies. ***Prerequisites:*** *COUA503: Family of Origin Systems and Creative Arts Therapy, COUA504: Multicultural Perspectives in Creative Arts Therapy, COUA511: History and Theory of Art Therapy, COUN505: Systems Perspectives in Family Therapy, COUN506: Communication and Counseling Skills, COUN515: Psychopathology, and COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive.* Students are expected to

repeat the course for a minimum of two quarters in order to acquire a total of 100 hours, with at least 40 direct client contact hours.

COUA600A: Internship: Clinical 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 – usually over four-five quarters. Students must acquire a total of 800 hours, with 500 hours of direct face-to- face client contact, including 350 hours of art therapy. As part of the total 800 hours, students must acquire 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 CMHC/AT plan of study. Must be taken concurrently with Case Consultation.*

COUA600B: Internship: Marriage 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 four-five quarters. Students must acquire 500 hours of direct face-to- face client contact, 250 of which must be relational (with couples or families) and 350 hours of art therapy. As part of the total 800 hours, students must acquire 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.*

COUA601A: Case Consultation: Clinical Mental Health Counseling/ Art Therapy (1); SU, FA, WI, SP
Provides CMHC/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 CMHC/AT plan of study and concurrent enrollment in CMHC/AT internship.*

COUA601B: Case Consultation: Marriage and Family Therapy/Art Therapy (1); SU, FA, WI, SP
Provides MFT/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 MFT/AT plan of study and concurrent enrollment in CMHC/AT internship.*

COUA602A: Case Supervision: Clinical Mental Health Counseling/ Art Therapy (1); SU, FA, WI, SP
Designed for MFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch approved supervisor. (Check AUS MA Clinical Training HUB for the updated list) 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 MFT/AT plan of study and concurrent enrollment in MFT/AT internship.*

COUA602B: Case Supervision: Marriage and Family Therapy/Art Therapy (1); SU, FA, WI, SP
Designed for MFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch approved supervisor. (Check AUS MA Clinical Training HUB for the updated list) 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 MFT/AT plan of study and concurrent enrollment in MFT/AT internship.*

COUA650: 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.*

COUA651: 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 COUA551: Art Therapy Research in Individual and Family Therapy.*

COUA653: 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:*** *COUA511: History & Theory of Art Therapy II.*

COUA660: 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.*

COUA751: 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.

COUA753: 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:*** *COUA751: Professional Seminar I – Art Therapy.*

COUA755: 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:*** *COUA751: Professional Seminar I –Art Therapy, COUA753: Professional Seminar II – Art Therapy.*

COUA799: 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 PsyD curriculum.

COUA810: Dissertation Seminar I – Art Therapy (1-3)
Students in the Art Therapy concentration within PsyD 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.*

COUD500: 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 permission.*

COUD501: 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.*

COUD502: 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.*

COUD503: Family of Origin Systems and Creative Arts Therapy (3); FA
Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of mutigenerational 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.

COUD504: Multicultural Perspectives and Creative Arts 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. ***Prerequisites:*** *COUD503: Family of Origin Systems and Drama Therapy, COUN503: Family of Origin Systems.*

COUD505: Introduction to Drama Therapy (4); 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.

COUD506: Improvisation (3); SP
Develops students' creative imagination, self-expression, self-knowledge and social relatedness through active participation in a variety of improvised dramatic activities.

COUD508: Psychodrama (4); WI
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.

COUD509: Creative Arts Therapy (4); WI
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 to specific groups.

COUD511: Community Based Theater and Sociodrama (3); FA, SP
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.

COUD512: Drama Therapy Lab (0); SU, FA, WI, SP
Drama Therapy Lab offers workshops on a variety of subjects in the Creative Arts Therapies. It also invites students to come with discussion topics, presentations, rehearsals, and opportunities to delve more deeply into many of Drama Therapy's core concepts and practices

COUD518: Ethics in Creative Arts Therapy (3); WI, SU
Provides historical, philosophical and practical context for ethical, clinical and

professional issues in art and drama therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art and drama therapy and ethical research practice.

COUD519: Ethical Issues in Drama Therapy (1); SP
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.

COUD520: Special Populations in Drama Therapy (4); SP
This course examines the application of drama therapy with a variety of special populations, which may include, but are not limited to: at-risk children and adolescents, developmentally disabled, trauma survivors, and incarcerated persons.

COUD590: Special Topics in Drama Therapy (1-5)
Explores contemporary and seminal issues related to theoretical understanding, clinical assessment and treatment issues using drama therapy with individuals, groups, couples and families. The emphasis is on the creative process within the therapeutic realm that attends to multicultural competency. Students examine developmental, interactional and multicultural aspects.

COUD591: Pre-Internship Practicum and Supervision in Marriage and Family Therapy/Creative Arts Therapy (1); SU, FA, WI, SP
Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance as well as a fee for supplies. ***Prerequisites:*** *COUA503: Family of Origin Systems and Creative Arts Therapy, COUA504: Multicultural Perspectives in Creative Arts Therapy, COUN505: Systems Perspectives in Family Therapy, COUN506: Communication and Counseling Skills, and COUN515: Psychopathology.* Students are expected to repeat the course for a minimum of two quarters in order to acquire a total of 100 hours, with at least 40 direct client contact hours.

COUD592: Pre-Internship Practicum and Supervision in Clinical Mental Health Counseling/Creative Arts Therapy (1); SU, FA, WI, SP
Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. There is a fee each quarter for liability insurance as well as a fee for supplies. ***Prerequisites:*** *COUA503: Family of Origin Systems and Creative Arts Therapy, COUA504: Multicultural Perspectives in Creative Arts Therapy, COUN505: Systems Perspectives in Family Therapy, COUN506: Communication and Counseling Skills, COUN515: Psychopathology, and COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive.* Students are expected to repeat the course for a minimum of two quarters in order to acquire a total of 100 hours, with at least 40 direct client contact hours.

COUD600A: Internship: Clinical 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 800 on-site hours, 300 of which must involve direct face-to-face client contact. There is a fee each quarter for liability insurance.

