

Antioch University Seattle  
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Antioch University 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 La Salle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440, (312) 263-0456, Fax: (312) 263-7462.

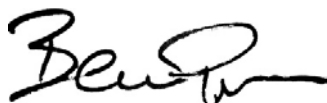
Antioch University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Antioch 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 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

I certify that:

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The information contained in this application form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.

Sincerely,



Benjamin S. Pryor, Ph.D.  
Provost & CEO, Antioch University Seattle

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 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 Antioch University Online.*

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## 2018-19 Academic Calendar

### Summer Quarter 2018

Noon, May 8	Priority Registration Begins
9 a.m., May 14	Open Registration Begins
9:01 p.m., June 17	Late Registration
5 p.m., June 22	Last Day to Register for Summer 2018
July 2	First Day of Summer Classes
Noon, Aug. 7	Fall Registration Begins
Sept. 15	Last Day of Summer Classes
Sept. 22	Evaluator Assessments Due
Sept. 25	Academic Progress Review
Sept. 29	Summer Quarter Ends

### Holidays

July 4	Independence Day
Sept. 3	Labor Day

### Fall Quarter 2018:

Noon, Aug. 7	Priority Registration Begins
9 a.m., Aug. 13	Open Registration Begins
9:01 p.m., Sept. 16	Late Registration
5 p.m., Sept. 21	Last Day to Register for Fall 2018
Oct. 1	First Day of Fall Classes
Noon, Nov. 6	Winter Registration Begins
Dec. 15	Last day of Fall classes
Dec. 22	Evaluator Assessments Due
Dec. 22	Fall Quarter Ends
Jan. 7	Academic Progress Review

### Holidays

Nov. 22-25	Thanksgiving Break
Dec. 22-Jan. 1	Winter Break
Jan. 1	New Year's Day

### Winter Quarter 2019:

Noon, Nov. 6	Priority Registration Begins
9 a.m., Nov. 12	Open Registration Begins
9:01 p.m., Dec. 15	Late Registration
5 p.m., Dec. 21	Last Day to Register for Winter 2019
Jan. 7	First Day of Winter Classes
Noon, Feb. 5	Spring Registration Begins
Mar. 16	Academic Progress Review
Mar. 16	Last day of Winter classes
Mar. 23	Evaluator Assessments Due
Mar. 30	Winter Quarter Ends

**Winter Quarter 2019:****Holidays**

Jan. 21	Martin Luther King, Jr. Day
Feb. 18	President's Day

**Spring Quarter 2019**

Noon, Feb. 5	Priority Registration Begins
9 a.m., Feb. 11	Open Registration Begins
9:01 p.m., Mar. 17	Late Registration
5 p.m., Mar. 22	Last Day to Register for Spring 2019
Apr. 1	First Day of Spring Classes
Noon, May 7	Summer Registration Begins
June 15	Academic Progress Review
June 15	Last day of Spring classes
June 22	Evaluator Assessments Due
June 29	Spring Quarter Ends

**Holidays**

May 27	Memorial Day
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*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 within 30 calendar days' notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments.*

# About Antioch University



*“...to seek for truth in the right spirit is the only guaranty of a successful search”*

—Horace Mann, First President of Antioch College  
Excerpt from 1857 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.

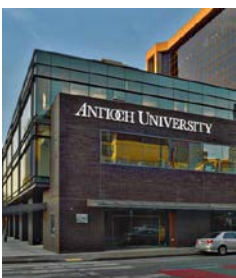
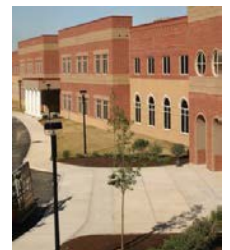
More than 5,000 students across the United States and around the world are served by undergraduate, graduate and doctoral studies at Antioch University Los Angeles, Antioch University Midwest (Yellow Springs, OH), Antioch University Santa Barbara, Antioch University Seattle, Antioch University New England (Keene, NH) and the University-wide Graduate School in Leadership and Change and Antioch University Online 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 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. It also includes programs in education and BA completion.



Antioch University Santa Barbara offers a MA in education with an emphasis on social justice and leadership, as well as an MFA in Writing and Contemporary Media, programs in environmental studies, and psychology and counseling programs. Surrounded by sandy beaches and the Santa Ynez Mountains, AUSB offers a lively, intensive undergraduate education and rigorous, real-world graduate degrees.

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. AUM is the home of Antioch University Online and Antioch's low-residency programs in leadership, education, and other areas of study.



The Antioch University Seattle community of students, faculty, and staff promote education for social engagement. In addition to programs in education (including a highly regarded MA in teaching), Couple and Family Therapy, Clinical Mental Health Counseling, and BA Completion, AUS offers an APA accredited doctorate in clinical psychology, a new Ph.D. in Counselor Supervision and Education, and a new B.A. in Health Psychology and Counseling.

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 Graduate Programs in Leadership and Change are proud to be a powerful, diverse community of scholar practitioners who engage in the research and practice of leading change that betters workplaces, schools, organizations and communities worldwide.



*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 an essential balance between idealism and experience.*

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

## Antioch University'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 and 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. 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 faculty-authored 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, to write crisply and clearly, and to hone their capacities to contribute toward a better world.

Because Antioch draws students with 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.

### 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.

Antioch 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 located in a modern building in the heart of the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. The campus houses classrooms, faculty and staff offices, a library, computer access, art studio, dining hub, and study spaces. Metered and other paid parking is available around the campus, together with easy access to Metro bus lines. The campus is designed to be accessible to everyone, regardless of physical ability, with easy accessible parking in a garage under the building (accessible via the alley in the rear of the building), automatic doors, and accessible facilities throughout.

Adult learners and the great majority of the Antioch Seattle faculty generally prefer seminars rather than lectures. As a result, Antioch classrooms are designed for small groups. To facilitate interchange, classes are arranged for small and large group discussions with moveable tables and chairs. Our space is designed to encourage ease of connection between students outside of class time with comfortable furnishings and private breakout rooms for stimulating discussion and rapport building during classes as well as independent study groups outside of classes. The result is a lively intellectual atmosphere in which students learn from one another as well as from their instructors.

Our student lounge is located on the second floor, equipped with seating, vending machines, private study rooms, computers, a copier, and a printer to print out materials needed for class. Our dining hub is also located on the second floor, where you can store your lunch/dinner in the fridges, heat up your food, get a cup of coffee, talk with other students, and eat together. Our library is located on the third floor, equipped with computers, printers, study spaces, lots of light, and a beautiful outdoor deck with views of Seattle and Puget Sound.

## Security

Antioch University makes security information available to encourage safety on campus. Our emphasis is on awareness, clear channels of communication and 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:

<https://www.antioch.edu/seattle/wp-content/uploads/sites/5/2016/12/AUS-2016-Annual-Security-Report.pdf>

If at any time you feel unsafe, or see anyone you deem suspicious on campus, please let any of our staff know immediately. We are committed to a safe learning environment for all of our community, and it is all of our responsibility to keep each other safe. If you have questions regarding safety, please contact our Safety Officer, Patrick Skipper: [pskipper@antioch.edu](mailto:pskipper@antioch.edu).

All students, faculty, and staff are expected to display their Antioch ID card while on campus.

## Disability Support Services (DSS)

Antioch University recognizes that functional limitation is an experience shared by up to one in five people and is committed to ensuring disability non-discrimination as outlined in 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. Please see University policy 6.101 Disability Support Services.

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 prearranged 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 email [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

## Library, Computer Services and Bookstore

The Antioch Seattle Library offers both print and non-print materials, supporting 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.antioch.edu/seattle/resources/students/library/](http://www.antioch.edu/seattle/resources/students/library/). To augment the library's collection, efficient document delivery and interlibrary loan services are available, as well as course reserves.

Antioch University has licenses to numerous academic databases including full-text journal articles and e-books. Members of the Antioch community have access to a vast collection of electronic resources. All library staff are trained to help access these resources. Additionally, students can view films from a growing DVD and online film collection.

Computers, scanners, and a printer/copy machine are available during the library's liberal open hours. (Please see the library web page for the current schedule.)



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](http://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.



## Admission to Antioch

Admission to Antioch University Seattle is based on an applicant's academic background, education, accomplishments and goals and on the student's ability to benefit from learning opportunities the University provides. Please see University policy 5.607 Admissions Policy.

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.

Specific application requirements for each Antioch program are outlined on the academic pages available online at [www.antiochseattleu.edu/admissions](http://www.antiochseattleu.edu/admissions)

### Admission Decisions

The Director of Admissions and Recruitment 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.

### 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 may include 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

Antioch University Policy 5.611 (Transfer and Intra-University Credit Policy) clarifies institutional policies and limits to the transfer of credit from another institution. 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 quarter credits.

#### Undergraduate Transfer Credit

For its undergraduate programs, Antioch University Seattle considers for transfer college-level credit from regionally accredited colleges in the United States or the international equivalent. 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. Up to 75% of the credits in a baccalaureate degree are transferrable.

Associate degrees from regionally accredited institutions generally transfer. Students normally receive the number of quarter credits they 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 vocational, technical and professional courses. Such courses include those that have specific career application or skill-building focus and can be incorporated into the student's plan of study. We also accept



undergraduate credit from advanced placement, the college level examination programs (e.g. CLEP), international baccalaureate, military service, and correspondence or online courses offered by regionally accredited US institutions or the international equivalent.

### **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 current 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 and BA in Health Counseling Psychology programs, Antioch may grant credits based on experiential learning from work or life experience rather than from academic study or a formal examination program. See the Undergraduate Studies section of this catalog, and please refer to the University Policy 5.613 Prior Learning Credit.

### **Accelerated Joint BA/MA Degree Programs**

In certain fields of study for which Antioch offers master's degrees, an undergraduate student may qualify for a "professional pathway" option. This allows successful applicants to an Antioch master's program to overlap up to 12 credits of their undergraduate degree with their master's program. Contact Undergraduate Studies faculty and/or program staff for more information.

### **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 performs 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 US institution of higher education, or the international equivalent, 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.

### **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 ten 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.

### **Transferability**

The transferability of credits earned at Antioch University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Antioch University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Antioch University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Antioch University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

### **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 and the chair 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 reapplying.

Contact the Integrated Student Services Office for a Readmission Application form.

## Tuition and Fees

Tuition and fee rates are in effect summer quarter 2018 through spring quarter 2019. 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 AUVIEW.

Program of Study	Tuition & Fees	Credits	Base Quarterly Tuition & Fee Charges
<b>Bachelor of Arts in Liberal Studies</b>			
Degree Completion Program	Tuition: \$600 per credit	1	\$705
	Prior Learning: \$150 per credit		
	Required Fees: Student Services Fee 1-5 credits: \$75 6+ credits: \$115		
	\$30 Technology Fee		
		2	\$1,305
		3	\$1,905
		4	\$2,505
		5	\$3,105
		6	\$3,745
		7	\$4,345
		8	\$4,945
		9	\$5,545
		10	\$6,145
		11	\$6,745
		12	\$7,345
		Additional	+ \$600 per credit
<b>Bachelor of Arts in Health Counseling and Psychology</b>			
Degree Completion Program	Tuition: \$600 per credit	1	\$705
		2	\$1,305
	Prior Learning: \$150 per credit	3	\$1,905
		4	\$2,505
		5	\$3,105
		6	\$3,745

	Required Fees:  Student Services Fee  1-5 credits: \$75 6+ credits: \$115  \$30 Technology Fee	7	\$4,345
		8	\$4,945
		9	\$5,545
		10	\$6,145
		11	\$6,745
		12	\$7,345
		Additional	+ \$600 per credit
		Certificate in Culturally Responsive Early Childhood Education (ECE)	
Certificate in Culturally Responsive Early Childhood Education (ECE)	Tuition: \$500 per credit	6	\$3,000
Assessment fee = \$150/quarter			

<i>Program of Study</i>	Tuition & Fees	Full-Time Credits/Quarter	Base Quarterly Tuition & Fee Charges
<b>MA in Teaching</b>			
(MAT)	Tuition: \$630 per credit	12	\$7,705
Alternate Route Teacher Cert	Tuition: \$450 per credit	13	\$5,850
<b>MA in Education</b>			
(MAEd)	Tuition: \$630 per credit	8	\$5,185
<b>MA in Counseling</b>			
Clinical Mental Health Counseling (CMHC)	Tuition: \$702 per credit	6	\$4,357
<b>MA in Marriage and Family Therapy</b>			
Family Therapy (MFT)	Tuition: \$702 per credit	6	\$4,357
<b>MA in Psychology Art Therapy</b>			
Art Therapy (CMHC or MFT)	Tuition: \$702 per credit	6	\$4,357
<b>MA in Psychology Drama Therapy</b>			
Drama Therapy (CMHC or MFT)	Tuition: \$702 per credit	6	\$4,357
<b>PhD in Counselor Education</b>			
Supervision and Education (PhD)	Tuition: \$765 per credit	6	\$4,735
<b>Doctor of Psychology</b>			
(PsyD)	Tuition: \$830 per credit	12	\$10,105

All Masters and Doctoral degree programs pay student services and technology fees.

Student Services Fee:	Technology Fee:
1-2 credits, \$75.00	\$30.00
3+ credits, \$115.00	

## Center for Teaching and Learning

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

400-level courses.....	\$600/credit
600-level courses.....	\$702/credit
700-level courses.....	\$830/credit (plus required fees)

## School of Education Add On Endorsement Programs

English Language Learners (ELL)  
Library Media  
Environmental Sustainability  
Current quarter – credit tuition: \$450/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 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. Antioch reserves the right to change tuition and fee rates at any time without prior notice.*

Application Fee – Online.....	\$50
Application Fee – Readmission.....	\$25
Art Studio Access – Drop-in.....	\$5
Art Studio Access – Quarterly.....	\$75
Audit Fee (per course).....	400*
Course/Materials Fees.....	Vary**
Continuing Ed Transcript Fee.....	\$10
Diploma Replacement.....	\$30
Dissertation Continuation Fee- Quarterly.....	\$1,000
Early Childhood Education Assessment Fee.....	\$150
Enrollment Maintenance.....	\$500
Internship Fee/PsyD – Quarterly.....	\$200
Late Payment Fee.....	\$50
Late Registration Fee.....	\$100
Liability Insurance Fee.....	\$20**
Payment Plan Fee – Quarterly.....	\$40
Registration Reinstatement Fee.....	\$200
Returned Check Fee.....	\$50
Standard Transcript Fee.....	\$10
with Narrative Assessments .....	\$10
Textbook – Estimated Cost.....	\$50 undergraduate/\$60 graduate, per credit

*\*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 AUVIEW and are non-refundable after the 100% tuition refund period.*

## Student Financial Policies and Tuition Payment Information

Student Financial Policies inform students of their financial responsibilities while enrolled at AUS. Enrollment at AUS assumes a student's agreement with the terms of these responsibilities and all other University policies. Student Financial Policies are administered by the Student Accounts Office. 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](mailto:studentaccounts.aus@antioch.edu) or 206-268-4016.

### Billing of Tuition

Upon registration, estimated tuition and fees are charged to a student's account and may be viewed in Student Self-Service (*AUDirect/AUVIEW/View Account and Make Payments*). For a Statement of Account, click on "View Statement" (print if desired). 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.

### 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 *AUVIEW*) 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 convenience fee for any type of payment.
- 2) Financial aid: Students have evidence of a completed (certified) financial aid package with AUS. Tuition not covered by aid 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: Students submit employer, tribal, or government agency tuition payment authorization to Student Accounts. Students with VA benefits must submit a DD-214 and Certificate of Eligibility to the Registrar. Tuition not covered by a tuition payment authorization 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 bank card and e-check payments online in *AUVIEW*. In person or by mail, make payments to Student Accounts, Antioch University Seattle, 2400 3rd Avenue, #200, Seattle, WA 98121. Bank card payments may be called in during business hours at 206-268-4016. After hours, check/money order payments may be placed in the night drop outside the door at Student Services.

**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. Payment deadline and payment grace period dates are included in the Tuition Payment Notice emailed to students after verification of tuition charges.

	Summer	Fall	Winter	Spring
Tuition Payment Deadline	July 1	Oct 1	Jan 1	Apr 1
Payment Plan Schedule	July 1 Aug 1 Sept 1	Oct 1 Nov 1 Dec 1	Jan 1 Feb 1 Mar 1	Apr 1 May 1 June 1

**Late Payment Fee:** A \$50 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 is also assessed when a payment plan installment is late or the minimum agreed payment amount is not paid.

**Grace Period:** 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 with a remaining balance due 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 \$100 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 for new or visiting students, or for students registering for Leave of Absence or Hiatus (Enrollment Maintenance) status. A \$100 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.

**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 "LD-Late Drop." 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).

Students may view all active holds in *AUVIEW* under *My Holds* in the Registration menu.

**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.

A **Business Office Financial Hold** is applied when a student's account is in a past due status and is removed when the account is paid in full.

A **Business Office Library Hold** is applied when a library fine is reported to Student Accounts and cleared when the fine has been paid.

A **Business Office Bad Debt 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 \$50 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:** 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 in direct deposit in *AUVIEW* under menu item *Non-Payroll Direct Deposit*. Refund checks for students without direct deposit are mailed from Ohio. AUS cannot honor requests for advances or early disbursement of refunds.

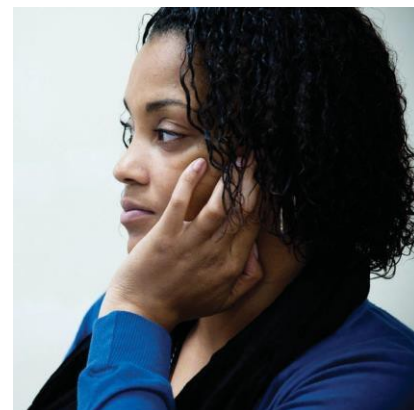
**Tuition Credit for Dropped Courses** 100% tuition credit is granted for courses dropped by 20% of the instruction period for that course. No tuition credit is given after 20% of the instructional period for that course.