COUD600B: Internship: Marriage 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 800 on-site hours, of which 500 hours are direct face-to-face client contact, 250 of which must be with couples or families, 300 of which must be using drama 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/DT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.*

COUD601A: Case Consultation: Clinical Mental Health Counseling/ Drama Therapy (1)
Provides CMHC/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. There is a lab fee each quarter for supplies. ***Prerequisites:*** *Core required courses as listed in CMHC/DT plan of study. Must be taken concurrently with CMHC/DT internship.*

COUD601B: Case Consultation: Marriage 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. There is a lab fee each quarter for supplies. ***Prerequisites:*** *Core required courses as listed in CFT/DT plan of study. Must be taken concurrently with CFT/DT internship.*

COUD602A: Case Supervision: Clinical Mental Health Counseling/ Drama Therapy (1)
Designed for CMHC/DT students completing their internships under the onsite supervision of those who do not meet with standards for being an Antioch approved supervisor.

COUD602B: Case Supervision: Marriage and Family Therapy/ Drama Therapy (1)
Designed for CFT/DT students completing their internships under the onsite supervision of those who do not meet with standards for being an Antioch approved supervisor.

COUD650: 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.

COUN500: 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 permission .*

COUN501: Competency Assessment II (0-1); 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.*

COUN502: Competency Assessment III (0-1); 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.*

COUN503: 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.*

COUN504: 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 CMHC and CFT. ***Prerequisite:*** *COUN/COUA/COUD503: Family of Origin Systems (for CFT/ CMHC students); space may be available for other students during late registration.*

COUN505: 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 CMHC and CFT students. ***Prerequisite:*** *COUN/ COUA/COUD503: Family of Origin Systems (for CFT/ CMHC students); space may be available for other students during late registration.*

COUN506: 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.

COUN507: 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:*** *COUN506: Communication and Counseling Skills.*

COUN508: 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.

COUN510: 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:*** *COUN506: Communication and Counseling Skills and PSYC490: Theories of Personality.*

COUN511: 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:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior.*

COUN512: 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:*** *COUN505: Systems Perspective in Family Therapy and COUN506: Communication and Counseling Skills.*

COUN513: Domain Competency Attainment (1); Varies
Provides students an opportunity to increase their knowledge and skills in a domain in which they have not sufficiently demonstrated a level of Intermediate Competency. Students are individually guided in a course of study that requires them to examine and then improve their performance in the domain in question.

COUN515: Psychopathology (3); SU, FA, WI, SP
Provides orientation to the etiology and symptoms of the major DSM-5 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.*

COUN516: 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-5 and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. ***Prerequisite:*** *COUN515: Psychopathology.*

COUN518: 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.

COUN519: 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:*** *COUN518: Ethics and Professional Issues.* (CFT students are encouraged to take these courses concurrently.)

COUN522: 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.

COUN523: 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.

COUN524: 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.

COUN525: 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.

COUN526: 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:*** *COUN506: Communication and Counseling Skills.*

COUN527: 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:*** *COUN506: Communication and Counseling Skills.*

COUN528: 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.

COUN529: 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.

COUN530: 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.

COUN531: 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.*

COUN535: Historical and Sociocultural 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.

COUN540: 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN541: 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN542: Counseling Multiracial Families (1); SU
Examines the lives of contemporary inter-racial 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN543: 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN544: 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN545: Counseling Hispanic/Latino(a) Clients (3)
Students explore cultural considerations necessary to provide relevant assessment and treatment. ***Prerequisites:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN546: Counseling Clients with Disabilities (3)
Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. ***Prerequisite:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN547: 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:*** *COUN/COUA/COUD504: Multicultural Perspectives.*

COUN550: 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.

COUN551: 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:*** *COUN550: Research Methods: Introduction to Research (CFT students can take this course sequentially or concurrently with COUN550: Research Methods: Introduction to Research).*

COUN552: 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.

COUN560: Trauma, Disaster Response & Crisis Counseling (3); FA, SP
Apply theory and best practices related to trauma and crisis management, working with individuals and groups recovering from the effects of trauma and crisis, such as natural disasters, violence, terrorism or war. Broaden your understanding to models of crisis intervention, counseling, and resiliency enhancement as well as effective strategies to respond to crises as a counseling leader. Learn the appropriate ethical and legal responses to individual, community, national, and international crises. ***Prerequisite:*** *COUN506: Communication and Counseling Skills, COUN508: The Counseling Profession and Identity.*

COUN565: History of War and Traumatic Stress Injuries: A Social Justice Perspective (1); SP
This cross disciplinary course represents the first-ever exploration into the perplexing history of war stress injuries and repetitive military mental health crises that have plagued generations of the warrior class and American society since the turn of the 20th century. A social justice framework is adopted when examining the underlying factors believed responsible for cyclical failures to meet mental health needs including mental health stigma, disparity, and antiquated dualistic policies of "mental" and "physical" health that negatively impact military and civilian populations alike. The aftermath of military experiences in war have traditionally had a profound influence on a broad range of postwar polices and professions such as medicine, psychiatry, psychology, social work, occupational therapy, neurology, nursing, pastoral care, journalism, sociology, history, etc. What is the likely impact from the current wars, and how might our views of mental health change?

COUN580: Applied Couple Therapy (3)
An introduction to an integrated couple therapy model for conducting couple therapy and emphasizing the development of clinical skills for working with couples. ***Prerequisite:*** *COUN506: Communication and Counseling Skills, COUN505: Systems Perspectives in Family Therapy.*

COUN581: Applied Family Therapy (3)
An introduction to the common factors approach to conducting family therapy and emphasizes the development of clinical skills for working with families. ***Prerequisite:*** *COUN506: Communication and Counseling Skills, COUN505: Systems Perspectives in Family Therapy.*

COUN582: Theories of Couple & Family Therapy (3)
A review of the foundational theories of couple and family therapy and how these different clinical approaches are effectively applied. ***Prerequisite:*** *COUN506: Communication and Counseling Skills, COUN505: Systems Perspectives in Family Therapy.*

COUN583: Effective Parenting (3); FA, SP
This course explores the many facets and issues involved in counseling parents. Topics include the social context of parenting, clinical techniques for working with parents, the role of attachment styles in parent/child interactions, and strategies for effective parenting.

COUN590B: Special Topics in Clinical Mental Health Counseling (1-3)
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.

COUN591: 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:*** *COUN503: Family of Origin Systems, COUN504: Multicultural Perspectives, COUN505: Systems Perspectives in Family Therapy, COUN506: Communication and Counseling Skills, and COUN515: Psychopathology.* This is an elective course.

COUN592: Pre-internship Practicum and Supervision in Clinical 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: *COUN503: Family of Origin Systems, COUN504: Multicultural Perspectives, COUN506: Communication and Counseling Skills, COUN507: Group Counseling, COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior, COUN511: Theories and Practice of Counseling: Humanistic/Transpersonal/Eastern, COUN515: Psychopathology, COUN516: Psychodiagnostics and Treatment Planning, COUN518: Ethics and Professional Issues. Students are expected to repeat the course for two consecutive quarters.*

COUN593: Supplemental Supervision (0-1)
Students register for this course concurrently with Pre-Internship Practicum to provide weekly individual supervision during their counseling experiences either on-site (AUS Clinic) or off-site (site-based practicum/internship). Registering for this course guarantees the availability of a supervisor with appropriate credentials and time for supervision involving video-taped review of counseling sessions. The student and the individual supervisor will arrange a midterm and final meeting with the university supervisor to review student progress and goals. ***Corequisites:*** *COUN592: Pre-Internship. Repeatable for credit - maximum credit allowed (2).*

COUN594: 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.

COUN598: 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.*

COUN599: Independent Study (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 advisor, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

COUN600A: Internship: Clinical 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 CMHC plan of study. Must be taken concurrently with Case Consultation.*

COUN600B: 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.*

COUN601A: Case Consultation: Clinical Mental Health Counseling (1); SU, FA, WI, SP
Provides CMHC 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 CMHC plan of study and concurrent enrollment in CMHC internship.*

COUN601B: 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.*

COUN602B: 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. (Check AUS MA Clinical Training HUB for the updated list) 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.*

COUN610: 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:*** *COUN515: Psychopathology.*

COUN612: 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.

COUN613: Clinical Treatment of Adolescents (3); SU
Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

COUN614: 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.

COUN616: 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:*** *COUN506: Communication and Counseling Skills and COUN/COUA/COUD504: Multicultural Perspectives.*

COUN617: 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:*** *COUN506: Communication and Counseling Skills.*

COUN618: Clinical Treatment of Multi-Problem Families (3) FA
Introduces the theories and techniques that are applicable to the clinical treatment of children and teens in multi-problem families typically seeking assistance from mental health agencies. Equal emphasis will be placed on individual, family and systemic interventions.

COUN622: 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:*** *COUN506: Communication and Counseling Skills.*

COUN623: 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:*** *COUN506: Communication and Counseling Skills.*

COUN624: Creative Modalities: Adventure-based Counseling (4); 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:*** *COUN506: 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.*

COUN625: 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:*** *COUN506: Communication and Counseling Skills.*

COUN626: 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:*** *COUN506: Communication and Counseling Skills*

COUN627: Creative Modalities: Creative Humor at Work (3)
Students explore the power of humor and consider the benefits of humor and laughter. We all have barriers that curtail the use of humor in our daily lives; participants identify personal barriers, the ways in which they stop themselves from using humor. They also examine techniques to create humor; the class provides opportunities to practice using these techniques. Since humor is said to stimulate creativity, students investigate creative problem solving and each person gathers ideas for a personal Humor Plan.

COUN630: 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:*** *COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

COUN631: Advanced Theories: Brief Therapies (3); FA
Provides an introduction to the theory and practice of brief psychotherapies. Focuses on postmodern theories including narrative, solution-focused, and strength centered 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:*** *COUN510: Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical specializations.*

COUN632: 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:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor.*

COUN633: 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:*** *COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

COUN634: 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:*** *COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

COUN636: 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:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive*

Behavior or by program and instructor permission for students outside of the clinical specializations.

COUN637: 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:*** *COUN511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

COUN638: 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:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

COUN639: Advanced Theories: Contemporary Psychoanalytic Psychotherapy (3)
An introduction to the basic principles of contemporary psychoanalytic perspectives on growth, healing and the therapeutic relationship , with an emphasis on application of these principles to a variety of community mental health settings. Students engage in structured exercises that support the development of active, inquiring mindfulness while engaging interpersonally with a practice partner. ***Prerequisite:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

COUN640: Advanced Theories: Attachment Theory (3)
Overview of John Bowlby's developmental theory of attachment, emphasizing its implications for a model of psychotherapy as "transformation through relationship." Students explore the contributions of Ainsworth and Main to the development of attachment theory and are introduced to the four primary states of mind in regards to attachment. They also study the long-term effects of infant attachment patterns on personality development and subsequent relationships throughout the lifespan. ***Prerequisite:*** *COUN510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

COUN641: Advanced Theories: Integral and Transpersonal Theories (3)
Focuses on therapeutic frameworks and approaches derived from the disciplines of transpersonal and integral psychology, with an emphasis on psychospiritual development and inclusion of body, mind, and spirit in self, culture and nature.

COUN651: 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.*

COUN660: Integrating Challenges in Psychospiritual Work (3)
Focuses on potential challenges that can arise in the course of doing spiritually-integrated psychotherapy as well as in the spiritual journey itself. Consideration will be given to working with religious diversity and ethical issues in psycho-spiritual counseling.

COUN662: Introduction to Counseling and Spirituality (3)
Explores questions that are central to understanding the rich and complex interplay of counseling and spirituality, and focuses on general approaches to spiritually-integrated counseling.

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.

EDUC502: Education and Society–Foundations of Schooling in a Diverse America (3); FA, WI, SP
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); WI
This course constructs a critical, historical, and philosophical context for today's issues of race, class and gender, sexuality, disability, and other identity markers, closely examining 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 class explores these issues as they are associated with a variety of social groups, especially those holding less power, status and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can approach cultural differences in the classroom.

EDUC509: Child Development and Learning Theory (3); 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.

EDUC510: Strategies of Instruction and Assessment (3); FA, WI, SP
Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research 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); FA
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.

EDUC534: Integrating the Arts (3); SU, FA, WI, SP
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.

EDUC539: Inquiry and Integration: Social Studies and Art (3) SU, WI
Candidates use inquiry-based instructional approaches to Social Studies and Art content. Participants apply best practices in planning instruction and assessment, leveraging content integration to support student transfer of knowledge and skill across multiple contexts and domains of knowledge.

EDUC540: Instructional Methods for Social Studies I (3); SU, FA, WI, SP
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.

EDUC546: Leadership and Reform (4); SP
This is an overview of the wide landscape of educational change in society, present and past. Students gain a broad perspective on the critical issues of reform and innovation in order to evaluate systematically the merit and effect of change projects, and to take important and meaningful leadership roles in projects of interest and concern to them.