**Tuition Credit for Withdrawal from the Term (all courses dropped)** is prorated and credited to a student's account for courses dropped within the first 6 weeks (42 days) from the start of the term (see Withdrawal Tuition Credit Schedule). No refund starting day 43. The credit is calculated from the date the student submits a completed Withdrawal Form to the Registrar's Office. Fees are not refunded after the 100% tuition credit period.

Withdrawal Tuition Credit Schedule	Days Used
Deadline for 100% credit	7 days
Deadline for 89% credit	14 days
Deadline for 79% credit	21 days
Deadline for 69% credit	28 days
Deadline for 59% credit	35 days
Deadline for 49% credit	42 days
Deadline for 0% credit	43 days

**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 & 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 & 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 & 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](mailto:studentaccounts.aus@antioch.edu) or 206-268-4016.



## 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:

- 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 U.S. citizen/national, a permanent resident or an eligible noncitizen
- Not be in default on previous loans or owe 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

Antioch's Student Accounts Office may take six to eight weeks to process financial aid applications, 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](http://www.antiochseattle.edu/financial-aid).

## Scholarships

Antioch offers a limited number of scholarships to new students. 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 also consider financial need, applicants are encouraged 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](http://www.fafsa.gov).

## Veterans Administration Benefits

Veterans may be entitled to educational benefits while they pursue a course of study at Antioch. Eligible students should contact the Student Services staff who will put them in contact with a Certifying Officer.

Additional support is provided on campus by the Vet Corps Navigator, Chief Student Services Officer and the Student Life Office. Students also may contact the local VA office for assistance.



*success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting, admissions activities, or in making decisions regarding the award of student financial assistance.*

### **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. Contact 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)
- 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 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 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 an 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 non-reimbursable start-up education costs and reduces the barrier for students who intend to return to school.
7. 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

Antioch University maintains a wide range of university-level policies that apply consistently to students, faculty, staff and academic programs on all campuses to promote fair and equitable treatment. All Antioch campuses abide by these university policies. In addition to the following University policies, campuses may adhere to additional campus-specific policies as long as these policies do not abridge or constrain University policy in the designated area.

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 University regulations and policies is available at the Antioch Seattle website: <http://www.antioch.edu/policies/>

In particular, please refer to these links:

## **Academic Appeal Policy**

See Antioch University Academic Appeal Policy, 6.111 at [http://aura.antioch.edu/policies\\_600\\_1x/4/](http://aura.antioch.edu/policies_600_1x/4/)

This policy governs the conditions under which students may appeal an academic evaluation, and outlines the procedures for doing so.

## **Academic Integrity Policy**

See Antioch University Student Academic Integrity Policy, 6.105 at [http://aura.antioch.edu/policies\\_600\\_1x/6/](http://aura.antioch.edu/policies_600_1x/6/)

This policy establishes and communicates the University's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' right as well as expectations regarding students' responsibilities during the disciplinary process.

## **Acceptable Use of Technology Policy**

See Antioch University Acceptable Use of Electronic Resources Policy, 8.101 at [http://aura.antioch.edu/policies\\_800/4/](http://aura.antioch.edu/policies_800/4/)

Antioch University values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

## **Admissions Policy**

See Antioch University Admission Policy, 5.607 at [http://aura.antioch.edu/policies\\_500\\_6x/7/](http://aura.antioch.edu/policies_500_6x/7/)

General guidelines govern admission to all University policies, and are supplemented by specific admission requirements to individual academic programs.

## **Campus or Workplace Violence**

See Antioch University Campus or Workplace Violence Policy, 4.503 at [http://aura.antioch.edu/policies\\_400\\_5x/4/](http://aura.antioch.edu/policies_400_5x/4/)

Antioch University has a long-standing commitment to promoting a safe and secure academic and work environment. All members of the university community are expected to maintain a working and learning environment free from physical and verbal violence, threats, harassment, intimidation or coercion. This policy seeks to prevent campus or workplace violence from occurring to the fullest extent possible, and sets forth procedures to be followed when such violence has occurred. While this kind of conduct is rare, no large organization can consider itself to be immune, and established policies and procedures can help provide appropriate responses to situations that may arise.

## **Children on Campus Policy**

See Antioch University Children on Campus Policy, 4.511 at [http://aura.antioch.edu/policies\\_400\\_5x/3/](http://aura.antioch.edu/policies_400_5x/3/)

To ensure and promote the most productive learning environment, this policy establishes guidelines regarding children's presence during scheduled instructional sessions.

## **Course Audit**

See Antioch University Course Audit Policy, 5.619 at [https://aura.antioch.edu/policies\\_500\\_6x/4/](https://aura.antioch.edu/policies_500_6x/4/)

"Audit" is a course registration status allowing a student to take a class without receiving credit. The procedures for auditing a course at an Antioch University campus must conform to the guidelines stipulated in this policy.

## **Disability Support Services**

See Antioch University Disability Support Services Policy, 6.101 at [http://aura.antioch.edu/policies\\_600\\_1x/1/](http://aura.antioch.edu/policies_600_1x/1/)

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.

### **Drug and Alcohol Policy**

See Antioch University Drug-Free Schools and Communities Policy, 4.505 at [http://aura.antioch.edu/policies\\_400\\_5x/1](http://aura.antioch.edu/policies_400_5x/1)

As required by the federal Drug-Free Schools and Communities Act of 1990 and the Drug-Free Workplace Act of 1988, Antioch University prohibits the illegal possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as any part of any of its activities. Such conduct will result in disciplinary sanctions up to and including expulsion, termination of employment and/or referral for prosecution.

### **Email Policy**

See Antioch University Email Use Policy, 8.103 at [http://aura.antioch.edu/policies\\_800/3/](http://aura.antioch.edu/policies_800/3/)

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

### **Grade Equivalency Policy**

See Antioch University Grade Equivalency Policy, 5.229 at [http://aura.antioch.edu/policies\\_500\\_2x/1/](http://aura.antioch.edu/policies_500_2x/1/)

This policy outlines Antioch University's policy on narrative evaluation and letter grade equivalencies.

### **Grading System and Transcript Recording Policy**

See Antioch University Grading System and Transcript Recording Policy, 5.227 at [http://aura.antioch.edu/policies\\_500\\_2x/14/](http://aura.antioch.edu/policies_500_2x/14/)

This policy lists and defines all valid evaluative marks for the Antioch transcript, as well as the conditions under which they may be conferred. It also clarifies the relationship between the transcript and a student's set of narrative evaluations.

### **Human Subjects Protection Policy**

See Antioch University Human Subjects Protection Policy 5.507 at [http://aura.antioch.edu/policies\\_500\\_5x/2/](http://aura.antioch.edu/policies_500_5x/2/)

Antioch University policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee (HPRRC). These rules are in place to protect the human participants, the researchers, and the institution. See the IRB website <http://www.antioch.edu/student-services/irb/> or the Human Participants Research Review Committee for campus contacts, as well as complete policy and procedures.

### **Intellectual Property Policy**

See Antioch University Intellectual Property Policy, 5.503 at [http://aura.antioch.edu/policies\\_500\\_5x/3/](http://aura.antioch.edu/policies_500_5x/3/)

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Antioch University.

### **Intra-University Registration**

See Antioch University Intra-University Registration Policy, 5.621 at [https://aura.antioch.edu/policies\\_500\\_6x/5/](https://aura.antioch.edu/policies_500_6x/5/)

Establishes students' rights and responsibilities regarding registration in courses and other learning experiences offered on campuses other than the students' home campus. It also establishes general administrative guidelines and procedures for identifying and offering courses that are available for registration by matriculated students across the university as well as registering said students and documenting the evaluation of their academic performance.

### **Non-Smoking Environment Policy**

See Antioch University Non-Smoking Environment Policy, 4.507 at [http://aura.antioch.edu/policies\\_400\\_5x/2/](http://aura.antioch.edu/policies_400_5x/2/)

In accordance with Antioch University's commitment to the general health and well-being of its students, faculty, staff and visitors, and in compliance with state and local ordinances, this policy outlines general guidelines related to smoking on and adjacent to Antioch's campuses and instructional activities.

### **Prior Learning Credit**

See Antioch University Prior Learning Credit Policy, 5.613 at [https://aura.antioch.edu/policies\\_500\\_6x/1/](https://aura.antioch.edu/policies_500_6x/1/)

Prior learning credit is university credit that has been granted for this type of learning once it is demonstrated through a portfolio or other documentation process.

## **Relationships in the Workplace Policy**

See Antioch University Relationships in the Workplace Policy, 4.615 at [http://aura.antioch.edu/policies\\_400\\_6x/11/](http://aura.antioch.edu/policies_400_6x/11/)

Antioch University generally affirms that it is the policy and intent of the institution to establish and maintain an environment which is conducive to its educational mission. This policy provides guidelines for establishing and maintaining acceptable relationships between employees and students.

## **Satisfactory Academic Progress Policy**

See Antioch University Satisfactory Academic Progress Policy, 6.119 at [http://aura.antioch.edu/policies\\_600\\_1x/9/](http://aura.antioch.edu/policies_600_1x/9/)

In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to insure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time.

Antioch University's SAP guidelines and procedures are in compliance with all associated federal regulations. In addition to the Registrar's assessment of student academic achievement and standing through SAP, the Financial Aid Office uses the results of Satisfactory Academic Progress reviews to determine student eligibility for Title IV Federal aid. Per federal regulations, failure to maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to achieve satisfactory academic progress.

The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.

## **Student Academic Load and Class Standing**

See Antioch University Student Academic Load and Class Standing Policy, 5.617 at [https://aura.antioch.edu/policies\\_500\\_6x/9/](https://aura.antioch.edu/policies_500_6x/9/)

Antioch University maintains a standard set of definitions on student academic load per term that reflect commonly accepted practice in higher education. This consistency is important to ensure that students are appropriately classified as being registered full-time, half-time, or part-time for the purposes of assessing satisfactory academic progress as well as financial aid eligibility.

## **Student Academic Rights and Freedom**

See Antioch University Student Academic Rights and Freedom Policy, 6.102 at [http://aura.antioch.edu/policies\\_600\\_1x/7/](http://aura.antioch.edu/policies_600_1x/7/)

Antioch University adheres to the principles of academic freedom and intellectual pluralism as both rights and responsibilities. This policy informs students and faculty of the University's expectations regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.

## **Student Conduct Policy**

See Antioch University Student Conduct Policy, 6.103 at [http://aura.antioch.edu/policies\\_600\\_1x/2/](http://aura.antioch.edu/policies_600_1x/2/)

Students are expected to conduct themselves in a manner that is conducive to the educational process. This policy defines the acceptable range of student behavioral standards of Antioch University, and outlines the procedures and potential outcomes associated with violations of these standards.

## **Student Grievance Policy**

See Antioch University Student Grievance Policy, 6.109 at [http://aura.antioch.edu/policies\\_600\\_1x/5/](http://aura.antioch.edu/policies_600_1x/5/)

If students feel that they have received unfair or inequitable treatment from a member of Antioch University's faculty or staff, or feel that institutional policies pertaining to them have not been followed, they may choose to engage in the formal grievance procedure. Please note: this process is separate from the academic appeals process, which students follow to dispute the awarding of credit in an academic course.

## **Student Organizations, Speech and Publications Policy**

See Antioch University Student Organizations, Speech and Publications Policy, 6.127 at [http://aura.antioch.edu/policies\\_600\\_1x/3/](http://aura.antioch.edu/policies_600_1x/3/)

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the university and global communities. This policy sets forth students' rights and responsibilities, as well as university expectations with regard to the establishment and conduct of student organizations and student publications.

## **Student Records (FERPA) Policy**

See Antioch University Student Records (FERPA) Policy, 5.629 at [http://aura.antioch.edu/policies\\_500\\_6x/11/](http://aura.antioch.edu/policies_500_6x/11/)

Antioch University adheres to federal regulations regarding protection of and access to student records as stipulated by the Family Educational Rights and Privacy Act, as amended (20 U.S.C. § 1232g; 34 CFR Part 99). Access to student records is limited to the student, to institutional employees with a "need to know", and to any individuals specifically designated by the student. Exceptions to this right of

limited access are made in accordance with federal guidelines. At its discretion, Antioch University may release public or directory information in accordance with the provisions of FERPA. Students who wish directory information to be withheld must inform the Registrar's Office in writing.

Antioch University defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photographs; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students may request non-disclosure of public or directory information, and are prompted annually to do so. Requests for non-disclosure remain in place for the academic year in which requested. Requests expire after one year unless the request is renewed. If a request for non-disclosure is current at the time of graduation or withdrawal, the non-disclosure will remain in place indefinitely unless the student requests a change in writing.

**Note:** *Your name may not be published in the commencement program if your request for non-disclosure is active at the time of your degree conferral.*

#### **Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy**

See Antioch University Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy, 4.607 at [http://aura.antioch.edu/policies\\_400\\_6x/12/](http://aura.antioch.edu/policies_400_6x/12/)

It is the policy of Antioch University to create and maintain an environment for students, faculty and employees, which is optimally conducive to learning and to positive working conditions. Such an environment must be free from sex discrimination, sexual harassment and sexual violence.

#### **Transfer Credit and Course Substitution Policy**

See Antioch University Transfer and Intra-University Credit Policy, 5.611 at [http://aura.antioch.edu/policies\\_500\\_6x/10/](http://aura.antioch.edu/policies_500_6x/10/)

The intent of this policy is to maintain best and consistent practices in applying transfer credits and to ensure the academic integrity of Antioch University's academic programs.

#### **Weather and School Closing Policy**

See Antioch University Weather and Short-term Closings Policy, 4.411 at [http://aura.antioch.edu/policies\\_400\\_4x/17/](http://aura.antioch.edu/policies_400_4x/17/)

The health and safety of students, faculty and staff are of paramount importance to Antioch University. In accordance with this University policy, each campus publishes a procedure by which weather conditions are assessed for potentially dangerous travel, a schedule for making decisions about campus closure and class cancellation, and a notification procedure.

# Information about Academic and Student Policies

## Enrollment Status

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

Status	Graduate	Undergraduate
Full Time	6-12	12-15
Three-Quarter Time	-	9-11
Half Time	3-5	6-8

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. Please see University policy 5.619 Course Audit.

## 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. Please see University policy 5.617 Student Academic Load and Class Standing.

## 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. For the University policy, please refer to 5.227 Grading System and Transcript Recording.

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). Please also see University policy 5.229 Grade Equivalency.

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 and faculty agree to extend time for completion due to hardship circumstances experienced by student
- 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 placeholder 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**

For the complete policy, please refer to the University policy 6.119 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. 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. The academic plan may span up to a maximum of three terms.

- **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.

### **Institutional Course Cancellation**

In the event of an institutional course cancellation, students enrolled in the course will be notified via email and provided with the opportunity to enroll in another course. Students are encouraged to contact an adviser in the case of an institutional course cancellation to ensure progress in the student's program of study.



**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. 100% time limits are:

• BA in Liberal Studies	36 months
• BA in Health Counseling and Psychology	36 months
• MA Counseling—CMHC	51 months
• MA Marriage and Family Therapy	45 months
• MA Psychology—CFT with Art Therapy	54 months
• MA Counseling—CMHC with Art Therapy	51 months
• MA Psychology—CFT with Drama Therapy	51 months
• MA Counseling—CMHC with Drama Therapy	54 months
• MA Marriage and Family Therapy – MFT with Art therapy	54 months
• MA Marriage and Family Therapy – MFT with Drama Therapy	51 months
• MA Psychology—Integrative Studies	30 months
• Certificate in Play Therapy	12 months
• PhD in Counselor Supervision and Education	54 months
• PsyD in Clinical Psychology	84 months
• MA Education	21 months
• MA Education—Urban Environmental Education	15 months
• Certificate in Adult Education	15 months
• Certificate: Leadership in Edible Education	12 months
• MA Teaching	15 months
• Endorsement—Library Media	9-15 months
• Endorsement—Environmental and Sustainability Education	15 months
• Endorsement—English Language Learners	15 months
• Alternate Route to Teacher Certification with Endorsement	12 months
• MA Teaching—ARTC with Endorsement	15 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**

Students who fail 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**

Antioch students are expected to remain continuously enrolled in coursework for the duration of their academic programs. Students therefore should always fall into one of three categories: **Enrolled, on Hiatus, or Withdrawn**. These categories are defined as follows:

## ENROLLED

If a student is registered for credit-bearing coursework, or registered for 0-credit courses that are created for purposes of thesis or dissertation work, or other work that represents continued new learning as defined by the student's academic program, the student is considered "enrolled."

The following conditions apply to **enrolled** students:

- Tuition and fees may be charged by program
- Charged Student Services fee
- Able to access all instructional resources
- May be eligible for financial aid (if tuition is charged)
- Enrollment status is reported to National Student Clearinghouse
- Enrollment activity appears on transcript
- Evaluated for Academic Standing (unless non-matric)

## HIATUS

A student who is not registered but has neither completed their program nor withdrawn will be on "hiatus" (or leave of absence). A student on "hiatus" may request a leave, or may be placed on leave by the student's academic program or by the university. If requesting a leave, the request must be reviewed by the student's advisor to ensure that the student is aware of potential impact of a leave. If a student requests a leave during a term, the student's current registration will be dropped, with refunds and grades being granted according to university policy. Outstanding incompletes may be completed, but without access to significant instructional resources. If a student does not register for a term but has not requested a leave of absence, the student will be placed on an Administrative leave for one term. If the student does not register the term following an administrative leave, the student will be administratively withdrawn. Administrative leaves may also be applied as a result of a pending disciplinary action.