EDUC550: Instructional Methods: Mathematics I (3); SU, FA, WI, SP
This combined content and methods course is based on the mathematics content standards developed by National Council of Teachers of Mathematics (NCTM) and Common Core State Standards, including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability. 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. 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.

EDUC551: Instructional Methods: Mathematics II (3); SU, FA, WI, SP
This course continues the work from EDUC550 combining content and methods based on the mathematics content standards developed by National Council of Teachers of Mathematics (NCTM) and

Common Core State Standards, including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability. Teacher candidates develop an under-standing 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 models a variety of instructional techniques with the integration of multicultural ideas and literature. 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 (3); SU, FA, WI, SP
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 (3); SU, FA, WI, SP
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, Fitness and Safety (3); SU, FA, WI
Candidates explore current issues around children's health and safety 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. Candidates are trained on professional responsibilities concerning issues of abuse and neglect, and on the knowledge and skills needed to recognize and response to emotional and behavioral stress in students.

EDUC561: Literacy Issues and Methods I: Writing and Learning to Write (3); SU, FA, WI, SP
In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. This course considers the full spectrum of literacy with first emphasis on early development in interrelated reading and writing grades K-3. Second emphasis is given to subsequent development (grades K-8) in the comprehensive literacy of reading and writing, as deeply linked and mutually supportive processes of constructing meaning.

EDUC563: Literacy Issues and Methods II: Reading and Learning to Read (3); SU, FA, WI, SP
In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. This course considers the full spectrum of literacy; emphasis is given to subsequent development (grades k-8) in the comprehensive literacy of reading and writing, as deeply linked and mutually supportive processes of constructing meaning.

EDUC565: Global Perspectives on Children's Literature (4); SU, SP
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.

EDUC575: Pacific Northwest History and Government (1); SU, FA, WI
Candidates will evaluate the role of historical events and themes and how they shape the present and future in the history of the Northwest, the United States, the world, and tribal, indigenous, and diverse cultures.

EDUC576: ELL/Language Acquisition Seminar (1); FA, WI, SP
Seminar focuses on instructional planning and practice for teaching English as second language, as well as strategies classroom teachers can use to support the learning of multilingual children. Skills and knowledge developed in this seminar will be integrated into methods and master project coursework.

EDUC577: English Language Learners (3); SU, FA, WI, 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.

EDUC580: Special Topics in Education (1-4); Varies
Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

EDUC584: Classroom Management and Discipline (3); SU, FA, WI, SP
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 (10)
Students explore the diversity of teaching and schooling.

EDUC586: Classroom Management I: Equity, Democracy, and Group Dynamics (1); SU, WI, SP
Students explore a range of management theories and strategies from research on social justice, equity, and the democratic classroom. Students will examine the values and beliefs inherent within each framework, especially as they pertain to populations that traditionally fare poorly in public schools. This is a practicum course integrated into the pre-internship Teaching Experiences.

EDUC587: Classroom Management II: Individual and Group Dynamics (1); SU, FA, SP
Students develop a classroom management plan based on management theories and strategies from research on social justice, equity, and the democratic classroom studied in Classroom Management I. This is a practicum course integrated into the pre-internship Teaching Experiences. ***Prerequisite:*** *EDUC586: Classroom Management I.*

EDUC590: Student Teaching (10); FA, WI, SP
During student teaching, candidates must: present a positive and professional 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; participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience. ***Prerequisite:*** *EDUC618: Master's Culminating Project and successful passage of the WEST-E test(s) by the end of the 2nd quarter of enrollment.*

EDUC591: Teacher Performance Assessment/Support Seminar (1); FA, WI, SP
Students focus on preparation of the endorsement portfolio.

EDUC598: Supervised Field Experience (1)
In the first three quarters of program enrollment teacher preparation program candidates engage in supervised field experience of one week (or of equivalent time). They will study the dynamics and context of classroom instruction, and undertake opportunities to plan and conduct instruction and assessment of various types. Candidates will also understand more fully how to develop positive relationships with and among students and various strategies for effectively and sensitively managing classroom activity. Repeatable for up to 3 credits.

EDUC599: Independent Study (1-4); SU, FA, WI, SP
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); SU, FA, WI, SP
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 MAEd. Concentration/ Endorsement Options.

EDUC606: Research and Grant Writing (4); SU
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
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); SU, FA, WI, SP
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); SU, FA, WI, SP
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 (2-4); 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.

EDUC615: Integrated Master's Project I: Positive Student Impact (2); FA, WI, SP
This course is integrated into the first quarter Field Week Teaching Experience. Candidates develop a research question and hypothesis, a context of learning, plan for and collect data on positive student impact. With guidance from mentoring faculty member, candidates begin research linking best practices to their research question. Candidates complete a critical evaluation of, and plan for instructional adjustment based on their findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Master's Project leads to a capstone professional growth document in preparation for student teaching.

EDUC616: Integrated Master's Project II: Positive Student Impact (2); SU, WI, SP
This course is integrated into the second quarter Field Week Teaching Experience. During this course candidates revise their hypothesis based on assessment data collected during Master's Project I. Candidates continue research to support instructional adjustments, plan for and apply instructional adjustment based on previously collected on positive student impact data. This stage concludes in a critical evaluation and plans for instructional adjustment based on findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Master's Project leads to a capstone professional growth document in preparation for student teaching.
Prerequisites: *EDUC617: Master's Project I.*

EDUC617: Integrated Master's Project III: Positive Student Impact (2); SU, FA, SP
This course is integrated into the third quarter Field Week Teaching Experience. Candidates develop a research question and hypothesis, a context of learning, and plan for and collect data on positive student impact. With guidance from mentoring faculty member, candidates begin research linking best practices to their research question. Candidates complete a critical evaluation of, and plans for instructional adjustment based on their findings. The goal of this course is to engage candidates as creators of knowledge and pedagogical responses. This portion of the Master's Project leads to a capstone professional growth document in preparation for student teaching.
Prerequisites: *EDUC616: Master's Project II.*

EDUC618: Master's Capstone Project: Positive Student Impact (2); SU, FA, WI
This course is completed prior to student teaching. Candidates have completed three pre-internship Field Teaching Experiences. During this course candidates compile a portfolio that captures their competency to plan for instruction and assessment by conducting an extended piece of critical evaluation that links data and findings from their research to wider educational contexts. Successful completion of the Master's Project Courses demonstrates a candidate's readiness to

begin student teaching. ***Prerequisites:*** *EDUC615, EDUC616, EDUC617: Master's Projects I, II, III.*

EDUC620: Inquiry Development (2-4); SU, FA, WI, SP
Students who have had their inquiry proposal approved by their advisors 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); SU, WI
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); SU, WI
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); FA, SP
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 Sustainability Education (4); WI
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); SP
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); SU, WI
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.

EDUC650: Inquiry Report (2-4); 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); SU, FA, WI, SP
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); SU, FA, WI, SP
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); SU, FA, WI, SP
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.

EDUC670: Survey of Adult Education (4); WI
The course will encompass an interdisciplinary and intercultural inquiry. Students will engage in critical and creative collaboration and assess the state of higher education for the 21st century. Through exercising a number of pedagogical approaches, students will design a learning module that conveys an understanding of approaches to teaching global citizens.

EDUC671: Contexts of Adult Learning (4); FA
The course will cover a range of contexts through which to assess and analyze adult learning theory. The material is applicable in the educational and business arenas. Various modes of learning and skills will inform the construction of modules applicable to students' professional development.

EDUC672: Culture, Communication, & Curriculum (4); SP
Course content and conversation will explore adult learning and development from non-western perspectives of knowing and communication. Through critical inquiry and multicultural narratives, students will collaborate and design components for culturally responsive curriculum for adult education across varied contexts.

ENVC590: Special Topics in Environment and Community (1-3)
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.

ENVC614: Environment and Community Caucus (1)
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.

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.

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); WI
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); FA
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.

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.

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.

GBL590: Special Topics in Global Studies (1-8)
Includes course offerings of special interest within or across areas of concentration.

LIBM602: School Library Program Management (3); FA
Candidates learn dispositional and practical aspects of school library management and current issues in the field while developing skills to serve as managers of the LIT program: information/technology literacy, reading advocacy and information management. The course explores the teacher-librarian's roles of collection analysis, relational leadership, and policies and procedures for school library programs including budgeting, de-selection, managing support staff and maintaining the library's physical space and virtual presence.

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.

LIBM605: Librarians as Curriculum and Assessment Leaders (3); FA, WI
This course is designed to develop strategies, instructional units, and complementary learning plans to deepen institutional collaboration between classroom teachers and teacher-librarians through curriculum and assessment planning. Candidates develop sets of instructional plans that delivers universal library curriculum through instruction for the Common Core State Standards to maximize the library program's role in career and college readiness.

LIBM608: Selection for Collections: Children's and Adolescent Library Materials (3); SU
This course focuses on evaluation and diverse selection of books, magazines, and other resources for the K-12 school library. A central focus on selecting nonfiction provides resources that complement the Common Core State Standards. Candidates will be introduced to a variety of children's authors and illustrators through cultural and genre studies. After examining online and print review sources, candidates apply these resources to the library material selection process.

LIBM610: Library Research Skills: Working in Collaboration (3); FA
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)
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 MAEd. Concentration/Endorsement Options.

MGMT615: 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.

MGMT630: Strategic Thinking and Planning (3)
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.

MRKT610: Socially Responsible Marketing (3)
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.

ORGD590: Special Topics in Organizational Development (1-3); Varies
Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

ORGD615: Overview of Organizational Dynamics: Practicum (3); WI
Students develop an in-depth understanding of the interdependent, emergent dynamics of organizations and communities based on understanding organizations as systems. They gain both the theory and the competencies for facilitating effective organization change.

ORGD616: 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.

ORGD630: 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.

ORGD631: 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.

ORGD633: 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.

ORGD640: Group Dynamics and Facilitation (3); FA
Deepen theoretical and practical understanding of group process and group roles.

ORGD642: Conflict Engagement (3); FA
Explore the interconnection of various types and levels of conflict and increase practitioner skills in managing conflict by practicing the application of concepts and models.

ORGD645: 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.

ORGD646: 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.

PSYC701: Cultural Differences in Social Systems and Professionalization-I (3); FA
The first in a three course series for those entering students with an earned MA in a mental health related field. The course series has multiple goals: to introduce students to evidence based psychotherapy, to assist students with differentiating the profession of psychology from their previous association, to facilitate knowledge of the graduate program, to facilitate in students a greater understanding of multicultural competence, and to introduce students to the basics of doing clinical work as psychologist in the capacity of change agents.

PSYC701: Foundational Clinical Skills (3)
PsyD students entering with a BA will learn foundational clinical skills including in-depth practice in active listening and rapport building skills. Students study mental status examination, case formulation, consultation, supervision, treatment planning, and principles of clinical documentation. In addition, students learn about the field of professional psychology, covering topics such as psychologist specialties, professional organizations, and licensure.

PSYC702: Individual Differences and Cultural Diversity I (3); WI
Individual Differences and Cultural Diversity I provides a socio-historical

model in which to conceptualize clinical practice. In this first class,the student explores the historical roots of contemporary mechanisms of oppression and begins to frame psychological practice within a historic framework. In addition, students review the history of the United States with an emphasis on the development of systems of privilege.

PSYC703: Individual Differences and Cultural Diversity II (3); SP
Individual Differences and Cultural Diversity II is an introduction to contemporary cultural competency theory, including critical race theory, stereotype threat, implicit bias, and socioeconomic disparities in education, economy, and health. In addition, the course reviews models of power/privilege and identity development. By the end of this quarter, students integrate both a historical and contemporary understanding of cultural competency with an emphasis on clinical practice implications.

PSYC705: Cognition and Affect (3); SU
Classic and current theories, implications and research on cognitive and affective bases of behavior. Also examines the constructivist views of thoughts and emotions. Topics include history of scientific bases of cognition and affect, developmental bases of cognition and affect, and memory.

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); WI
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 & Practicum (4); WI
Introduces students to fundamentals of assessment with a focus on intelligence testing using the Weschler Scales. Covers test construction, psychometrics, history of assessment, contemporary controversies in assessment and assessment with diverse populations. Includes lab credit (1) to support student learning of assessments outside of class time. ***Prerequisite:*** *PSYC735: Psychometrics; PSYC 721: Psychopathology.*

PSYC713: Assessment: Personality & Practicum (4); SP, SU
Introduction to personality assessment using objective measures. Includes psychometrics, administration, scoring and interpretation with specific focus on applications with diverse populations. Includes lab credit (1) to support student learning of assessments outside of class time. ***Prerequisites:*** *PSYC711: Assessment: Intelligence & Practicum.*

PSYC715: Assessment: Projectives & Practicum (4); SU
Introduction to projective assessment with a focus on the Rorschach. Includes training in the contemporary standardized scoring and interpretation systems (e.g., Exner). Includes lab credit (1) to support student learning of assessments outside of class time. ***Prerequisites:*** *PSYC711: Assessment: Intelligence & Practicum; PSYC713: Assessment: Personality & Practicum.*

PSYC717: Assessment: Integration & Practicum (4); FA
Students complete a battery of assessments, learn to draw inferences from multiple measures and provide feedback to clients and referral sources. The class offers an opportunity to conduct full psychological assessments, learn to draw inferences from multiple measures, and provide feedback to clients and referral sources. Includes lab credit (1) to support student learning of assessments outside of class time. ***Prerequisites:*** *PSYC713: Assessment: Personality & Practicum.*

PSYC719: Theories: Systems Perspectives in Family Therapy (3); WI
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.