The following conditions apply to students on **Hiatus**:

- No charges, including no Student Services fee
- No Financial Aid eligibility
- No status and no registration appears on transcript for hiatus term(s)
- Students have minimal contact with instructors and advisors
- Electronic services (gmail, AUDirect, Sakai) and access to library maintained
- No access to Virtual Writing Center services
- Leave is for one term. Students may request to be placed on leave for more than one consecutive term. Per federal guidelines, if leave exceeds 180 days in any 12-month period (leaves which extend into a second semester or a third quarter), the National Student Clearinghouse converts the leave status to a withdrawal status, which may have implications for loan repayment. Students should contact Financial Aid to review these implications. If on an approved leave from Antioch, however, students are still considered on leave for purposes of resuming their studies.
- Academic programs may establish a maximum limit to the total number of leaves allowed for the duration of the program. Academic programs may also establish practices regarding when students are and are not eligible for leaves.
- Student's existing academic standing status carries over to next term of enrollment. Time on approved leave does not count toward a graduate student's calculated time to completion for academic standing. (Leaves of absence do not affect academic standing for undergraduates.)

## WITHDRAWN

If a student is not enrolled or on hiatus, the student will be **Withdrawn**. A student may request withdrawal, or may be withdrawn by the academic program or by the university. If a student requests withdrawal, the request must be made at the end of a term or during a term. If a student withdraws during a term, current registration will be dropped, with refunds and grades according to standard university policy. A student's academic program or the university may withdraw a student for the following reasons:

- Failure to meet mandatory progress standards as defined by the academic program
- Failure to register following an administrative leave
- Exceeding maximum number of student leaves of absence as defined by academic program
- Failure to attend (students reported as not attending any classes for a term will have classes for the term dropped before the end of the add/drop period, will have all charges reversed and all financial aid cancelled, and will be withdrawn)
- Failure to meet Academic Standing probation requirements
- Outcome of a disciplinary procedure

The following conditions apply to **Withdrawn** students:

- Electronic Services terminated (may be reactivated if readmitted)
- Outstanding grades (INC, INP, missing grades) from previous terms updated to No Credit upon withdrawal
- Withdrawal status and date appears on the transcript
- Students are reported to the National Student Clearinghouse as Withdrawn
- No substantive/academic contact with Antioch faculty or staff

- Withdrawn students may request readmission to original program or admission to another Antioch program in accordance with program policy. Re-admission requires application (may be expedited) and approval from academic program, and is not guaranteed.
- Students who are withdrawn pursuant to some disciplinary matters may have a status of dismissed. If dismissed, students may not seek readmission to original program or to other Antioch programs. Dismissed status appears on transcript as "Withdrawn."

### **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 coursework 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.

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. If requested, narratives for all course work which appears on the transcript will be included. Courses that received P or NP do not receive narrative evaluation. For the University policy, please refer to 5.227 Grading System and Transcript Recording.

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.

### **Academic Appeals, 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 academic appeal, student conduct, and student rights and responsibilities policies are published online. Please see University policies 6.102 Student Academic Rights and Freedom, 6.103 Student Conduct, 6.105 Student Academic Integrity, and 6.111 Academic Appeal Policy. Contact your advisor, Program Chair, or Program Director for more information.

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

Students have the right to appeal when a violation of university policy or procedure is alleged. 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 Program Chair or Director. Students may also contact the Academic Dean. Please refer to University policy 6.111 Academic Appeal Policy, p. 5.

### **Communication Protocol**

E-mail accounts and addresses are assigned for all Antioch University 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.

### **Student Academic Integrity**

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.

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

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 refer the case to the program chair or director. Outcomes may be that the student is dismissed or suspended from the program, or that the chair or director issues 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 appeal 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 nondiscrimination 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. Please see University policy 6.101 Disability Support Services.

### **Catalog Authority**

This Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting students' rights and responsibilities. The actual policies may be found on the University website. 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. 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 notification beforehand.

## Student Rights under FERPA

### The Family Educational Rights and Privacy Act (FERPA)

Please see University policy 5.629 Student Records (FERPA) Policy. 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 provost, 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 appeals.
- (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 provost. The provost, 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 provost may not authorize the introduction of new language into a narrative assessment. If the provost 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 appeals.
- (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 (CTL) fosters academic and teaching excellence within the AUS community by providing writing courses across all levels of study, a variety of writing support options for students, and pedagogical and professional development for faculty. By liaising with all members of the AUS academic community, the Center for Teaching and Learning is a significant cross-curricular resource for student and faculty academic engagement, 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. Antioch students frequently use writing to demonstrate their complex understanding of new concepts. But writing isn't just a way to demonstrate knowledge: it's also a method of learning in its own right. It is a representation of the critical reflection of engaged learning. Writing is so essential to an Antioch education that some academic programs require writing classes at the beginning of study.

AUS has therefore developed courses to support the writing growth and success of students. Our writing courses offer students a broad scope of writing experience, including: developing a writing process; practicing academic writing, formal research, and modes of inquiry; learning technical and professional writing; writing for publication; engaging in creative writing; developing dissertations and theses; and other specialized topics. Our experienced faculty are writing experts who design their courses with the specific educational goal of bringing a critical examination of writing to the academic experience at AUS.

### Writing Assessments

One of the ways the CTL supports student achievement in writing is by designing and evaluating, in collaboration with academic programs, student writing assessments. In some programs, students will complete a writing assessment prior to the first quarter of their academic program. The assessment is NOT a prerequisite for admission to the university. The form of the writing assessment will differ depending on the student's program of study. Each student's work is independently examined for its strengths in focus, support, organization, style, and conventions. Students are then advised into writing classes that will best support their development in their field of study.

If students require reasonable accommodation of a disability to participate in the writing assessment, they are asked to request accommodation (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. DSS may request documentation of a disability in order to arrange appropriate reasonable accommodations.

### Academic Support Lab

The AUS Writing Lab is an on-campus resource that supports students' academic writing. It is staffed by Peer Writing Consultants--graduate assistants from various academic programs--who are trained in a collaborative engagement model. Consultants are not editors but facilitators: they help students identify and practice composition skills and strategies to retain ownership of their learning and to develop their confidence and knowledge. Assistance is available in face-to-face meetings, group sessions, or real-time online conversations in half-hour and one-hour segments. Students can drop in or schedule an appointment at [www.antiochseattle.edu/tutoring](http://www.antiochseattle.edu/tutoring). The Writing Lab also offers a range of workshops, class visits, and events to enhance student learning.

The Virtual Writing Center is an additional resource, especially when coming to campus is not optimal: [www.antioch.edu/vwc](http://www.antioch.edu/vwc).

For fee-based editorial and writing-coach services, Antioch offers the Writer's Exchange, or WEX: [www.wex.antioch.edu](http://www.wex.antioch.edu).

### Faculty Development

The Center for Teaching and Learning supports faculty through innovative collaboration, scholarly activity, and effective pedagogy. It organizes workshops, teaching lunches, and other activities that engage faculty in collegial and intellectual conversations on issues related to progressive teaching and scholarly activity. Faculty can also access a library of resources on pedagogy. The CTL also provides individual faculty consultations around teaching issues such as syllabus development, designing effective assignments, and responding to student writing.

## Undergraduate Studies

### 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 their learning process. Antioch offers a bachelor's degree completion opportunity for self-directed learners ready to steer their own educational pathways.

Students come to AUS 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 in Liberal Studies 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 Liberal Studies students, with faculty guidance, design their own plans of study to round out liberal arts learning outcomes and focus on an area of personal and career 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
- Launch one's life dream/project
- 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

#### Shared Student Learning Outcomes

Graduates of the B.A. in Liberal Studies Program can expect to evidence the Shared Learning Outcomes common to all AU undergraduate programs:

1. Application of critical thinking and creative problem solving (Critical Thinking)
2. Articulation and understanding of multiple and diverse perspectives, within a global context (Diverse Perspectives)
3. Analysis of social justice issues (Social Justice)
4. Application of abstract knowledge to practical experience and concrete issues (Applied Learning)
5. Demonstration of effective communication (Communication)
6. Demonstration of increased self-awareness through critical reflection (Self-Awareness)

#### 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 entry into the program. Faculty advisors assist students to select courses, design independent studies, internships, service learning, and a senior synthesis project that will meet the student's educational goals and fulfill degree requirements. Advisors also support students with career exploration, graduate school considerations and accessing needed services on campus.

## Core Curriculum

A core curriculum in liberal studies supports students to design their degree completion. 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 and career goals. 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: 1) Individualized 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, 2) Students choose a more focused concentration in one of the several fields highlighted at Antioch Seattle and develop a degree plan around curricular guidelines established by the BA faculty. These are called structured Areas of Concentration. At the end of this section on the BA in Liberal Studies program, the range and format of both individualized and structured Areas of Concentration are spelled out in detail.

## Prior Learning

All Antioch Seattle Undergraduate programs honor the achievements and knowledge that adult learners have gained in the real world. Therefore, students have an option to earn 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 45 credits for Prior Learning within the BA Program.

To gain credit for learning from work and life experience, students prepare documentation (including competency statements and narratives spelling out the learning) and then demonstrate this learning to qualified evaluators, who may be Antioch faculty or outside professionals who serve, for this purpose, as consultants. Receiving 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 granted for the college-level learning that has resulted from that experience. To obtain these credits, students complete a course titled *Writing Prior Learning* that helps them document their prior learning. They write prior learning narratives and receive evaluation from experts in the fields in which they claim knowledge.

## General Education Requirements & Core Liberal Arts Competencies

To meet the general education requirements each student must take minimum of 6 quarter credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning, and the Social Sciences. In addition, each student must present evidence by graduation of competency in 12 liberal arts areas. Through a portfolio of sample papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate college level competence in: Critical Thinking, Communication, Creativity, Reflective Practice, Self-Awareness, Social Responsibility, Dialogue, Collaboration, Multiple Lenses, Social Justice, Global Perspectives and Natural World.

## Credit & Residency Requirements

Student degree programs include a mix of transfer credits, coursework at Antioch, and possibly prior learning credits.

- Students must complete at least 180 quarter credits
- At least 60 credits must be upper division (classified as junior or senior level)
- A minimum of 45 credits must be completed in residence through the program (not including credits for prior learning)

## Graduation Requirements Summary

Students satisfy the requirements for graduation when they:

- Complete 180 credits, including a minimum of 60 upper division credits, and at least 45 residency credits (excluding prior learning) at Antioch University Seattle.
- Design and complete an Area of Academic Concentration with a minimum 45 credits. Student-designed concentrations require a degree committee, which meet a minimum of three times.
- Complete a minimum 2 credits of out-of-classroom/field-based learning, for example, internship, field studies, service learning, etc.
- Demonstrate Bachelor's level competence in 12 core liberal arts competencies.
- Develop and complete a Senior Synthesis or "capstone" Project of 1-6 credits.
- Complete the following required courses:
  - LIB3010 - Liberal Studies Seminar (3-4 credits)
  - LIB3020 - Diversity, Power and Privilege (3-4 credits)
  - WRTG4060 - Inquiry and Research (3 credits)
  - LIB4400 - Competency Integration Seminar (1-2 credits)



## 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 help design the combination of courses that make up their area of concentration, creating a unique mix of lower and upper division, and interdisciplinary coursework. 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.

The minimum number of credits required for an area of concentration is 45.

### 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 disciplines.

**Examples of individualized Areas of Concentration from recent graduates are:**

- *Sustainable Communities*
- *Alternative Education*
- *Human Resource Management*
- *Somatics, Psychology and Dance*
- *Children, Family and Community*
- *Sign Language Interpreting*
- *Film and Community Healing*

### Structured Areas of Concentration

In addition to individually designed Areas of Concentration, the BA program has seven structured areas:

- **Arts and Literature**
- **Communication & Media**
- **Global & Social Justice**
- **Leadership and Sustainable Business**
- **Psychology and Counseling**
- **Spiritual Studies**
- **Urban Ecology**

Each of these concentrations requires both core and elective coursework. There are six required learning areas for each area of concentration, which can be fulfilled in a number of ways, plus elective credits that bring the total to 45 quarter credits.

Specific requirements follow for each structured area of concentration, and examples of courses that fulfill those requirements. Some classes are offered every year, others are offered every other year. Most courses can be taken for 3 or 4 credits. Transfer and prior learning credits can be used in both core and elective areas.

### Arts and Literature Area of Concentration

**PURPOSE:** The goal of the Arts and Literature concentration is to prepare students to work in fields such as writing, publishing, film, visual and performing arts, curating, and arts management. Arts and Literature is defined broadly to include art, theater, fiction and nonfiction writing and other forms of creative expression. While they often choose to focus on either creative writing or the visual and performing arts, students are required to engage in cross-disciplinary studies, including a critical understanding of creative expression across and within cultures, and in historical and contemporary contexts. They are encouraged to gain hands-on experience through internships, collaborations with local businesses or community art, history and literary organizations. The Arts and Literature concentration allows students flexibility to take courses within other Area of Concentrations and to tailor their plans of study classes to particular interests. It also prepares students for graduate studies in a variety of fields.

An Arts & Literature concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

## REQUIRED CONCENTRATION COURSEWORK:

**1) Writing Workshop.** This area of learning emphasizes peer and instructor feedback on original creative writing and performance in a variety of genres, including poetry, fiction, play/screenwriting and nonfiction. Critical reading complements the creative work. Sample courses that meet this requirement:

- *Here Be Monsters*
- *Poetry for an Age of Anxiety*
- *Nature Writing in the Urban Wild*

**2) Art Studio.** Art Studio requires students to gain experience through hands-on experiential learning in the creation of art projects. It emphasizes peer and instructor feedback as students create original visual, performance or multi-media art in such as painting, drawing, sculpture, ceramics, theatre, photography, dance and music. Possible courses that fulfill this requirement include:

- *Socially Engaged Art*
- *Of Hands & Earth, Soul & Fire: Creative Expression in Clay*
- *Gesture in Sculpture*

**3) & 4) Art and Literature Seminars.** Arts & Literature Seminars are cross-disciplinary seminars that combine critical, contextual and creative study from a variety of methodological approaches. Seminars cover a wide range of inquiry, including history and historiography, intellectual and social movements, regional studies and multicultural perspectives. The goal is to develop critical thinking and to create a rich foundation for cultural practice and an appreciation for the role of arts and literature in history. Students take at least two learning activities in this area. Among the possibilities:

- *LGBTQ Literature*
- *Literature of Protest*
- *Gender, Danger and Desire*

**5) Theorizing Culture and 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. It is recommended that students enroll or have already completed *Diversity, Power, and Privilege (DPP)* before completing this particular concentration requirement. Courses that fulfill this subject area include:

- *Patriarchy, Misogyny & Intersectional Feminism*
- *Post-Colonial Literature & Theory*
- *Sexualities & Identities*

**6) Professional Development.** The purpose of this area is to provide students with a course to build their particular skill sets in the field of arts, literature and the humanities. Options include:

- *Claiming Your Voice*
- *Digital Self-Marketing*
- *Path with Heart: Searching for Meaningful Vocation.*
- *Triple Bottom Line Accounting*

## SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- Designed original logos and set up a website for a start-up
- Work with nonprofits to create art, theatre and dance programs in local schools.

## SAMPLE SYNTHESIS PROJECTS:

- Curated an art show
- Completed the first draft of a science fiction novel
- Staged a reading of one act of an original play

## Communication and Media Area of Concentration

**PURPOSE:** The goal of this concentration is to prepare students to work in fields such as digital media, film, education, hypermedia, community journalism, advocacy and public relations. Students also acquire the necessary prerequisites for successful graduate study. While students may choose to focus on one area in communication, the concentration encourages cross-disciplinary study. They are encouraged to develop proficiency in at least one medium of communication, such as video, radio, graphic design, photography, writing or public speaking, and to gain real-world experience in at least one profession-related communication area, such as video production, journalism, podcasting, social justice advocacy, community relations or event planning.

A Communications and Media concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

### REQUIRED CONCENTRATION COURSEWORK:

**1) Communication Media.** This area invites students to examine how communication media are transforming cultural, economic, political and interpersonal relationships on a local and global scale. Students learn about the latest trends in interactive, convergent and emerging media and study how new media technologies are impacting social and political change. Sample classes that could meet this requirement are:

- *Communication Media*
- *Critical Media Studies*

**2) and 3) Media Studio.** Two experiential intensive classes emphasizing peer-to-peer, instructor feedback are required that assist the student acquire basic skills with at least one type of communication media. As students build their skill sets and portfolio in new media, community journalism, visual communication or some other media-related practice, they demonstrate learning by doing. Courses focus on critical reflection as well as writing for media, production of digital videos or podcasts, basic website designs, interactive digital video game design, branding and marketing, audio production for radio, and community-based advocacy strategies. Possible options include:

- *Community Voices (radio)*
- *Documentary Film (video)*

**4) Theorizing Culture and 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 hierarchical 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. It is recommended that students enroll or have already completed *Diversity, Power, and Privilege (DPP)* before completing this particular concentration requirement. Courses that fulfill this subject area include:

- *Global Media and Resistance*
- *Sexualities and Identities*
- *Post-Colonial Literature & Theory*

**5) Media and Community.** This area of learning examines the relationship between media and communities. Students explore the pivotal role of audiences, the framing and re-framing of issues using different media and the ethical choices along the way. They learn about strengths and limitations of particular media, political communication strategies and media for social change. Courses in this area are particularly designed for students interested media-related industries such as advertising, publicity, public relations and entertainment, and it is also preparation for studies in education and psychology. Possible options to meet this requirement:

- *Media for Social Change*
- *Media Psychology*
- *Fake News*

**6) Professional Development.** Courses in this area focus on understanding organizational dynamics and developing the interpersonal communication skills necessary for success in a changing workplace. Possibilities include:

- *Digital Self-Marketing*
- *Triple Bottom Line Accounting*
- *Sustainable Business Development*

### SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:

- Produced and directed short videos with nonprofits
- Interned with local news organizations
- Apprenticed with graphic designers at a local firm
- Designed public relations and outreach materials for a small business

## SAMPLE SYNTHESIS PROJECTS:

- Shot and edited a documentary about the ecosystem and marine life in Puget Sound
- Developed a strategic communication campaign to raise awareness about healthy eating
- Organized nonviolent communication workshops dealing with domestic violence
- Hyper-local reporting: writing for community papers and blogs
- Internship with a local TV station

## Global and Social Justice Studies Area of Concentration

**PURPOSE:** The goal of the Global and Social Justice Studies concentration is to prepare students to work within global and social justice organizations (e.g. nonprofit, governmental, educational, political, labor, philanthropic, humanitarian, and/or community-based organizations). Students interested in addressing urgent social problems, strengthening their own civic engagement, and/or pursuing graduate studies are encouraged to participate in this concentration. Global and Social Justice Studies 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 global 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. Students interested in global issues are strongly encouraged to participate in Antioch Education Abroad and to complete at least one year of foreign language study.

A Global and Social Justice Studies concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

### REQUIRED CONCENTRATION COURSEWORK:

1) **Leadership & Systems Change.** Interdisciplinary courses meeting this requirement explore the: a) history of social movements in democratic (and non-democratic) societies and/or (b) theories, practices, and case studies of leadership for systemic change from a global perspective. Courses help students understand the contemporary and historical role of social movement-building process in nurturing democracy and positive change in the United States and abroad. Courses in this area strongly recommend participation with a community-based organization or project-based learning, enabling students to explore the dynamic relationship between reflection and practice - theory and action. Courses that fulfill this subject area include:

- *Leadership for Workplace Resilience*
- *Community Organizing in Action*
- *Far-From-Equilibrium: Systems Perspectives on Change*

2) **Political Economy and Globalization.** 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. Courses that fulfill this subject area include:

- *Applied Political Economy: Land & Life*
- *Displaced Persons: Immigrants & Refugees*
- *Wealth and Poverty*

3) **Theorizing Culture and 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 hierarchical 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. It is recommended that students enroll or have already completed *Diversity, Power, and Privilege (DPP)* before completing this particular concentration requirement. Courses that fulfill this subject area include:

- *Post-Colonial Literature & Theory*
- *Global Media & Resistance*
- *Sexualities & Identities*

4) **Social Justice Movements & Methodologies.** Classes in this area 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 facilitating organizational and systemic change. Along with developing conceptual skills necessary to support / facilitate projects in diverse communities, students will also develop practical skills in public speaking, conflict resolution, meeting facilitation, cross-cultural communication, and group development. Courses that fulfill this subject area include:

- *Ethical Activism: Cultivating Hope for a Planet in Peril*
- *Civil Rights Tour*
- *Movements of the Marginalized*

5) **Education for Social Transformation.** Classes that fulfill this requirement explore the production of knowledge in formal settings (e.g. schools) and informal settings (families, popular education, and culture). Students will gain deeper insight to alternative ways of knowing that diverse community groups are employing to educate and intervene in urgent global problems. Courses that fulfill this subject area include:

- *Critical Pedagogy*
- *Diversity & Equity in Education*
- *Leadership & Reform*

6) **Global and Social Issues.** A course that fulfills this area allows students (in consultation with their academic advisor) to focus on a specific global or social justice issue. Courses that fulfill this subject area include:

- *Environmental Racism; Environmental Justice*
- *Youth at Risk*
- *Displaced Persons: Immigrants & Refugees*

#### **SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:**

- Women's Education Project
- Washington Fair Trade Coalition
- Social Justice Fund
- King County juvenile justice program
- Field based learning to organize/support an international human rights day event

#### **SAMPLE SYNTHESIS PROJECTS:**

- Design and facilitate an educational curriculum related to social / global justice issue
- Design a community-based research project with a local organization
- Interview and document the "counter-narratives" of community activists
- Organize an International Human Rights Day event / symposium.

### **Leadership and Sustainable Business Area of Concentration**

**PURPOSE:** This concentration prepares students for work in fields such as management, organizational development, human resources, training, business, social entrepreneurship, sustainable systems design, public policy, community development, and leadership in an array of fields from education to health care and social services. Students completing this concentration also acquire the necessary prerequisites for successful graduate study in these fields. Leadership & Sustainable Business engages students in reflective inquiry into the nature of dynamic leadership and resilient organizational life, with a particular emphasis on guiding systemic and participatory change in a quickly evolving, interconnected and multicultural world. Studies in this area emphasize an ethic of social responsibility and entrepreneurial innovation driving business decisions and functions, along with concern for environmental sustainability and financial resilience within a just global economy.

A Leadership and Sustainable Business concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

#### **REQUIRED CONCENTRATION COURSEWORK:**

**1) Leadership.** One course in this area of concentration should primarily address the leadership role, taking up issues in contemporary leadership theory, strategy and practice, with a particular emphasis on what it means to be an effective leader. Sample classes:

- *Leadership for Workplace Resilience*
- *The Mindful Leader*
- *Everyday Leadership*

**2) Systems Change.** One course is required that develops students' understanding of organizations and businesses as complex adaptive living 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) Applied Leadership.** Another required course provides the opportunity to develop applied leadership skill. Students are supported to learn specific strategies to facilitate a wide variety of groups in ways that promote collaborative learning, change and action. Possible classes include:

- *The Power of Engaging: Listening, Collaborating, Facilitating*
- *Community Organizing in Action*

**4) Political Economy and Globalization.** 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 highlight how diverse communities understand and enact social change that confront the logic and structure of capitalism. Courses that fulfill this subject area include:

- *Applied Political Economy: Land & Life*
- *Political Economy and Globalization*
- *Displaced Persons: Immigrants & Refugees*
- *Wealth and Poverty*

**5) Financial Theory & Practice or Sustainable Business Development/Marketing.** Coursework fulfilling this requirement addresses fundamentals of finance from a triple bottom line perspective -- "People, Planet & Profit." Students learn strategic financial planning and reporting frameworks that take into account social and ecological, as well as financial, performance criteria. Alternately, a course in this area addresses a philosophy and practice of business development and/or marketing that strives to enhance the well-being of employees, consumers and also serves the best interests of society a course. For example:

- *Triple Bottom Line Accounting*
- *Entrepreneurial Finance*
- *Sustainable Business Development*

**6) Resilience/Sustainability.** A final required learning activity for this concentration provides the opportunity to develop in-depth perspectives on issues and/or policy considerations regarding resilience and sustainability in human and environmental systems. Topics could span from intergenerational trauma, to food deserts, to climate change. Possibilities include:

- *Urban Agriculture*
- *Sustainable Cities: Water, Energy & Resource Flows*
- *Environmental Racism; Environmental Justice*

#### **SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:**

- Raising awareness about multicultural issues in one's work team/division
- Doing market research for a café and bookstore
- Assist a family owned business develop a human resources program
- Internship based on a project management initiative at work

#### **SAMPLE SYNTHESIS PROJECTS:**

- Developing and implementing a volunteer training workshop
- Lead a change initiative at one's workplace
- Develop a business plan for a new environmental start-up
- Development of a sustainability transition plan for one's company
- 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

### **Psychology and Counseling Area of Concentration**

**PURPOSE:** The goal of the Psychology and Counseling concentration is to prepare students for both graduate study in psychology or social work and/or work in the field, with the ultimate goal of working as case management, advocacy or counseling professionals. Students with interdisciplinary interests in areas such as art and psychology (or art therapy), drama and psychology (drama therapy) or writing and psychology, might also pursue this structured concentration. In addition, students with a BA degree might pursue this concentration if they are interested in working in case management, advocacy, community organizing, human service delivery, social justice work within human services, or related policy work. Viable employment options for students completing this area of concentration include work within non-profit organizations that address such needs as homeless youth and/or adults, people with disabilities, survivors of domestic violence and sexual assault, or within city, county or state (DSHS) human services departments.

A Psychology and Counseling concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

#### **REQUIRED CONCENTRATION COURSEWORK:**

**1) *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. Most students address this area by taking:

- *Lifespan Development*

**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 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. Antioch's course that meets this requirement is:

- *Abnormal Psychology*

**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 as 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 taken to meet this requirement is:

- *Counseling Role*

**4) *Depth Psychology or Health Psychology.*** To fulfill this required learning area, a student may take any course that falls under the general heading of spiritual and depth psychology or alternately, health psychology. The purpose of this requirement is to encourage students with a Psychology and Counseling concentration to explore the many intersecting fields that also address healing and wellness. Examples of course that meet this requirement:

- *Eco-Spiritualities*
- *The Warrior Spirit*
- *Emergent Spiritualities: Contemporary Views on the Sacred*
- *Health Psychology & Promotion*
- *Neuropsychology*
- *Biological Systems and Human Health*

**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:

- *The American Family in Literature and Film*
- *Gender, Danger and Desire*
- *LGBTQ Literature*

**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. The typical course that meets this requirement:

- *Social Sciences Research*

#### **SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:**

- 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

## 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.

A Spiritual Studies concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

### REQUIRED CONCENTRATION COURSEWORK:

**1) Eco-Psychology/Eco-Spirituality.** Courses in this area explore the intersection between the field of psychology and emerging spiritual perspectives. Factors such as culture, worldview and personal style shape the many ways in which this interaction is understood and experienced. Courses should address such essential questions as: What is the relationship between spirituality and religion? What is the self/Self? How are body, soul and spirit related? What are the differences between depth (soul-oriented) and transpersonal psychologies? How are psychological and spiritual development related? How can spiritual approaches contribute to psychotherapeutic healing and how can psychological understanding and work enhance spiritual growth? Sample classes that would meet this core requirement:

- *Eco-Psychology*
- *Eco-Spirituality*

**2) and 3) Depth Psychology/Transpersonal Perspectives.** Depth psychology and transpersonal psychology are rich fields of inquiry grounded in the study of literature, religion, art, and mythology. Courses that fulfill this area are those that define the historical, cultural and conceptual traditions that shape depth psychology as it has emerged in the work of Freud, Jung and Hillman, including topics such as 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. Transpersonal psychology draws on the work of Wilber, Grof, Tart, Walsh, Vaughan and others and considers the major theories, areas of research, and approaches to transpersonal therapy. Courses in this required area address the implications of depth and transpersonal psychology for personal and cultural transformation in today's world. Students take at least two learning activities in this area. Among the possibilities:

- *The Spiritual Psychology of the Human Heart*
- *Emergent Spiritualities: Contemporary Views on the Sacred*
- *The Warrior Spirit*

**4) 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 Concentration 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:

- *Divine Feminine*
- *Modernity & the Search for Meaning*
- *Mythologies of Grace*

**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 and Islam*
- *Zen and Taoism*
- *Paradox, Hinduism & Beyond*



**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:

- *Practicing Self-Compassion: Meditations on Self-Care*
- *Dreams and the Earth*
- *Pilgrimage: Walking With Intention*

#### **SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:**

- Internship with a youth rites-of-passage program
- Create and implement a workshop on Right Livelihood
- Lead a meditation group in a prison
- 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
- Analyze world events from an Archetypal perspective
- Exhibit a series of paintings based on dreams

### **Urban Ecology Area of Concentration**

**PURPOSE:** This concentration prepares students for work and/or graduate studies in a wide range of fields, including: social entrepreneurship, community development, social change advocacy, environmental stewardship, climate change activism, urban environmental education, public policy & law, urban design and government agencies (departments such as parks, utilities, social services or neighborhoods). A highly interdisciplinary concentration, Urban Ecology engages students in the study of political economy, food systems, environmental justice, cultural studies, policy studies, urban planning, education and social change. This concentration educates students to take innovative leadership roles with communities facing the challenges and opportunities of dense urbanization, a growing urgency for social justice, and quickly evolving environmental conditions. Graduates with this concentration are committed to nurturing resilient communities in which residents thrive culturally, psychologically, spiritually, and economically.

An Urban Ecology concentration requires a minimum of 45 credits. Students take at least one class in each of the six areas of learning listed below. Electives, at least 2 credits of internship/field-based learning and a senior synthesis project round out the concentration.

#### **REQUIRED CONCENTRATION COURSEWORK:**

**1) *Political Economy and Globalization.*** 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. Courses that fulfill this subject area include:

- *Applied Political Economy: Land & Life*
- *Displaced Persons: Immigrants & Refugees*
- *Wealth and Poverty*

**2) *Theorizing Culture and 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 hierarchical 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. It is recommended that students enroll or have already completed *Diversity, Power, and Privilege (DPP)* before completing this particular concentration requirement. Courses that fulfill this subject area include:

- *Post-Colonial Literature & Theory*
- *Global Media & Resistance*

**3) and 4) *Resilience/Sustainability.*** Two courses are required for this concentration that develop in-depth perspectives on issues and/or policy considerations regarding resilience and sustainability in human and environmental systems. Topics could span from intergenerational trauma, to food deserts, to climate change. Possibilities include:

- *Sustainable Cities: Water, Energy & Resource Flows*
- *Water Rights & Wars; Global Perspectives*
- *Urban Agriculture*
- *Environmental Justice*
- *Principles of Sustainability*

**5) Eco-Psychology and/or Eco-Spirituality.** Classes that fill this requirement 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.

- *Eco Psychology*
- *Dreams and the Earth*

**6) Applied Leadership.** A final required course supports the development of leadership skills. Students are expected to learn something of the nature and dynamics of participatory change, including deeper insight into alternative ways of knowing that diverse community groups are employing to educate and intervene in urgent challenges. The range of possible applicable skills includes: hosting community dialogues, public speaking, public policy advocacy, community organizing, conflict resolution, meeting facilitation, and cross-cultural communication. Courses that fulfill the applied leadership requirement include:

- *Movements of the Marginalized*
- *Critical Pedagogy*
- *Community Organizing in Action*

#### **SAMPLE COMMUNITY/FIELD-BASED LEARNING EXPERIENCES:**

- Apprentice with a local artist, writer or film-maker focused on community issues
- Organize a speaker/lecture series on a global issue
- Training with an international NGO
- Practicum with a labor union or community-based organization
- Work with a Community Garden

#### **SAMPLE SYNTHESIS PROJECTS:**

- Develop a project on local, sustainable agriculture in the greater Seattle area
- Design an advocacy project promoting outdoor recreation and experiential education for troubled youth in public high schools
- Research the effects of global warming on coastal urban areas
- Facilitate a community issues forum
- Compare and contrast different farming systems (agri-business, organic, bio-dynamic, and permaculture)
- Design an advocacy project promoting experiential environmental education for at risk youth in public high schools
- Oral history project dealing with an immigrant community

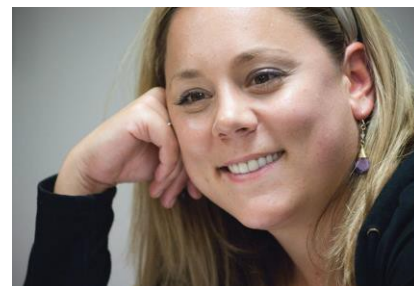
# BA in Health Counseling and Psychology

## Introduction

The B.A. in Health Counseling and Psychology at Antioch University Seattle is a professional preparation degree embedded within a liberal arts undergraduate framework. Students undertake foundational coursework in psychology, health sciences, mind-body integration, and counseling as well as basic research skills and clinical fieldwork toward understanding and promotion of physical health and wellbeing. The program addresses biological, social and behavioral factors of health, as well as how culture, geography, race and experiences factor into physical wellness. Students completing the major will gain the following competencies:

- Develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors.
- Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Learn the nature of the stress response and its impact on the etiology and course of many health problems.
- Apply foundational counseling skills to assist individuals in coping with psychosocial stress while increasing wellbeing.
- Develop skills for designing wellness programs to improve personal health habits and lifestyles.
- Acquire an understanding of the perspective of the individual in dealing with symptoms and complex healthcare systems and settings.
- Understand the impact that chronic, disabling, or life-threatening illnesses have on patients and their families.
- Discover how psychological principles and counseling methods can be applied to help patients manage and cope with chronic illness.

Upon completion of the B.A. in Health Counseling and Psychology, graduates will be prepared to work in the fast-growing applied healthcare sector with employment opportunities in hospitals, public health agencies, insurance companies, community organizations, and research laboratories. An emphasis area in Addiction Studies prepares students to also work as chemical dependency providers and prevention specialists; whereas an emphasis area in Wellness Counseling provides opportunities to work in a variety of clinical settings in promoting health wellness and stress management programs. Graduates can also use the degree to pathway into graduate degrees at AUS in Clinical Mental Health Counseling, Couples and Family Therapy, Art Therapy and/or Drama Therapy.



## Admissions Requirements

Applicants to the B.A. in Health Counseling and Psychology are expected to have the following:

- A minimum of 36 transferable credits
- Upper division writing and critical thinking skills
- Strong aptitude to work collaboratively with others in an interactive learning environment
- Interest in pursuing career paths and/or graduate study related to health counseling and psychology

## Degree Credits

As this is a degree completion program, a minimum of 36 transfer credits is required. The degree requires a total of 180-quarter credits; a maximum of 120 lower division credits, plus a minimum of 60 upper division credits. A minimum of 45 residency credits must be earned at Antioch. Degree requirements can be met with a combination of transfer credits, prior learning credits (documented learning from life experience, maximum of 45) and current Antioch University Credits.

## Shared Student Learning Outcomes

Graduates of the B.A. with a major in Health Counseling and Psychology can expect to evidence the Shared Learning Outcomes common to all AU undergraduate programs:

1. Application of critical thinking and creative problem solving (Critical Thinking)
2. Articulation and understanding of multiple and diverse perspectives, within a global context (Diverse Perspectives)
3. Analysis of social justice issues (Social Justice)
4. Application of abstract knowledge to practical experience and concrete issues (Applied Learning)
5. Demonstration of effective communication (Communication)
6. Demonstration of increased self-awareness through critical reflection (Self-Awareness)

## General Education Requirements & Liberal Arts Core Competencies

To meet the general education requirements each student must take minimum of 6 quarter credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning, and the Social Sciences. In addition, each student must present evidence by graduation of competency in 12 liberal arts areas. Through a portfolio of sample papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate college level competence in: Critical Thinking, Communication, Creativity, Reflective Practice, Self-Awareness, Social Responsibility, Dialogue, Collaboration, Multiple Lenses, Social Justice, Global Perspectives and Natural World.