PSYC720; Biological Bases of Behavior I: Clinical Medicine (3); FA
The first course in the biological bases of behavior sequence. Provides an overview of health and the mind-body connection, integrating anatomy, physiology, and pathophysiology as they influence psychological and physical health including the effects of stress, resilience, and promoting the integration of psychological and medical issues.

PSYC721: Psychopathology (3); FA
This foundational course introduces students to the multiaxial diagnostic system of the Diagnostic and Statistical Manual (DSM). The emphasis is on understanding, identifying, and accurately diagnosing adult psychopathology through differential diagnosis. Descriptive psychopathology is complemented by readings on current research, theory, multicultural factors, and treatment planning.

PSYC722: Biological Bases of Behavior II: Psychophysiology (3); WI
Focuses on the biological bases of behavior providing more detailed foundational knowledge in the areas of neuroanatomy, neurophysiology and neurochemistry. Students become knowledgeable about issues surrounding research on the biological bases of behavior so they can become critical consumers of new information in this area. ***Prerequisite:*** *PSYC720: Biological Bases of Behavior I: Clinical Medicine.*

PSYC723: Psychopharmacology I (3); SP
This course introduces 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. It addresses the role of special populations and multicultural differences. Students study the basic principles of pharmacology as background for understanding the clinical indications, mechanisms for action, common adverse effects, drug interactions, contraindications, reasons for treatment failures and controversies regarding each major class of psychoactive drug currently in use. ***Prerequisites:*** *PSYC722: Biological Bases of Behavior II: Psychophysiology.*

PSYC724: Learning Theory (3); SU
An examination of underlying fundamental learning principles, their integration into various theoretical approaches and relevant application of contemporary learning theory research to understanding cognition, emotion, therapeutic change 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. ***Prerequisite:*** *PSYC725: Lifespan Development I – Child.*

PSYC727: History and Systems of Psychology (3); WI
This course provides an overview of various philosophical foundations and historical trends in European and North American psychology. Psychological theories and practices, schools of thought, and paradigms will be studied as cultural artifacts, social products that both reflect and influence the historical eras in which they are embedded. Students will learn about cultural history and utilize that approach to study aspects of academic psychology, applied psychology, philosophical psychology, and psychotherapy.

PSYC728: Psychopharmacology II: Drugs of Abuse (2); SU
This course focuses on the psychopharmacology of drugs of abuse, both legal and illegal. It covers hypothesized neurological pathways of addiction, issues of tolerance, detoxification and withdrawal, physiological assumptions of common models of treatment and maintenance and medications used for treatment and relapse prevention. ***Prerequisite:*** *PSYC723: Psychopharmacology I.*

PSYC730: Ethics (3); FA
The legal and ethical issues in the conduct of professional psychology are considered within the context of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

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
This course is the first in a two-course series on approaches to, methods used in, and data analytic strategies for qualitative research in psychology. The focus is on the philosophical and theoretical basis of

qualitative traditions such as grounded theory, case study, biography, phenomenology and ethnography. Particular methods within these broad traditions are detailed by means of student presentations, and a team qualitative study is designed and data collection begun in this course. Computer-aided qualitative data analysis is briefly introduced, with a focus on data analysis to be continued next term. ***Prerequisite:*** *PSYC732: Quantitative Methods and Analysis II.*

PSYC734: Qualitative Methods and Analysis II (3); SU
This course is the second in a two-course series on approaches to, methods used in, and data analytic strategies for qualitative research in psychology. The focus is on data analysis and research reporting from within qualitative traditions such as grounded theory, case study, narrative, phenomenology and ethnography. Published qualitative research will be read for content as well as reporting styles. Students will design their own qualitative study, integrating and applying learning from qualitative traditions.
Prerequisite: *PSYC733: Qualitative Methods and Analysis I.*

PSYC735: Psychometrics and Lab (5); FA
Provides an understanding of psychometric theory, test development, and cultivates the skills to evaluate the merits of psychological tests, including interpretations and inferences from these measures. The class offers an overview of test theories, psychometric concepts and measurement statistics. Students participate in hands-on test development, administration, and psychometric analysis lab activity. The course covers research, theories, and applications of a wide range of psychological testing concepts.

PSYC736: Social Psychology (4); SP
This advanced course in social psychology examines research on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual.

PSYC737: Group Processes and Therapy (3); SP
After review of basic research on group processes, students will deepen and broaden their knowledge and experience of group therapy and group theory. Focuses on specific applications of different types of therapeutic groups and particular populations.

PSYC738: Couples Therapy (3); SU
An integrative systems perspective on couples therapy, including developmental, interactional and multicultural aspects.

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.*

PSYC745: Advanced Ethics (2); SP
Builds upon the foundational ethics course by focusing on the application of ethical and legal knowledge and decision-making in the practice of clinical psychology.
Prerequisite: *PSYC730: Ethics.*

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 Psychotherapy or Child Clinical Psychology concentration completed, PSYC722: Biological Bases of Behavior II: 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:*** *PSYC703: Issues in Diversity and Professionalism-III; PSYC703A: Issues in Diversity and Counseling Skills-III.*

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
This is a general survey course concerning Forensic Psychology. Material will emphasize prerequisites needed to do forensic assessment. Landmark legal cases will also be emphasized. Other topics covered are: forensic ethics, legal terminology, risk assessment, testifying, malingering, psychopathy, and personality disorders. ***Prerequisites:*** *Either Adult Psychopathology or Child Clinical Psychology concentration completed; PSYC717: Assessment: Integration & Practicum.*

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.*

PSYC765: History of War and Traumatic Stress Injuries: A Social Justice Perspective (1); SP
This cross disciplinary course represents the first-ever exploration into the perplexing history of war stress injuries and repetitive military mental health crises that have plagued generations of the warrior class and American society since the turn of the 20th century. A social justice framework is adopted when examining the underlying factors believed responsible for cyclical failures to meet mental health needs including mental health stigma, disparity, and antiquated dualistic policies of "mental" and "physical" health that negatively impact military and civilian populations alike. The aftermath of military experiences in war have traditionally had a profound influence on a broad range of postwar polices and professions such as medicine, psychiatry, psychology, social work, occupational therapy, neurology, nursing, pastoral care, journalism, sociology, history, etc. What is the likely impact from the current wars, and how might our views of mental health change?