### Required Liberal Arts courses

LIB3010 - Liberal Studies Seminar (3-4 credits)  
LIB3020 - Diversity, Power and Privilege (3-4 credits)  
WRTG4060 - Inquiry and Research (3 credits)  
LIB4400 - Competency Integration Seminar (1-2 credits)  
LIB4450 - Senior Synthesis Seminar (1-2 credits)  
LIB4500 - Senior Synthesis Project (1-6 credits)

### Elective Liberal Arts courses

Students will have access to all courses currently offered in the B.A. Liberal Studies program from which to fulfill General Education and Liberal Arts core competency requirements. These range from Arts & Literature (e.g. *Ceramics, Socially Engaged Community Art, Postcolonial Narratives, Fiction Writing*); to Media & Communications (*Media for Social Change, Documentary Film*); Global & Social Justice (*Translating Gender, Climate Change Activism, LGBTQ Studies, Wealth & Poverty*); Leadership & Business (*The Resilient Leader, Narrating Change-Stories for Collective Action, Sustainable Business Development*); Spiritual Studies (*Dreams & the Earth, Buddhism East & West, Eco-Spirituality*); Urban Ecology (*Urban Agriculture, Environmental Racism, Political Ecology of the Skagit River*); and interdisciplinary seminars (*War & the Soul; When a Community Weeps, Birds in the Human Imagination and in the Field*).

### Major Requirements

The major in Health Counseling & Psychology requires a minimum of 60 credits. At least 50% of the coursework for the major must be taken at the upper division level. Coursework divides into the following areas:

- **Psychology Core (12 credits minimum)**

<b>PSYC-4920 Lifespan Development</b> 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.	3-4 credits
<b>PSYC-4940 Abnormal Psychology</b> This course 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.	3-4 credits
<b>PSYC-4300 Frontiers in Cognitive and Social Psychology</b> Provides an overview of classic findings in cognitive psychology (the study of perception attention and memory) and social psychology (the study of individual behavior in group contexts, group behavior and associated phenomena). Attention to the application of research bases to a range of diverse settings, populations and problems will be addressed.	3-4 credits
<b>SOC-3800 Social Science Research</b> 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.	3-4 credits

- **Health Psychology Core (12 credits minimum)**

<p><b>PSYC-4240 Health Psychology &amp; Promotion</b></p> <p>The course provides an overview of health issues as they relate to psychology from a lifespan perspective. Developmental challenges and opportunities will be integrated into presentation of health concerns that present at different stages of the life cycle. Emphasis is on the biopsychosocial model for understanding health and disease. The course will also address professional roles and programs/settings designed for health promotion.</p>	3-4 credits
<p><b>PSYC-4230 Biological Systems &amp; Human Health</b></p> <p>Designed to introduce the basics of human biology as a basis for understanding contemporary issues in health and disease. Topics such as human physiology, cellular biology and Mendelian genetics will help students appreciate how the body maintains a healthy balance, and how disturbances of this balance underlie disease. Biomedical approaches to treating disease will be addressed, while discussing modern diseases such as diabetes, obesity, HIV and other infectious diseases, immune system disorders, heart disease and environmental health effects.</p>	3-4 credits
<p><b>PSYC-4250 Neuropsychology</b></p> <p>An overview of the central nervous system in terms of its structure and function including the study of the relationship between neurophysiological processes and behavior, behavioral dysfunctions and related mechanisms, and approaches will be presented.</p>	3-4 credits
<p><b>PSYC-4260 Ethics in Professional Settings (3-4)</b></p> <p>Focuses on the ethical challenges and responsibilities of being a competent professional in a diverse and changing world. A variety of ethical concepts and applications are explored, using case studies to grapple with ethical dilemmas and consider the most effective way to handle those situations in practice. Students will learn to integrate personal and professional values with ethical reasoning and decision-making across different professional domains.</p>	3-4 credits

- **Counseling and Field Work (18 credits minimum)**

<p><b>PSYC-3120 Counseling Role</b></p> <p>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.</p>	3-4 credits
<p><b>PSYC-4280 Palliative Care and Bereavement Counseling</b></p> <p>Explores the experience of loss and grief from a variety of perspectives—personal, socio-cultural, psychological, therapeutic, symbolic and spiritual within healthcare and hospice settings.</p>	3 credits
<p><b>PSYC-4290 Family Systems Perspectives</b></p> <p>Introduces family systems theory for understanding a variety of mental health problems, inclusive of multicultural perspectives.</p>	3 credits
<p><b>PSYC-3110 Introduction to Wellness Counseling</b></p> <p>This course provides students with the psychological aspects of wellness and the integration of psychological, social and spiritual components with physical health.</p>	3 credits
<p><b>PSYC-3950 Health Counseling Internship (two quarters required)</b></p> <p>Students provide health and wellness services in settings that serve the mental health needs of individuals, children, groups, couples and families.</p>	2 x 3 cr = 6 total credits

## Emphasis Areas (12 credits)

Students may elect an 'emphasis' of advanced training prior to graduation. These emphasis areas provide students with a specialized area of knowledge and skills when working within a healthcare setting.

### 1. Addiction Studies Advanced Study (12 credits)

The Addiction Studies emphasis is designed to provide specialized knowledge and skills related to counseling individuals and families impacted by addiction in a variety of settings. Inclusion of this track is based upon occupational outcomes identified as promising employment opportunities for graduates with this specialization:

- Probation Assessment Officer
- Alcohol/Drug Information School Instructor
- Substance Abuse Prevention Specialist

<b><i>COUN-5290 Survey of Addiction: Introduction to Addiction Counseling Fundamentals</i></b> The purpose of this course is to introduce core concepts in Addiction counseling/treatment. This course provides introductory material on the following topics: understanding the neuroscience of addiction, addressing the family system, identifying common issues that accompany addiction, as well as considering cultural competence in the treatment of addiction. Due to the depth and complexity of treating addiction, this course will be an overview and provide basic information in an effort to prepare students to be able to do the following: identify the symptoms of substance use disorders, identify and screen for issues that commonly co-occur with addiction, understanding family effects, understanding the long-term trajectory of treatment and the recovery process, identifying some basic features of the process addictions, and exploring the many social justice issues that are connected to treating addiction. Should students wish to continue to deepen their knowledge of addiction counseling and/or pursue a CDP in the State of Washington, they should consider completing the CMHC Addictions Concentration. Prerequisite: BA students require approval of the BA HCP program coordinator	3 credits
<b><i>COUN-5610 Addiction Psychopharmacology and Physiology</i></b> The purpose of this course is to provide information and learning experiences to enable students to have a deeper understanding and foundation of knowledge on the physiology of addiction, current neurobiology research findings, and psychopharmacology as it pertains to addiction treatment. Prerequisite: BA students require approval of the BA HCP program coordinator	3 credits
<b><i>PSYC-4310 Screening Addictions and Co-Occurring issues I</i></b> This course explores the value of identifying symptoms of substance abuse, substance addiction, process addictions, eating disorders, and mental health issues that commonly accompany. The class introduces material designed to help students develop skills to ask exploratory questions and use screening tools in a way that helps neutralize shame and fear in clients they may come into contact with in a variety of settings. Screening is different than being able to assess addiction. This course is meant to help students working in more of a supportive role to licensed clinicians. Prerequisite: requires approval of BA HCP program coordinator	3 credits
<b><i>PSYC-4320 Screening Addictions and Co-Occurring issues II</i></b> The purpose of this course (the second, of a two-course series) is to explore different levels of care, and how to help clients access culturally appropriate services and other support services available to individuals struggling with addictions. The goal is to familiarize students with resources in Washington State, explore some of the barriers to accessing services that individuals face, and provide an opportunity for students to explore an area of special interest. This course expands on knowledge and skills learned in the first course of the series and explores social justice issues that individuals struggling with addiction face. Prerequisite: requires approval of BA HCP program coordinator	3 credits

### 2. Wellness Counseling Advanced Study (12 credits)

The Wellness Counseling emphasis introduces students to the psychological aspects of wellness, focusing on the integration of psychological, social and spiritual components with physical health. This emphasis specialty also explores the actual and potential roles of interventions that can improve health and wellness in individuals who either receive or provide services in health care organizations or other related groups. Further opportunities to develop this into a concentration for Masters' degree student within existing clinical Masters' degree programs or stand-alone certificate programs are being developed from this track. The following is a brief overview the required coursework.

<p><b><i>PSYC-3120 Foundations in Mindfulness</i></b></p> <p>This class includes an 8-week training overviewing the essential aspects of mindfulness-based stress reduction (MBSR) students will learn how to create in-the-moment, nonjudgmental awareness through the use of three formal techniques; mindfulness meditation, body scanning and simple yoga postures. Prerequisite: requires approval of the HCP program coordinator</p>	3 credits
<p><b><i>PSYC-3130 Foundations in Holistic Health</i></b></p> <p>In this course, students will overview the elements of holistic healing and wellness principles for daily life, while developing the knowledge necessary to co-create a comprehensive Holistic Wellness Plan with others. Prerequisite: requires approval of the HCP program coordinator</p>	3 credits
<p><b><i>PSYC-3140 Foundations in Somatic Experiencing</i></b></p> <p>This course will explore with students the mind-body model of healing medicine with an emphasis on somatic experiencing. The course will explore how intense emotions and or trauma can be recognized and expressed in incremental and healthy ways. Prerequisite: requires approval of the HCP program coordinator</p>	3 credits
<p><b><i>PSYC-3150 Foundations in Creative Arts Healing</i></b></p> <p>This course will focus on the introducing students to integrative approaches to creative therapies. Students will learn to foster awareness, encourage emotional growth, and enhance relationships with others utilizing a variety of creative modalities. The course will include arts as therapy and healing. Prerequisite: requires approval of the HCP program coordinator</p>	3 credits

#### **MA/Graduate Pathway (12 credits)**

The MA pathway provides a “running start” for qualified students in the Health Counseling and Psychology Major to transition into a graduate counseling program while completing their undergraduate coursework. Requires acceptance into an AUS MA Program in Applied Psychology, either the MA in Clinical Mental Health (CMHC) or the MA in Couple and Family Therapy (CFT). Students apply to the MA program when they are within approximately 4 quarters of finishing their BA and have completed at least the required core psychology and health psychology coursework, and have begun the counseling coursework and supervised field experience. If accepted into an MA program, the student launches into the first 12 credits of their graduate program while completing the BA in Health Counseling and Psychology.

## Certificate in Culturally Responsive Early Childhood Education

This certificate program assists experienced early childhood educators earn academic credit for experiential learning from professional work in the field. It is designed to help students build a bridge toward completing a 4 year degree.

This six month certificate program involves four courses—two writing and two reflective practice courses - focused on developing critical thinking and communication skills. These courses support students to prepare prior learning portfolios from which students can earn up to 45 prior learning credits over the two quarters for a possible overall certificate total of 57 lower division credits. While any credits earned will be transcribed, a certificate is awarded if a student successfully completes all four of the current courses, plus a minimum of 30 prior learning credits.

The program is designed as a cohort of up to 24 students who move through the two quarters together with two instructors. Classes are held on Saturdays and Sundays, approximately every other weekend.

This is a multilingual-friendly program, which will have one bi-lingual instructor per cohort. Some critical materials will be translated into the second language and some assignments allowed in the second language designated for the cohort. Current planned language cohorts are Spanish, Somali and Cantonese. All students must speak and write English in order to participate, and speakers of all languages are most welcome in any cohort.

### Admissions Requirements

Applicants to the Certificate in Culturally Responsive Early Childhood Education are expected to have the following:

- A minimum of 5 years of professional experience in the field
- Evidence of ability to do lower division (100 and 200 level) college courses, which could include any of the following: high school diploma, GED, home school certificate or successful completion of CLEP tests or a college course

### Curricular Map of 2 Quarter Certificate

#### First Quarter courses

WRTG 1000	Narrative Writing (3 current learning cr)
EXP 2030	Reflective Practice in ECE I (3 current learning cr)

#### Second Quarter courses

WRTG 1010	Expository Writing (3 current learning cr)
EXP 2031	Reflective Practice in ECE II (3 current learning cr)

### Course Equivalencies/Prior Learning Credits

Students select from among the following options to demonstrate up to 45 total prior learning credits via portfolio:

EDUC 1320	Introduction to Culturally Relevant Anti-Bias Education (5 prior learning cr)
EDUC 1220	Working with Young Dual Language Learners (5 prior learning cr)
EDUC 1500	Child, Family, and Community (5 prior learning cr)
ECE 1800	Language and Literacy Development (5 prior learning cr)
EDUC 1420	Supporting Children with Special Needs (5 prior learning cr)
ECE 1600	Curriculum Development (5 prior learning cr)
ECE 1200	Practicum in Early Childhood Education (5 prior learning cr)



EDUC 1300	Guiding Behavior (5 prior learning cr)
ECE 1050	Intro to Early Childhood Education (5 prior learning cr)
ECE 1070	Health, Safety, Nutrition (5 prior learning cr)
ECE 1340	Family Child Care (5 prior learning cr)
SCI 2070	Science of Nutrition (5 prior learning cr)
ART 2070	Cultural Arts (5 prior learning cr)
MAT 1030	Business Math (5 prior learning cr)
SPA 2050	Conversational Spanish (5 prior learning credits)
SPA 2051	Narrative Writing in Spanish (5 prior learning credits)
LANG 2060	Conversational Somali (5 prior learning credits)
LANG 2061	Narrative Writing in Somali (5 prior learning credits)
LANG 2070	Conversational Cantonese (5 prior learning credits)
LANG 2071	Narrative Writing in Cantonese (5 prior learning credits)
LANG 2100	Special Topics in Language Learning (5 prior learning credits)

## School of Education

The School of Education provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and response 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.

### Programs

Antioch University Seattle offers a number of degrees and teacher preparation options.

- Master of Arts in Teaching (MAT) leading to recommendation for a Washington State Residency teaching certificate with an Elementary Education endorsement, with the option to complete a middle-level endorsement in mathematics, science, or humanities
  - Teacher candidates seeking an optional Middle Level endorsement in Humanities, Mathematics or Science must pass the corresponding middle level endorsement exam (administered by Pearson) by the end of the second quarter of the Master of Arts in Teaching Program to be placed for student teaching in middle school.
- Alternate Route to Teacher Certification (ARTC) Program is designed to support paraeducators and other classified instructional staff as well as individuals with conditional or emergency substitute certificates prepare for the Washington State Residency teaching certificate with an Elementary Education endorsement, with the option to complete the English Language Learners (ELL) or Library Media endorsement
- Master of Arts in Education (MAEd) with an option for a concentration in: Urban Environmental Education, Adult Education, Drama Therapy, Play Therapy, and Leadership in Edible Education
- Masters of Arts in Education (MAEd) in Urban Environmental Education
- Add-on Endorsements: Environmental and Sustainability Education, Library Media, and English Language Learners

### Master of Arts in Teaching

The MAT emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate 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

Candidates will complete an internship during each of the first three quarters of the program. In quarter four, candidates complete a culminating master's project integrating their internship experiences with what they learned in their content and methods courses. Candidates spend fifth quarter student teaching.

### Admission Criteria

In addition to fulfilling the general admission requirements of Antioch University 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 experience working with K-8 youth
- One to two letters of recommendation
- A current resume or CV
- A Structured Admissions Interview
- The following admissions exams are required by September 1 : Passing scores on WEST-B (or approved WEST-B alternative), NES Elementary Education exam and the AUS writing assessment (assessment given during interview process)
- A Fingerprint/Background Clearance

**\*Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.**

## Completion Requirements for Certification and Degree

- Completion of the Elementary Education (56 credits) course requirements and maintaining Satisfactory Academic Progress Optional: one additional Washington State endorsement may be added by passing the appropriate middle level content exam by end of the second quarter of the program and a student teaching internship in the middle level content area: Middle Level Humanities, Middle Level Mathematics, or Middle Level Sciences
- Successful completion of each internship as a prerequisite for enrolling in the following 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 disposition standards
- Required certification exam: Passing scores on Washington Teacher Performance Assessment (edTPA) and submission of edTPA notebook to the program
- Required professional growth plan for program completion

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

## 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

\*Transfer credits at the discretion of the program

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

EDUC5020: Education and Society - Foundations of Schooling in America (3)  
EDUC5090: Child Development and Learning Theory (3)  
EDUC5100: Strategies of Instruction and Assessment (3)  
EDUC5390: Art/Social Studies Inquiry and Integration (3)  
EDUC5520: Instructional Methods: Science I (3)  
EDUC5570: Mathematics in Elementary Education I: K-3 (3)  
EDUC5580: Health, Physical Education and Safety; Child Abuse and Neglect (3)  
EDUC5590: Mathematics in Elementary Education II: 4-8 (3)  
EDUC5640: Literacy Issues and Methods I: Integrated Reading and Writing: K-3 (3)  
EDUC5660: Literacy Issues and Methods II: Integrated Reading and Writing: 4-8 (3)  
EDUC5750: Pacific Northwest History and Government (1)  
EDUC5771: Foundations for Teaching English Language Learners (3)  
EDUC5860: Classroom Management I (1)  
EDUC5871: Classroom Management II (2)  
EDUC5901: Student Teaching (1-9)  
EDUC5910: Support Seminar (1)  
EDUC6151: Integrated Master's Project I (1)  
EDUC6161: Integrated Master's Project II (1)  
EDUC6171: Integrated Master's Project III (1)  
EDUC6180: Master's Capstone Project (2)  
SPED6310: Differentiation in an Inclusive Classroom (3)

## Alternate Route to Teacher Certification (ARTC)

The ARTC Program works to prepare paraeducators – as well as other classified staff and employees with conditional or emergency certifications -- to become reflective, community-oriented teachers. The ARTC program allows candidates to remain in their positions while preparing for the Washington State Residency teaching certificate with an Elementary Education endorsement. All participants will either complete the English Language Learners (ELL) or Library Media endorsement and will have the option to take one additional quarter in order to earn their Masters of Arts in Teaching (MAT).

ARTC emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings – with particular attention to meeting the needs of the Kent community

- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate 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 ARTC program begins with a summer intensive during the first quarter of the program. Candidates complete their student teaching and continue their coursework during the second, third and fourth quarters of the program. In quarter five, candidates have the option to complete a culminating master's project.

### **Admission Criteria**

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

- a BA or BS degree
- Letter of Interest/Admissions Essay
- Structured admissions interview
- The following admissions exams are required by April 2019 for the summer 2019 cohort: Passing scores on WEST-B (or approved WEST-B alternative), NES Elementary Education exam and the AUS writing assessment (assessment given during interview process)

### **Completion Requirements for Certification and Degree**

- Completion of the Elementary Education course requirements and maintaining Satisfactory Academic Progress
- An additional Washington State endorsement in English Language Learners (ELL) or Library Media will be incorporated into the program and will require candidates to pass the appropriate content exam by end of the fourth quarter of the program and a student teaching internship in the ELL or Library Media content area.
- Successful completion of student teaching, evidence-based demonstration of meeting the Washington State effective teaching standards, and evidence of meeting the professional disposition standards
- Required certification exam: Passing scores on Washington Teacher Performance Assessment (edTPA)

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

### **Alternate Route to Teacher Certification required courses (43 credits w/Masters):**

EDUC5020: Education and Society - Foundations of Schooling in America (3)

EDUC5080: Child Abuse & Neglect (1)

EDUC5101: Learning Theory, Instruction & Assessment (3)

EDUC 5380: Art/ Social Studies Inquiry & Integration (2)

EDUC5550: Science in K-8 Education (2)

EDUC5560: Math in K-8 Education (3)

EDUC5670: Literacy Issues & Methods (3)

EDUC5771: Foundations for Teaching English Language Learners (3)

EDUC5880: Classroom Management (3)

EDUC5901: Student Teaching (10)

EDUC5911: Support Seminar (4)

EDUC6190: Masters Capstone Project (4)

SPED6310: Differentiation in an Inclusive Classroom (3)

ARTC English Language Learners endorsement courses (12 credits):

EDUC5772: Literature, Linguistics, & Language Acquisition (3)

EDUC5773: Planning, Instruction, and Assessment for ELL: English Language Arts & Social Studies (3)

EDUC5774: Planning, Instruction, and Assessment for ELL: Mathematics & Science (3)

EDUC5775: Seminar on ELL Topics in Education (3)

### **ARTC Library Media endorsement courses (12 credits)**

LIBM6020: School Library Program and Collection Management (3)

LIBM6070: Information Literacy Across the Digital Landscape (3)

LIBM6090: Legal and Ethical Issues in School Libraries (3)

LIBM6080: Selection for Collections: Children's and Adolescent Library Materials (3)

## Master of Arts in Education (MAEd)

A Master's Degree in Education is a path toward new careers and/or professional advancement for many students. However, the program offers much more than professional preparation or "occupational payoff." It offers a deep and careful study of the field of education and on-the-ground connections between coursework and fieldwork, between theory and practice, between ideal and implementation.

The MAEd Program at AUS gives a wide breadth of students the opportunity to achieve their diverse professional goals and to strengthen their educational commitments. The program focuses on curriculum, instruction, and social change and is flexible enough to meet the needs of a variety of educators. Its aim is to help those educators become more reflective, thoughtful, well-informed, analytic, scholarly, justice-oriented, and effective in the important work that they are doing. Another overarching goal of the program is to instill the confidence and skills to help educators become change agents in their own communities. Courses and assignments bring students out into the field, helping them to apply what they are learning to real-world contexts.



### Program Highlights:

Core Courses build a strong foundation of educational knowledge and theory. These courses provide a rich, interactive, collaborative learning environment in which candidates delve into a wealth of crucial issues and are encouraged to make strong connections between theory and practice. These core courses cover four key areas of study:

- **Curriculum Studies & Reflective Practice** is an introduction to the field of curriculum studies and an opportunity for students to engage in deep reflective practice about their own educational beliefs, curricular orientations, and practices.
- **Diversity & Equity** provides a critical, historical and philosophical context for exploring equity and justice in education. Including power, privilege, culture, public policy, educational access, and the equitable allocation of resources.
- **Leadership & Reform** provides an overview of the wide landscape of educational change in American schools, particularly those seeking progressive, democratic values and alternative social and cultural possibilities.
- **Inquiry & Research** explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine studies from various research paradigms as they prepare to design and carry out their own Inquiry Projects.
- **48 Quarter Credit Hours**

**Inquiry Sequence** is a series of courses that carry students through the process of proposing, designing, and implementing their own unique research projects. These projects are individually tailored and are tied to students' areas of passion and interest in the field of education, as well as to their professional goals. Often students utilize the Inquiry Report to engage in projects that will advance, augment, or kick-start their careers such as creating a training module, building a democratic curriculum in ESL or urban water infrastructure, writing a grant proposal, or probing the feasibility of advanced interactive online learning platforms.

**Area of degree concentration:** Because students enter the program from a variety of arenas and have a wide range of professional and personal goals the program is designed to be flexible and responsive to their needs and interests. Students delve deeply into their unique areas of study via these options:

- **Adult Education**
- **Leadership in Edible Education**
- **Play Therapy**
- **Self-designed Area of Study**
- **Environmental and Sustainability Education\***

*\*Denotes Washington state endorsement*

### Admission Criteria

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

- a BA or BS degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0\*
- A current resume or CV
- Admissions interview
- Letter of Interest
- A minimum of one letter of recommendation

**\*Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.**

#### **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 students Graduate Pathways**

Graduate level MAEd courses successfully taken as an undergraduate may be subsequently applied to the MAEd degree, up to 12 credits, if the student is successfully admitted to the MAEd program.

#### **Core Knowledge Areas (16 credits)**

EDUC5040: Diversity & Equity

EDUC5110: Curriculum Studies & Reflective Practice

EDUC5460: Leadership & Reform

EDUC6070: Inquiry & Research

#### **Inquiry Sequence and Reflection (12 credits)**

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.

EDUC6100: Inquiry Proposal

EDUC6200: Inquiry Development

EDUC6500: Inquiry Report

#### **Optional Concentrations**

##### **Adult Education**

EDUC6710: Adult Teaching & Learning Frameworks

EDUC6720: Adult Education Settings

EDUC6730: Teaching Toolkit

EDUC6740: Improving Adult Education through Assessment

EDUC6750: Adult Education Internship/ Practicum

##### **Leadership in Edible Education**

EDUC6400: Education Toward Food, Citizenship, & Community

EDUC6420-: Food in Schools & Postsecondary Institutions

EDUC6450: Edible Education I: Theory & Practice

EDUC6470: Edible Education II: Field Application & Culminating Project

##### **Play Therapy**

COUC5600: Introduction to Play Therapy

COUC5610: Advanced Play Therapy

COUC5630: Seminar in Play Therapy I

COUC5640: Seminar in Play Therapy II



## Endorsement Options

Endorsement areas lead to recommendation for Washington State endorsement, for those who already possess a Washington State Teaching Certificate.

### Pathway 3

Educators may add an endorsement by a program that requires coursework, verification of the content area by passing the content exam and demonstrating the new endorsement's teaching method in a practicum or extensive internship and portfolio qualification. Endorsement areas include English Language Learners, Library Media and Environmental and Sustainability Education. These endorsement areas may be pursued as part of the MAEd.

Library Media Coursework includes

- LIBM6020: Program and Collection Management (3)
- LIBM6031: Promoting a Leading School Library Program (3)
- LIBM6040: Tech Tools for Teacher-Librarians (3)
- LIBM6050: Librarians as Curriculum and Assessment Leaders (3)
- LIBM6070: Information Literacy Across the Digital Landscape (3)
- LIBM6080: Selection for Collections: Children's and Adolescent Library Materials (3)
- LIBM6090: Legal and Ethical Issues in School Libraries (3)

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

Sustainability Course work includes:

- EDUC6300: Introduction to Ecological Perspectives in Environmental Education and Sustainability (2)
- EDUC6310: Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2)
- EDUC6320: Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2)
- EDUC6330: Contemporary Issues in Environmental Education and Sustainability Education: Cultural, Social and Economic Dimensions (2)
- EDUC6340: Identifying, Investigating, and Evaluating Current Issues in Environmental Education and the Sustainability Education (4)
- EDUC6350: Policy-making, Engagement, and Action in Environmental Education and the Sustainability Education (4)
- EDUC6360: Professional Development and Contributions in Environment Education and Sustainability Education (4)

## Master of Arts in Education: Urban Environmental Education

Master of Arts in Education with a concentration in Urban Environmental Education (UEE): Antioch University Seattle partnership with IslandWood.

The UEE concentration reflects the missions of IslandWood and Antioch University to provide an innovative and immersive approach to learning that prepares educators to address the social, educational, economic and cultural issues of urban life. Education becomes a powerful means for aligning environmental outcomes with the complexities of urban life through relevant and meaningful strategies including place-based learning, youth and community development, and environmental justice.

The concentration in UEE will respond to the changing urban demographic by creating a diverse and fully engaged cadre of educators who can serve as leaders, mentors and role models for urban youth as they grapple with issues through the boundaries of school and community. Graduates will focus on developing educational skills that help young people better understand how and why their communities work the way they do. This includes cultivating civic engagement intended to align environmental solutions with improvements in shelter, food, water, air, safety and health.

### Program Highlights

The UEE is structured as a cohort model. The educational approaches will extend teaching and interdisciplinary learning to include youth and community development and environmental justice. The program prepares educators to work with communities by designing environmental education methods, place-based learning and community engagement as a means to authentically work within the complexity of urban neighborhoods. Educational efforts will take place in communities working closely with local organizations that focus on sustainability, resilience and environmental justice.

### 49 Quarter Credit Hours

#### Core Knowledge Areas (16 credits)

##### Diversity and Equity:

Example: EDUC 6220 Equity, Race, Culture and Environment

**Curriculum Studies:**

Example: EDUC 6210: Urbanizing Environmental Education

**Leadership and Reform:**

Example: EDUC 6370 Strategies for Community Engagement

**Urban Ecology:**

Example: EDUC 5360 Urban Ecology: System Change and Impact

**Required Courses for the UEE Program**

Participatory Action Research and Practicum Sequence:

EDUC 6250: Participatory Action Research: Theory & Practice + EDUC6251 InquirySeries Practicum I

EDUC 6260: Inquiry Proposal + EDUC 6261 InquirySeries Practicum II

EDUC 6270: Inquiry Development + EDUC 6271 Inquiry Series Practicum III

EDUC 6280 Legacy Project + EDUC6281 InquirySeries Practicum IV

**Required Courses**

EDUC 5201 Creating a Professional Learning Community

EDUC 5210 Future of Environmental Learning

EDUC 5230 Creative Strategies: How Formal Schooling Shapes UEE

EDUC 5240 Urban Planning and Participatory Action

EDUC 5250 Urban Environmental Education: Capstone and Portfolio

EDUC 5360 Urban Ecology: Systems Change and Impact

EDUC 5320 Multicultural Environmental Education Strategies

EDUC 5321 Multicultural Environmental Leadership

EDUC 6210 Urbanizing Environmental Education

EDUC 6220 Equity, Race, Culture and Environment

EDUC 6230 Non-profit Management for Informal Educators

EDUC 6370 Community Engagement Strategies

EDUC 6380 Complex Urban Systems

**Concentration/Endorsement 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.

**Admission Criteria**

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

- BA or BS degree

**Admissions decisions will consider:**

- Cumulative GPA
- A current resume
- Structured admissions interview
- AUS writing Sample
- One letter of reference



## School of Applied Psychology, Counseling and Family Therapy

The School of Applied Psychology, Counseling and Family Therapy (SAPCFT) 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 Counseling – Clinical Mental Health Counseling (CMHC)**

Students in the CMHC program acquire comprehensive skills for the practice of counseling in a diverse society. The CMHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling. These goals are accomplished through a combination of required coursework, electives, practical experience and a supervised internship. This clinical program 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 program is also professionally accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **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 program mission is to prepare knowledgeable, skilled, self-aware, ethical, and culturally responsive clinicians for the practice of individual, couple, and family therapy. 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 Clinical Mental Health Counseling with a specialization in Art Therapy (AT/CMHC) or Master of Arts in Marriage and Family Therapy with a specialization in Art Therapy (AT/CFT)**

Students develop comprehensive skills in art therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. The Art Therapy specialization is nationally approved by the American Art Therapy Association (AATA). Art Therapy students meet educational requirements towards art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A 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 Clinical Mental Health Counseling with a specialization in Drama Therapy (DT/CMHC) or Master of Arts in Marriage and Family Therapy with a specialization in Drama Therapy (DT/CFT)**

Students develop competencies in drama therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A 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.

### **Doctorate (PhD) in Counselor Education and Supervision**

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative arts therapy counselor education and supervision.

### **Doctor of Psychology (PsyD) in Clinical Psychology**

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, education and clinical training in a manner that balances traditional and contemporary perspectives so students become responsible change agents in a complex world.

## **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 Corequisite**

Writing is an integral part of academic studies in the SAPCFT. All MA students are required to register for Writing in Psychology (WRTG 6110) their entry quarter, unless Assessment scores indicate an exemption. Writing Assessments are offered formally both on campus and through proctor agreement, and constitute an important required step in the MA candidate's application process. This exercise is designed to assess the writing proficiency of and supports required for candidates entering a rigorous, academic program that relies greatly on successful written discourse.

WRTG6110: Writing in Psychology offers graduate students in the SAPCFT 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 and secondary sources in graduate level writing. Students gain experience in composing in multiple genres requiring formal research.

## **Program-specific Minimum Admission Requirements for M.A. Clinical Programs**

### **Additional Admission Requirements for Art Therapy**

- Art coursework (27 quarters/18 semester hours) in both 2D and 3D media Painting, drawing, and ceramics/sculpture are required.
- A portfolio of 20 works that demonstrate multiple media competencies. Portfolios presented on PowerPoint are preferred, and they may be submitted as a PDF document, or a link to a website that contains your portfolio. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology coursework (18 quarter/12 semester hours) including Abnormal Psychology and Lifespan or Developmental Psychology (course must include at least two developmental stages) with a minimum grade of C taken within the last 10 years.

### **Additional Admission Requirements for Drama Therapy**

In addition to the aforementioned requirements, applicants to the Drama Therapy specialization must have:

- Drama coursework (at a minimum, 2 3-quarter-credit courses in Drama 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.

## **Admission Essay**

Applicants must submit a one- to two-page response to each admission question 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 allows an applicant to be granted pre-master's status when not all prerequisite course requirements have been met prior to admission. If admitted provisionally, a student has two quarters to complete Psychology prerequisites.

These courses may be taken at AUS or any accredited college or university. An applicant provisionally accepted in art or drama therapy has four quarters to complete studio art prerequisites. Upon successful completion, the student is fully admitted into one of the M.A. clinical programs.

For more information related to application and admissions requirements, process, and deadlines please refer to the AUS website.

## **MA in Counseling – Clinical Mental Health Counseling**

### **Degree Requirements**

***90 total credits to graduate***

#### **Required Courses Completed Before Internship (58 credits)**

COUN5001: Group Advising  
COUN5030: Family of Origin Systems (register first quarter)  
COUN5040: Multicultural Perspectives (register second quarter)  
COUN5050: Systems Perspectives in Family Therapy  
COUN5060: Communication and Counseling Skills  
COUN5070: Group Counseling  
COUN5080: The Counseling Profession and Identity  
COUN5105: Counseling Theories and Practice: Part One  
COUN5115: Counseling Theories and Practice: Part Two  
COUN5150: Psychopathology  
COUN5160: Psychodiagnostics and Treatment Planning  
COUN5180: Ethics and Professional Issues  
COUN5231: Human Growth and Development Across the Lifespan  
COUN5270: Career Development and Counseling  
COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals  
COUN5500: Research Methods: Introduction to Research  
COUN5520: Assessments: Tests and Measurements  
COUN5600: Trauma, Disaster Response and Crisis Counseling  
COUN5920: CMHC Pre-Internship Practicum and Supervision  
COUN5930: Supplemental Supervision  
COUN5980: Internship Preparation  
COUN6300-6410: Advanced Theories: Varying topics

#### **Elective Courses (16 credits)**

- One elective class from the Multicultural Counseling Series
- Other elective credits

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

COUN6003: CMHC Internship & Case Consultation Quarter 1-4

## **Addictions Studies Concentration/Certificate**

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Addiction Studies courses are available to MA CMHC, CFT or CAT students, community members and alumni and have been designed to meet the Washington State Department of Health education requirements for the alternative training track to become a CDP (Chemical Dependency Professional) now available to licensed mental health counselors and licensed marriage and family therapists, as well as several other professions. This certificate/concentration is an opportunity to deepen understanding and skills for effectively treating addiction. Students must successfully complete Survey of Addiction to take the other courses.