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: Psychopathology II: Developmental Psychopathology, PSYC730: Ethics, PSYC717: Assessment: Integration & Practicum.*

PSYC776: Psychopathology II: Developmental Psychopathology (3); SU
The second part in the psychopathology series providing a detailed examination of contemporary research from a developmental psychopathology perspective toward understanding the risk and protective factors involved in the etiology of psychopathology across the lifespan. ***Prerequisite:*** *PSYC721: Psychopathology; PSYC725: Lifespan Development I: Child; PSYC 719: Theories:Systems Perspective in Family Therapy is also recommended.*

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; PSYC 719: Theories: Systems Perspective in Family Therapy.*

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 Diagnostics and Psychotherapy I (3); FA
An overview of an integrative approach to the assessment and treatment of adults in developing an individualized, culturally sensitive treatment plan, including diagnostics, clinical judgment, research evidence, and patients' characteristics, values, and context. ***Prerequisites:*** *PSYC721: Psychopathology, PSYC730: Ethics, PSYC717: Assessment: Integration & Practicum 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.*

PSYC782: Adult Psychotherapy II: Interventions (3); WI
An advanced exploration and refinement of the approaches initially studied in Theories I. ***Prerequisite:*** *PSYC780: Adult Diagnostics and Psychotherapy I.*

PSYC784: Adult Psychotherapy III: Interventions (3); SP
Designed to give students a comparative look at the main psychotherapeutic approaches 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:*** *Adult Psychotherapy II: Interventions.*

PSYC790: Special Topics in Psychology (1-5); Varies
Includes course offerings of special interest within or across areas of concentration.

PSYC791: Professional Seminar I (3); FA
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. Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided. ***Prerequisite:*** *PSYC730: Ethics, PSYC721: Psychopathology, PSYC776: Psychopathology II: Developmental Psychopathology (Child track) PSYC717: Assessment: Integration & Practicum.*

PSYC792: Professional Seminar II (3); WI
Students continue to apply information acquired in theory classes to clients in the Antioch Community Counseling and Psychology Clinic or community placement sites. Individual and group supervision are provided. Seminars cover current topics and evolving trends around early career issues in clinical psychology. Students will also conduct a mock clinical oral examination. ***Prerequisite:*** *PSYC791: Professional Seminar I.*

PSYC793: Professional Seminar III (3); SP
Students continue to apply information acquired in theory classes to clients in the Antioch Community Counseling and Psychology Clinic or community placements. Individual and group supervision are provided. Seminars cover current topics and evolving trends around early career issues in clinical psychology. Students are refining case conceptualization, treatment planning, and case presentations skills that culminate in a second simulated clinical oral examination. ***Prerequisite:*** *PSYC792: Professional Seminar II.*

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 that 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 Psychotherapy or Child Clinical Concentration.*

PSYC798: Practicum: Prior Learning (1); FA, WI
Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. ***Prerequisites:*** *Earned mental health MA and prior approval of instructor to ensure MA 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 PsyD 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); WI
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. This course serves as an introduction to the field of neuropsychology. The course will review functional neuro-anatomy as well as the underlying neuropathy and neuropsychological sequelae of commonly occurring neurologic/neuropsychological syndromes. Additionally, it will focus on neuropathy and the neuropsychological presentations of common pediatric and adult neurologic neuropsychological disorders. The overarching goal is the development of foundational knowledge essential to the development of critical thinking skills, pertaining to the interaction of neurology, cognition, emotion and behavior. May be taken separately as an elective credit or as credit toward the neuropsychology concentration. ***Prerequisite:*** *Completion of basic clinical concentration, PSYC722: Biological Bases of Behavior II: Psychophysiology.*

PSYC803: Assessment: Neuropsychology (3); SU
The second course in the Neuropsychology concentration 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. This course addresses assessment and interpretation of the relationship between nervous system function, cognition,

emotion and behavior; and applies this knowledge to the design of individualized patient intervention. A domain approach to neuropsychological assessment is used.

Students gain an understanding of the field through review of the constructs under consideration in the assessment process and their relation to particular assessment instruments. Students review child, adolescent, and adult measures. The psychosocial adjustment of patients and the dynamics among individuals involved in their care is additionally emphasized. The course takes an interdisciplinary approach, integrating information from medicine (neurology, neuroradiology, psychiatry, and psychology. Students are assigned readings as well as acquiring knowledge through re view of both clinical cases and research outcomes. ***Prerequisite:*** *PSYC802: Neuropsychology.*

PSYC804: Community Psychology (3); SU

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 a basic clinical concentration.*

PSYC805: Professional Issues in Career Management I (1); SU

This is the first in a two course series to prepare students to transition from graduate school to early career psychologist. The primary focus is to understand the elements necessary for successful application to internship and state psychology licensure. Students will be given opportunity to complete and review their application documents. ***Prerequisites:*** *Concentration complete or in final term of concentration and passed two annual reviews.*

PSYC806: Consultation and Supervision (3); SU

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 Clinical Psychology.*

PSYC807: Advanced Professional Issues in Career Management II (2); FA

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. Topics are addressed in greater depth. ***Prerequisites:*** *PSYC805: Professional Issues in Career Management, and basic clinical concentration.*

PSYC808: ADHD/LD Assessment & Consultation (3); FA

Addresses the issues involved in assessment, intervention and consultation in the areas of Attention Deficit Disorder and Learning Disability, both of which are strongly implicated in virtually all neurologic and neuropsychological disorder. This course reviews varying models of Attention Deficit Disorder, theories of resilience and self-efficacy which are integrally bound up with ADD and learning disability as well specific cognitive, academic and organizational

presentations of learning disability. The overarching goal of this course is a comprehensive understanding of the varying constructs available as regards ADD/LD and associated co-morbidities, the ability to use well standardized assessment tools for comprehensive evaluation; the ability to develop effective and appropriate interventions and finally the ability to provide effective consultation to the patient, stakeholders and the larger environment in which the client is expected to function. ***Prerequisite:*** *PSYC803: Assessment: Neuropsychology.*

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, and PSYC733: Qualitative Methods and Analysis I.*

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.*

PSYC850: Dissertation Learning Site (0)
This course is the online learning site for the Dissertation Seminar series. ***Co-requisites:*** *PSYC810: Dissertation Seminar I, PSYC820: Dissertation Seminar II, PSYC830: Dissertation Seminar III, and PSYC840: Dissertation Seminar IV.*

PSYC851: Program Evaluation I (2)
First of three linked courses. Program evaluation history, theory, principles, and design of logic models from utilization-focused and learning organization perspectives. Service learning will include working with an evaluation client to design an evaluation, setting up a database, and creating mock results, all in service to the stakeholders' needs to make judgments about, changes in, or decisions about their programs.