COUN 5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals (3)  
COUN 5610: Physiology and Pharmacology in Addiction Counseling (3)  
COUN 5700: Advanced Assessment, Ethics, and Case Management in Addiction Counseling (3)  
COUN 5710: Advanced Clinical Skills in Addiction Counseling (3)  
COUN 5720: Advanced Theory and Practice in Addiction Counseling (3)

## Multicultural Counseling Concentration

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Multicultural Concentration is available to MA CMHC, CFT or CAT students. The Multicultural Counseling concentration is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings. The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities. The primary objectives are to increase students':

- 1. Awareness of their own cultural values and biases in developing empathic and culturally sensitive counseling relationships as well as their social impact on others;*
- 2. Understanding on how race, culture, ethnicity, oppression, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking actions, and the appropriateness or inappropriateness of counseling approaches;*
- 3. Skills in adapting to the cultural values of various diverse groups as well as addressing barriers that prevent minorities from accessing mental health services as well as other discriminatory practices;*
- 4. Confidence in applying culturally appropriate intervention strategies, especially in the context of internalized oppression/privilege within the counseling relationship in order to promote client and community resilience.*

Coordinator: Dr. Mariameé Gonzalez, Ph.D.

Prerequisites: Graduate Status and Coordinator Permission. Earned Intermediate Competency in COUN 5040: Multicultural Perspectives (3 credits)

The 15 credit multicultural counseling concentration incorporates courses currently available within the MA degree offerings in the School of Applied Psychology, Counseling, Couples and Family Therapy.

### Required Coursework- 15 credits

COURSEWORK	CREDITS
Multicultural Series Courses *	9
Coun 6160 Internalized Oppression	3
Coun 5350 Social Justice, Advocacy and Practice	3
<b>TOTAL</b>	<b>15</b>

### Project

Students will also submit a project in Counseling 5350, Social Justice, Advocacy and Practice, that applies the competencies of multicultural counseling to an Advocacy Project that addresses community oppression, barriers, and/or issues related to equity and social justice.

### Application

To apply to the Concentration in Multicultural Counseling, please fill out the application on the following page. For questions or additional information, please connect with Dr. Mariameé Gonzalez at [mgonzalez3@antioch.edu](mailto:mgonzalez3@antioch.edu)

\*Multicultural Counseling Series Courses:

COUN6160: Internalized Oppression  
COUN7000: Multicultural Attunement  
COUN5450: Latinx Counseling Experiences & Practices  
COUN5430: Asian American & Pacific Islanders Counseling Experiences & Practices  
COUN5440: American Indian Counseling Experiences & Practices  
COUN5410: Jewish American Counseling Experiences & Practices  
COUN6220: Spirituality, Religion, & Atheism in Counseling  
COUN5400: African American Counseling Experiences & Perspectives  
COUN5460: Client with Disabilities Experiences & Perspectives in Counseling  
COUN5470: Sexual Minorities Experiences & Perspectives in Counseling  
COUN6710: Multicultural Seminar

## MA in Marriage and Family Therapy

### Degree Requirements

75 total credits to graduate

### **Required Coursework Completed Before Internship (30 credits)**

COUN5000: Competency Assessment I (0 credit, register first quarter)  
COUN5010: Competency Assessment II (0 credit, register second quarter)  
COUN5020: Competency Assessment III (0 credit, register last quarter of internship)  
COUN5030: Family of Origin Systems  
COUN5040: Multicultural Perspectives  
COUN5050: Systems Perspectives in Family Therapy  
COUN5060: Communication and Counseling Skills  
COUN5120: Individual Therapy in the Family System  
COUN5150: Psychopathology  
COUN5160: Psychodiagnostics and Treatment Planning  
COUN5180: Ethics and Professional Issues  
COUN5800: Applied Couple Therapy  
COUN5810: Applied Family Therapy  
COUN5980: Internship Prep (required 3 quarters before internship)

### **Other Required Credits (14 credits)**

COUN5025: Competency Assessment – IV (required final quarter)  
COUN5190: Ethics in Family Practice  
COUN5220: Human Development in the Family Lifecycle  
COUN5240: Human Sexuality  
COUN5500: Introduction to Research  
COUN5510: Research in Family Practice  
COUN5820: Theories of Couple and Family Therapy

### **Elective Courses (12 credits)**

- One elective in Family Practice
- One elective in Multicultural Series
- One elective in Abuse Series
- One general elective (within MA Psychology curriculum)

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

COUN6002/6004/6006: Internship Case Consultation

### **MA in Marriage and Family Therapy or Clinical Mental Health Counseling with Sex Therapy Concentration**

Sex Therapy is a type of counseling that focuses on anything and everything to do with sexuality including; sexual functioning, intimacy, orientation, or identity; and focuses on the psychological, behavioral, cultural, and emotional issues relating to sexuality. Housed within the CFT Program, the Sex Therapy courses are available to MA CFT, CMHC, or CAT students and have been designed to meet the minimum education requirements for the American Association for Sex Educators, Counselors and Therapists (AASECT) and applies toward becoming a Certified Sex Therapist. A portion of the credits may be applied to the required course electives for CFT and CMHC. This concentration is an opportunity to deepen understanding and skills for effectively treating sexual health related issues and pursue certification as a Sex Therapist upon completion of your Master's degree and respective WA state License of LMFT or LMHC.

The primary objectives are to increase students':

1. Awareness of their own attitudes and values in developing a non-judgmental approach to working with clients and the community;
2. Understanding how sexual health, family history, identity development, social and cultural norms, and oppressive factors may affect identity formation, orientation, relationship choices, or manifestation of sexual health problems and relational issues.
3. Skills in applying a sex-positive framework to diverse sexual expressions as well as addressing barriers that prevent sexual minorities from accessing mental health services as well as other discriminatory practices;
4. Confidence in applying sex-therapy specific intervention strategies from a bio-psychosocial perspective.

Coordinator: Fiona O'Farrell, MA, LMFT

**Prerequisites: Graduate or Enrollment Status and Coordinator Permission. Earned at least 75% Intermediate Competency in and completion of:**

COUN 5030 Family of Origin Systems

COUN 5050 Systems Perspectives in Family Therapy

COUN 5180 Ethics and Professional Issues

COUN 5240 Human Sexuality

COUN 5800 Applied Couple Therapy

**Required Coursework for MA CFT/CMHC with Sex Therapy Concentration - 16 credits**

COUN 5242 Fundamentals of Sex Therapy

COUN 5471 Diversity in Sexual Expression

COUN 6800 Sexual Attitude Reassessment (SAR)

COUN 6805 Sex Therapy in Abusive Systems

COUN 6810 Advanced Theory and Practice in Sex Therapy

COUN 5910 Sex Therapy Special Topics Electives (3 credits)

**Application**

For more information about the Concentration/Certificate in Sex Therapy, please contact Fiona O'Farrell, MA at [fofarrell@antioch.edu](mailto:fofarrell@antioch.edu)

**Sex Therapy Application Requirements**

Students who wish to take the Sex Therapy Concentration as part of their degree program in CMHC or CFT must apply to the CMHC or CFT programs via [Antioch.edu](http://Antioch.edu) and indicate that they wish to pursue the Sex Therapy concentration.

**MA in Clinical Mental Health Counseling or Marriage and Family Therapy with Art Therapy**

Either of Antioch Seattle's two master's degrees—Marriage and Family Therapy or Counseling—can be combined with courses leading to professional credentials in art therapy as recognized by the Art Therapy Credentials Board (ATCB).

**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)**

COUN5050: Systems Perspectives in Family Therapy

COUN5060: Communication and Counseling Skills

COUN5080: The Counseling Profession and Identity

COUN5105: Counseling Theories and Practice: Part One

COUN5115: Counseling Theories and Practice: Part Two

COUN5150: Psychopathology

COUN5160: Psychodiagnostics and Treatment Planning

COUN5231: Human Growth and Development Across the Lifespan

COUN5270: Career Development and Counseling

COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals

COUN5520: Assessment: Tests and Measures

COUN5600: Trauma, Disaster Response and Crisis Counseling

COUN5980: Internship Preparation

COUN6300-6410: Advanced Theories: Varying Topics

**Required Art Therapy Courses Completed Before Internship (40 credits)**

COUC5030: Family of Origin Systems and Creative Arts Therapy

COUC5040: Multicultural Perspectives and Creative Arts Therapy (register second quarter)

COUC5050: Group Art Therapy

COUC5070: Art Therapy in Diverse Settings: Individual and Group Therapy

COUC5080: Techniques and Practice of Art Therapy

COUC5100: History and Theory of Art Therapy I

COUC5180: Ethics in Creative Arts Therapy

COUC5400: Developmental and Treatment Models in Art Therapy

COUC5510: Intro to Creative Arts Therapy Research

COUC5920: CMHC/AT Pre-internship Practicum

COUC6510: Advanced Creative Arts Therapy Research

COUC6530: Advanced Art Therapy Assessment

COUC6500: Art Therapy Master's Project

-OR-

COUC6600: Art Therapy Thesis **Required Internship Credits (14 credits)**

COUC6003 CMHC/AT Internship & Case Consult (4 quarters)

COUC6005 AT/CMHC Internship and Case Consultation or Case Supervision (Quarters III & IV)

### **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)**

COUN5000: Competency Assessment I (register taken first quarter)

COUN5010: Competency Assessment II

COUN5020: Competency Assessment III

COUN5050: Systems Perspectives in Family Therapy

COUN5060: Communication and Counseling Skills

COUN5120: Individual Therapy in the Family System

COUN5150: Psychopathology

COUN5160: Psychodiagnostics and Treatment Planning

COUN5190: Ethics in Family Practice

COUN5220: Human Development in the Family Life Cycle

COUN5240: Human Sexuality

COUN5800: Applied Couple Therapy

COUN5810: Applied Family Therapy

COUN5820: Theories of Couple and Family Therapy

COUN5980: Internship Preparation

#### **Required Art Therapy Courses Completed Before Internship (41 credits)**

COUC5000: Competency Assessment I (register taken first quarter)

COUC5010: Competency Assessment II

COUC5030: Family of Origin Systems and Creative Arts Therapy (register first quarter)

COUC5040: Multicultural Perspectives and Creative Arts Therapy (register second quarter)

COUC5060: Family Group Art Therapy

COUC5070: Art Therapy in Diverse Settings: Individual and Group Therapy

COUC5080: Techniques and Practice of Art Therapy

COUC5100: History and Theory of Art Therapy I

COUC5180A: Ethics in Creative Arts Therapy

COUC5400: Developmental and Treatment Models in Art Therapy

COUC5510: Intro to Creative Arts Therapy Research

COUC5520: Assessment: Tests and Measurements

COUC5910: CFT/AT Pre-internship Practicum and Supervision

COUC6510: Advanced Creative Arts Therapy Research

COUC6530: Advanced Art Therapy Assessment

COUC5020: Competency Assessment III

COUC6500: Art Therapy Master's Project

-OR-

COUC6600: Art Therapy Thesis

### **Elective Courses (3 credits)**

- One of the following electives:

COUN5280: Abusive Relationships

COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals

### **Elective Courses (3 credits)**

- One of the following electives:

COUN5280: Abusive Relationships

COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals

### **Required Internship Credits (15 credits)**

COUC6002 CFT/AT Internship & Case Consult

COUC6004: AT/CFT Internship & Case Consultation or Case Supervision Quarters V+

## **MA in Clinical Mental Health Counseling or Marriage and Family Therapy 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 Counseling – Drama Therapy with Clinical Mental Health Counseling 90 total credits to graduate**

#### **Required Psychology Courses Completed Before Internship (39 credits)**

COUN5050: Systems Perspectives in Family Therapy

COUN5060: Communication and Counseling Skills

COUN5080: The Counseling Profession and Identity

COUN5105: Counseling Theories and Practice: Part One

COUN5115: Counseling Theories and Practice: Part Two

COUN5150: Psychopathology

COUN5160: Psychodiagnostics and Treatment Planning

COUN5180: Ethics and Professional Issues

COUN5231: Human Growth and Development Across the Lifespan

COUN5270: Career Development and Counseling

COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals

COUN5520: Tests and Measurements

COUN5600: Trauma, Disaster Response, and Crisis Counseling

COUN5980: Internship Preparation

COUN6300-6410: Advanced Theories: Varying topics

#### **Required Drama Therapy Courses Completed Before Internship (41 credits)**

COUC5030: Family of Origin Systems and Creative Arts Therapy

COUC5040: Multicultural Perspectives in Creative Arts Therapy

COUN5050: Group Counseling or COUC505: Group Art Therapy



COUC5090: Creative Arts Therapy  
 COUC5120: Drama Therapy Lab  
 COUC5180: Ethics in Creative Arts Therapy  
 COUC5190: Ethical Issues in Drama Therapy  
 COUC5200: Special Populations in Drama Therapy  
 COUC5220: Introduction to Drama Therapy  
 COUC5240: Improvisation  
 COUC5260: Psychodrama  
 COUC5280: Community-Based Theater & Sociodrama  
 COUC5510: Intro to Creative Arts Therapy Research  
 COUC5920: CMHC/Creative Arts Pre-internship Practicum and Supervision  
 COUC6500: Drama Therapy Master's Projector  
 COUC6600: Drama Therapy Master's Thesis

**Required Internship Credits (10 credits)**

COUC6007: CMHC/AT Internship & Case Consult (4 quarters)  
 COUC6009: DT/CMHC Internship and Case Consultation or Case Supervision (Quarters III & -IV)

**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)**

COUN5050: Systems Perspectives in Family Therapy  
 COUN5060: Communication and Counseling Skills  
 COUN5120: Individual Therapy in the Family System  
 COUN5150: Psychopathology  
 COUN5160: Psychodiagnostics and Treatment Planning  
 COUN5190: Ethics in Family Practice  
 COUN5220: Human Development in the Family Life Cycle  
 COUN5240: Human Sexuality  
 COUN5510: Research in Family Practice  
 COUN5800: Applied Couple Therapy  
 COUN5810: Applied Family Therapy  
 COUN5820: Theories of Couple and Family Therapy  
 COUC5000: Competency Assessment I (register first quarter)  
 COUC5010: Competency Assessment II  
 COUC5020: Competency Assessment III  
 COUN5980: Internship Preparation

**Required Drama Therapy Courses Completed Before Internship (40 credits)**

COUC5030: Family of Origin Systems and Creative Arts Therapy  
 COUC5040: Multicultural Perspectives and Creative Arts Therapy  
 COUC5220: Introduction to Drama Therapy  
 COUC5050: Group Art Therapy or COUC507: Group Counseling  
 COUC5240: Improvisation  
 COUC5260: Psychodrama  
 COUC5090: Creative Arts Therapy  
 COUC5280: Community-Based Theater & Sociodrama  
 COUC5120: Drama Therapy Lab  
 COUC5180: Ethics and Creative Arts Therapy (3 credits)  
 COUC5200: Special Populations in Drama Therapy  
 COUC5510: Intro to Creative Arts Therapy Research  
 COUC5910: CFT/Creative Arts Therapy Pre-internship Practicum  
 COUC6500: Drama Therapy Master's Projector Thesis

**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:
- COUN5280: Abusive Relationships or COUN5290: Survey of Addiction: Introduction to Addiction Counseling Fundamentals

### **Required Internship Credits (12 credits)**

COUC6006: CMHC/AT Internship & Case Consult

COUC6008: DT/CFT Case Consultation or Case Supervision (Quarter V+)

## **Certificate in Play Therapy**

The AU Play Therapy Certificate meets the minimum requirements as issued by the Association of Play Therapy and applies towards credentialing as a Registered Play Therapist. It also may fit entirely within the required CMHC electives sequence. Certification is offered through an innovative hybrid learning model incorporating online learning with traditional seminar coursework.

Play Therapy Application Requirements:

- Must be enrolled in or have completed an MA program that leads to licensure.
- If enrolled in a program outside of Antioch University, applicant must provide an MA transcript.
- If already licensed, applicant must provide a copy of their license.

Statement of Purpose: For students not currently attending AUS

Please describe your current practice or educational plan. *How do you envision Play Therapy integrating with your current or future professional practice?*

Certificate Coursework (12 total credits)

COUC5600: Introduction to Play Therapy (3)

COUC5610: Advanced Play Therapy (3)

COUC5630: Play Therapy Seminar I (3)

COUC5640: Play Therapy Seminar II (3)

## **MA Non-Clinical Masters' Degree**

The Master of Arts in Psychology: Integrative Studies is a non-clinical 60 credit MA degree in Psychology for students who will not complete a clinical degree and are recommended by the faculty of the program as appropriate for this option. This degree does not meet the requirements for eligibility for licensure or credentialing as a licensed mental health provider in Washington State. The option is most appropriate for students who have completed at least 45 credits in their original degree plan of study. Students eligible for this degree work with their advisor to develop an individualized plan of study based upon credits already completed. In addition, it requires an application project which is taken for academic credit in lieu of an internship.

## **Doctorate (PhD) in Counselor Education and Supervision**

Cognates: Counselor Education & Supervision

Creative Arts Therapy Counselor Education & Supervision

### **Program Intent and Mission**

The Ph.D. in Counselor Education and Supervision at Antioch University Seattle is a 144-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program seeks to meet the growing need for highly qualified counselor leaders — advanced counseling practitioners, educators and supervisors — attracting candidates regionally as well as nationally and internationally.

### **Distinct Curricular Themes**

- A counselor education curriculum that exceeds national standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education program development and outcome evaluation.
- A multicultural emphasis on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
- A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to “best practices”.
- A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, and creative arts training.
- A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. A Creative Arts Therapy cognate area is designed for those candidates trained in the creative arts

therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

### ***Program Goal and Objectives***

The Ph.D. in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.
- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

### ***Program and Curricular Overview***

The degree requires 144 quarter credits to graduate over a minimum of three academic years, including credits already achieved via a master's degree in counseling or a related field. Students who have graduated from a CACREP accredited master's degree will be considered to have met "entry level" requirements for the practice of counseling and will be allowed to transfer in up to 72 quarter credits depending on the total credit requirement of their master's degree program. Students who graduated from other counseling and related programs must document that they have met the equivalent requirements or will be required to complete those as part of their doctoral program.