PSYC852: Program Evaluation II (1)
Second of three linked courses. Evaluation implementation. Service learning includes evaluation data capture, analysis and three types of summaries of results for reporting (scholarly, to funders, to clients).

PSYC853: Program Evaluation III (1)
Third of three linked courses. Evaluation reporting and utilization. Service learning includes generation of three types of reports (scholarly, to funders, to clients) and meaning-making from evaluation results to promote utilization and quality improvement of human services.

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.*

PSYI595: ISP Practicum (1-9)
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 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 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 advisor must approve the project design before the student registers for application project credits. ***Prerequisites:*** *Core integrative studies courses and approval of advisor.*

SPED600: Special Education Concentration Independent Study/ Elective (4); SU, FA, WI, SP
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 MAEd Concentration/Endorsement Options.

SPED601: Special Education (3); SU, FA, WI, SP
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.

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); FA
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 under-representation 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 IFSP and IEP 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); SP
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); SP
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 IFSP and IEP 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.*

SPED631: Differentiating in an Inclusive Classroom (3); SU, WI, SP
Teacher candidates focus on theories and strategies for teaching students with special needs. Course focuses on collaborative practices with teachers, parents and other professionals, as well as curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the diversity of children and families.

WRTG600: Writing Strategies Seminar (1); 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: Digital Storytelling (3); SP
The ancient art of storytelling brought to new life in the digital age. This class explores the power of story as it gives voice to memories, identities, life lessons, dreams and yearnings for change. Students learn to craft script, still and video images and music soundtrack into a 3-5 minute digital movie.

WRTG602: Researching Strategies Seminar (1-3); FA
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. *This class is highly recommended for Thesis and Dissertation writers.*

WRTG603: Rhetorical Questions (3);
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);
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.

WRTG607: Technical and Professional Writing (3); WI
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).

WRTG608: Books by Hand (3); SU
Provides students with models of the ancient craft of bookbinding while engaging in writing of poetry and prose. The class is an "arts and craft" workshop in which students develop a piece of polished writing and learn techniques of creating beautiful books.

WRTG610: Project Writing (1); 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.

WRTG611: Writing in Psychology (3); FA, WI, SP
Writing in Psychology offers Psychology graduate students a comprehensive experience in writing from and about research for the psychological discourse community. The class emphasizes critical reading & thinking, the development of technical & library skills as well as the integration of primary & secondary sources in graduate level writing. Students gain experience in composing in multiple genres requiring formal research.

WRTG615: The Personal Essay (3); FA
Students engage in an examination of the essay as a genre while exploring their own narrative voices. This workshop-style course draws from life experiences and transitions for material and includes the reading of essays, weekly freewrites, shorter written assignments, and one complete personal essay.

WRTG616: Media Writing (3); SU
Students define and explore the essentials for writing within modern media. From blogs to PSAs; across radio, print and the Web, writers practice composition and study the patterns of consumption for each medium. Whether the student works with non-profit communications, crafting educational outreach or promoting a benefit event, these techniques are effective.

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.

WRTG700: Writing in PsyD (1); FA
This first seminar is a required course for all entering PsyD students and introduces them to the discourse of the psychological community, general APA style and format expectations, and various genres of writing tasks expected on the doctoral level. The 10-hour class provides a "baseline" of understanding of the rhetorical demands of writing in psychology in order to be

sufficiently prepared for the first quarter of study and writing. A writing assessment is conducted during this 10-hour course, and students identified as needing further support in their writing would be required to enroll in the 2nd, one credit seminar, which occurs on alternating weeks in the fall quarter.

WRTG701: Writing in PsyD (1); FA
Writing for PsyD Seminars provides entering doctoral students a developmental experience in writing for an academic, psychological discourse community. These one credit seminars strive to meet and assess students' needs as they enter the program and then support writing growth through their first two quarters of study. The classes approach writing and reading as cognitive processes and also review the conventions and style of writing in APA. Through sequential, one credit writing seminars, students gain experience in composing in multiple genres requiring formal research in psychology.

This second class, WRTG 701, builds upon the understandings of the introductory seminar while providing students with an intensive writing workshop, reviewing "higher order" concerns of writing (organization, focus, development of ideas, etc.) while also addressing "lower order" concerns of conventions and mechanics. Special attention will be paid to the actual writing of assignments in that first quarter; such as, annotated bibliographies and synthesis papers. Students' writing will be assessed at the conclusion of the quarter to identify the need for further writing support.

WRTG702: Writing in PsyD (1); WI
At the conclusion of Fall quarter, students are identified to enroll in the third credit seminar, taken in the Winter quarter. Again, students may opt to enroll in this third course, which will continue the "writing intensive" around writing for psychology. Continued examination of both "higher order" and "lower order" concerns are engaged in alternating weekly seminars in the winter quarter. Again, special attention is paid to the actual writing of assignments in this second quarter; such as, literature reviews. The small group experience allows for individual writing needs to be supported through class instruction and work-shopping of writing assignments of the Winter quarter.

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.

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); WI
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: Systemic Approaches to Leadership (3); SU
Apply systemic concepts to issues of 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.

WSDN618: 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.

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); SU
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.

Continuing Education

Antioch University Seattle currently offers continuing education credits for educator professional development in partnership with The Heritage Institute. Course offerings and information are available at www.hol.edu or 360-641-3020.

For information regarding clock hour and CE credits in Psychology, contact Jane Harmon Jacobs at 206-268-4822; and for Education, contact Rita Hunter at 206-268-4606.

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