The program allows student to pursue advanced study in one of two cognate areas: Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision. Additionally, the program provides for advanced preparation in the following content areas:

- Theory pertaining to the principles and practice of advanced counseling, group work, consultation, and counselor supervision
- Instructional design and methods relevant to an andragogy consistent with the best practices associated with reflective learning and counselor training
- Design and implementation of quantitative and qualitative research methodology related to the inquiry of counseling practice and program delivery outcomes
- Advanced practices in counselor education leadership, ethics, social advocacy, and multicultural counseling, supervision, and training
- A unique cognate integrating the creative arts therapies with counselor training, supervision, and masters level program development in Art, Drama, Play, and other creative arts therapy

### ***Admissions Requirements***

Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average. The Ph.D. candidate will demonstrate a high level of professional autonomy and the ability to work in collaboration with others – qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university. The Admission process is as follows:

Applicants will have completed a master's degree in counseling or closely related field that includes the areas of competency required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

- A. Applicants will be License eligible in Washington State.
- B. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice (e.g. Art, Drama, Dance/Movement, Music, or other creative arts therapies).

- C. Doctoral candidates are expected to have the potential to write at a scholarly level.
- D. Applicants to the program must demonstrate a commitment to and capacity to work with individuals from diverse backgrounds and adhere to the American Counseling Association Code of Ethics.

Student Learning Domain	Related Courses
<b>Supervision</b>	COUN 7400: Multicultural Supervision COUN 7420: Advanced Counseling Supervision COUN 7440: Advanced Ethical and Legal Issues COUN 8000: Internship
<b>Teaching</b>	COUN 7300: Instructional Design and Adult Learning COUN 7320: Counselor Education and Clinical Training COUN 7340: Global Mental Health Issues and Professional Sustainability COUN 8900: Advanced Special Topics Seminar COUN 8000: Internship
<b>Research &amp; Scholarship</b>	COUN 7120: Research Methodology: Quantitative COUN 7140: Research Methodology: Qualitative COUN 7160: Research in Counselor Education COUN 7180: Program Development & Evaluation COUN 8100: Dissertation
<b>Counseling</b>	COUN 7200: Advanced Clinical Counseling Theory COUN 7210: Advanced Group Counseling COUN 7220: Advanced Trauma Counseling & Crisis Response COUN 7980: Practicum COUN 8000: Internship
<b>Leadership &amp; Advocacy</b>	COUN 7500: Advocacy, Social Justice, and Professional Leadership COUN 7520: Consultation and Organizational Change COUN 8950: Advanced Professional Seminar and Inquiry
<b>Creative Arts Therapy</b>	COUC 7320: Creative Arts Therapy Counselor Education and Clinical Training COUC 7420: Advanced Counseling Supervision & Creative Arts Therapy COUC 7340: Global Mental Health Issues & Professional Sustainability in the Creative Arts Therapies COUC 7520: Creative Arts Therapy Consultation and Organizational Change COUC 8950: Advanced Creative Arts Therapy Professional Seminar & Inquiry

The doctoral learning domains provide an overall focus to the curriculum as well as to student assessment. Competency benchmarks for the learning domains are illustrated in the course syllabi. Below are criteria describing student performance levels in relationship to course outcomes and areas of professional competence.

#### **Definitions of Competency Levels**

- “Below Minimum Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.
- “Required Competency” indicates that the student has met the “required competencies” of the assignment as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.
- “Intermediate Competency” denotes the student has met the “required competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.
- “Advanced Competency” denotes the student has met the “Intermediate Competency” criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a beginning professional in terms of the defined criteria.

#### **Career Choices for Counseling Graduates**

Many professional options are open to graduates of the Counseling Programs (MACMHC or PhD in CES). Depending on the specialization, graduates can seek professional positions in organizations such as community agencies, health care settings, hospitals, mental health clinics, private practices, colleges and universities, consulting and research. Due to shared CACREP accreditation, the 90 MA CMHC credits may (at the discretion of any given university/program) fully transfer into CACREP accredited or aligned doctoral programs in Counselor Education and Supervision (CES). Those who choose to continue their education find the CACREP accredited Antioch CMHC degree provides a solid foundation for entering a doctoral program in Counselor Education and Supervision, or obtaining post-master’s credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

leadership, and supervision practices. They will find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Graduates work in private practice, for state or county agencies and at universities.

## Doctor of Psychology – Clinical Psychology

### APA Accreditation

Antioch University Seattle's (AUS) PsyD program was conferred a period of five years of accreditation by the American Psychological Association (APA) on Friday, November 17, 2017. The APA is the premiere psychology organization in the United States, overseeing standards, practices, and research in both psychology and psychiatry to "benefit society and improve people's lives." The organization is affiliated with over 60 national and international associations and has been influential on decisions ranging from marriage equality to conduct in war. AUS PsyD is the only APA-accredited PsyD program in Clinical Psychology in the state of Washington and in our geographic area.

### Program Design

Antioch University Seattle's PsyD program is a 140-credit doctoral degree program that is organized into an 11-week quarter system. 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 and Evaluation*
- Objective 1.D: Students accept and offer supervision and consultation
  - *Competency: Supervision and 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 and 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
- The PsyD program is a tightly planned five year, full-time program.
- 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
- 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

### **Elective Coursework**

Elective course options for the program may include these areas:

- Forensic Psychology
- Integrated Behavioral Health Psychology
- Clinical Neuropsychology
- Pediatric 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 decides admission in consultation with appropriate faculty. The director's decisions are final.

- 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
- Current resume or CV
- Previous undergraduate degree from a regionally accredited institution with a minimum cumulative GPA of 3.0.
- GRE (Verbal, Quantitative, Analytical Writing)

### **Admission Essay Instructions**

Applicants must submit a one- to two-page response to each of our 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 partially completed a 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 8 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 8 quarter credits may transfer, dependent on syllabi review after admission.
- Courses from an institution that is regionally accredited but not APA approved will be considered on a case-by-case basis.

### **International Transfer Credit**

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

### **International Student Admission**

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

- Certified and translated educational records, if the records are not in English.
- Evaluation of international transcripts from institutions outside the United States or English-speaking Canada. See International Transfer Credit information.

- Demonstration of English language proficiency – official TOEFL (Test of English as a Foreign Language) test results must be submitted and must reflect a minimum score of 600 (paper-based) or 250 (computer-based). An applicant who has completed education in the United States or Canada may request that this requirement be waived.
- Financial certification – Documentation of the applicant's ability to pay for the educational and living expenses for the duration of the program must be submitted.

Contact the Admissions Office for more information at [admissions.aus@antioch.edu](mailto:admissions.aus@antioch.edu).

## **Degree Requirements**

### ***140 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 service practicum:

- PSYC7010: Foundational Clinical Skills\* (2)
- PSYC7020: Social Justice and Cultural Competency I\* (3)
- PSYC7030: Social Justice and Cultural Competency II\* (2)

## **MA en Passant Award**

\*An asterisk next to a course in the following list signifies required courses (58 credits) for the MA in in Psychology for matriculating PsyD students. The degree includes an additional 2 credits of electives for a total of 60 credits.

## **Core Courses**

- PSYC7050: Cognition and Affect\* (3)
- PSYC7200: Biological Bases of Behavior I: Clinical Medicine\* (3)
- PSYC7210: Psychopathology\* (3)
- PSYC7220: Biological Bases of Behavior II: Psychophysiology\* (3)
- PSYC7230: Psychopharmacology I\* (3)
- PSYC7240: Learning Theory (3)
- PSYC7250: Life Span Development I – Child\* (3)
- PSYC7260: Life Span Development II – Adult\* (3)
- PSYC7270: History and Systems of Psychology\* (5)
- PSYC7280: Psychopharmacology II: Drugs of Abuse (2)
- PSYC7300: Ethics\* (3)
- PSYC7360: Social Psychology\* (5)
- PSYC7370: Group Processes and Therapy (3)
- PSYC7410: Individual Differences and Personality Theories I\* (3)
- PSYC7420: Individual Differences and Personality Theories II\* (2)
- PSYC7450: Advanced Ethics (2)
- PSYC7760: Psychopathology II: Developmental Psychopathology (3)
- PSYC8040: Community Psychology (3)
- PSYC8050: Professional Issues in Career Management\* (1)
- PSYC8060: Consultation and Supervision (5)
- PSYC8070: Professional Issues in Career Management (2)
- WRTG7010: Writing Seminar 1 in PsyD (1) - mandatory

Required for all incoming students. 2-hour seminars are held on alternating Fridays (5 seminars total during the quarter).

- WRTG7020: Writing Seminar 2 in PsyD (1) - optional

## **Assessment Courses**

PSYC7110: Assessment: Intelligence & Practicum (4)

PSYC7130: Assessment: Personality & Practicum (4)

PSYC7170: Assessment: Integration & Practicum (4)

PSYC7350: Psychometrics\* (5)



## Research Courses

PSYC7310: Research Ethics, Quantitative Methods and Analysis I\* (3)

PSYC7320: Quantitative Methods and Analysis II\* (3)

PSYC7330: Qualitative Methods and Analysis I (3)

PSYC7340: Qualitative Methods & Analysis II (3)

PSYC8100: Dissertation Seminar I (3)

PSYC8200: Dissertation Seminar II (3)

## PsyD Dissertation Process

PSYC8100 (Dissertation Seminar I) credits 1-2-3 (credit 3 earned when 1st meeting is passed)

PSYC8200 (Dissertation Seminar II) credits 4-5-6 (credit 6 earned when Proposal is accepted)

PSYC8440 (Dissertation Continuation) applied every quarter thereafter until dissertation is complete, unless enrolled in other coursework or on formal internship. Quarterly fees apply.

## PsyD Dissertation Continuation

With two exceptions (listed below), students who have passed their Proposal (all credits of PSYC-8200) enroll in the PSYC8440 Dissertation Continuation every quarter until their dissertation is fully complete, including final editing and online .pdf submission.

The fee for Dissertation Continuation Status is \$1000 per quarter. For Financial Aid purposes this is considered full time and does not jeopardize financial aid status. Beyond the Proposal, the fee assumes / covers ongoing and regular consultation work with the Dissertation Chair and Committee members as well as Academic Advisors.

## Exceptions

- Students who have passed their proposal do not enroll for dissertation continuation while enrolled in other coursework.
- Students on formal internship (PSYC-8000 Supervised Experience) do not enroll for dissertation continuation.

## Interventions Series

The interventions series consists of three theoretical and conceptually-based courses and require concurrent enrollment with Professional Seminars (a supervised clinical experience). These courses are taken usually in the second year.

### Interventions Series Courses:

PSYC7800: Interventions I (3)

PSYC7820: Interventions II (3)

PSYC7840: Interventions III (3)

## Professional Seminars

The intervention series, social justice practicum, and pre-internship coincide with an integrative cumulative sequence of three consecutive supervisory seminars entitled "Professional Seminar" (ProSem) that students will take in their Second Year. These courses are accompanied by 1 credit of individual supervision (PSYC8010 Supplemental Supervised Experience) each quarter for the total of 3 credits.

PSYC7910: Professional Seminar I (2)

PSYC7920: Professional Seminar II (2)

PSYC7930: Professional Seminar III (2)

## Elective Courses

In addition to the 124 credits of clinical training and core courses, students need 16 elective credits to reach the 140 credit degree requirement. These courses may include Pediatric Psychology, Integrative Behavioral Health Psychology, Forensic Psychology, or Clinical Neuropsychology.



## 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 140 graduate quarter credits from courses listed for degree (students may have had some courses waived as equivalent to graduate courses from another institution);



- 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.

### **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, PSYC7980 Practicum: Prior Learning, 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 PSYC7010-7030 courses, during which all students will begin a *Social Justice Service Practicum* or a *Social Justice Community Project* (for students entering the program with master's degree): an approved placement in an agency, institution, or other setting that challenges students 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 7010-7030 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, students will obtain an additional Pre-internship II placement (450 hours). 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 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.

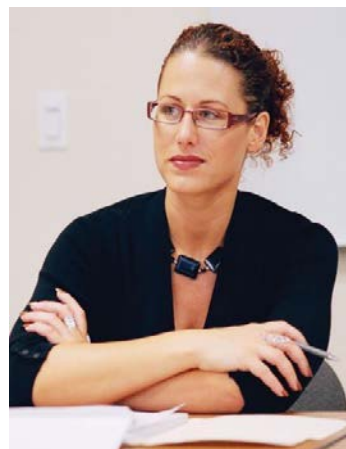
### **Clinical Internship**

The Clinical Internship is an organized 2000-hour full-time (or 20 hour/week part-time over two years) clinical internship training experience. All students must complete at least 2000 hours of clinical internship in order to graduate. Students apply to clinical internship by using the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Match Program. Local and national sites are available for application.

### **Student Admissions, Outcomes, and Other Data**

#### **Time to Completion**

The AUS PsyD program is designed to be completed in five years on a full-time year-around basis, including coursework, clinical training, and dissertation. Students past 7 years must petition to continue in the program on an annual basis with the maximum time to complete the program within 10 years in extraordinary circumstances. For additional program outcome data (i.e., licensure rate, attrition rate, internships, program costs, time-to-completion rate) please visit the PsyD Program Website: [www.antioch.edu/seattle](http://www.antioch.edu/seattle)



# Course Listings

## A Quick Reference Guide to Course Descriptions

A&L4050: 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.*

### 1. Course prefix and number

Course levels: 3000 & 4000 - undergraduate  
5000 & 6000 - graduate  
7000 & 8000 – doctoral  
9000 – post- doctoral

### 2. Course title

### 3. Quarter credits earned upon successful completion of course

### 4. Term(s) in which course is scheduled to be offered

FA= fall term WI = winter term SP = spring term SU = summer term

### 5. Description of course

### 6. Baccalaureate Structured Areas of Concentration for which the course meets requirements

*A&L* = Arts and Literature *PSY* = Psychology  
*GS* = Global Studies *SPI* = Spiritual Studies  
*HS* = Human Services *LOS* = Leadership and Organizational Studies

### 7. Prerequisite - course(s) that must be in progress or completed to register for the course

*Corequisite* - course(s) that must be taken concurrently with the course

## Index to Course Prefixes

Course number prefixes identify the academic discipline:

A&L	Arts and Literature	LOS	Leadership and Organizational Studies
BUS	Business	MATH	Mathematics
COUC	Clinical Mental Health Counseling & Marriage and Family Therapy with Creative Arts Therapy, PhD Counselor Education & Supervision	PLSC	Political Science
COUN	Clinical Mental Health Counseling & Marriage and Family Therapy, PhD Counselor Education & Supervision	PSYC	Psychology
EDUC	Education	SCI	Science
EXP	Experiential Learning	SOC	Sociology
GBL	Global Studies	SPED	Special Education
HIST	History	SPIR	Spiritual Studies
LIB	Liberal Studies	WRTG	Writing
LIBM	Library Media		

## 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

Leadership and Organizational Studies LOS - Psychology PSY - Spiritual Studies SPI - Sustainable Business SBUS

### A&L2500: Creative Collaboration (6)

Exploring the process of expressing creativity through movement, vocalization, art and the written 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&L3110: 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&L3120: 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&L3170: 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&L3180: 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, and funding possibilities from grassroots-initiated to percent of public monies and take part in a community art project. A&L

### A&L3210: 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&L3220: 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&L3350: 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,

### A&L4010: 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,

### A&L4090: 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&L4100: 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&L4110: 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&L4120: 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&L4220: 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&L4260: 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&L4270: 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&L4800: Special Topics in Arts & Literature (1-8)

Includes course offerings of special interest within or across Areas of Concentration.

#### ART 2070 Cultural Arts (5)

Students deepen their work with the art forms found in their own cultures, as well as artworks found and produced in diverse cultures around the globe. Students utilize craft media to experience the arts and use a variety of cultural perspectives to develop an appreciation and greater understanding of the cultural diversity existing in the art world. The relationship between the material culture (arts and crafts) and non-material culture (values and beliefs) of a society are researched and analyzed to develop a sense of aesthetics applied to artworks from diverse cultures.

#### BUS3100: 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*

#### BUS3200: 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*

#### BUS3300: 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*

#### BUS3400.SE: 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*

**BUS3560.SE: 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*

**BUS3800: 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*

**BUS4800: Special Topics in Sustainable Business (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**ECE 1050 Intro to Early Childhood Education (5)**

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals, and programs in action.

**ECE 1070 Health, Safety, Nutrition (5)**

Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources.

**ECE 1200 Practicum in Early Childhood Education (5)**

Apply theories of best practice in an early learning setting. Focus on developing supportive relationships, while keeping children healthy, safe and learning.

**ECE 1340 Family Child Care (5)**

Learn the basics of home/family child care program management. Topics include: licensing requirements; business management; relationship building; health, safety, & nutrition; guiding behavior; and promoting growth & development.

**ECE 1600 Curriculum Development (5)**

Investigate learning theory, program planning, and tools for curriculum development. Focus is on linking various early learning curriculum methods, standards and assessments to promote and enhance language, cognition, social, emotional and physical development. Design practical ways to meet the diverse learning needs of young children through creative arts, math, science and social understanding curriculum for children birth to 8 years.

**ECE 1800 Language and Literacy Development (5)**

Develop teaching strategies for language acquisition and literacy skill development at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing, and reading.

**ECON4800: Special Topics in Economics (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**EDUC 1320 Introduction to Culturally Relevant Anti-Bias Education (5)**

Students reflect on culturally relevant anti-bias educational practices, focused on creating a community that supports all dimensions of human differences, including gender identity, physical characteristics, culture, abilities, religion, indigenous status, sexual orientation, and socio-economic class. It introduces a working concept of diversity into the daily classroom that directly addresses the impact of social stereotypes, bias, and discrimination in children's development and interactions. It empowers children by giving them the tools to foster confident and knowledgeable self-identities, empathetic interactions, critical thinking skills, and activism.

**EDUC 1220 Working with Young Dual Language Learners (5)**

Students reflect on and describe their practices in supporting first and second language development among the children and families that they work with. This learning activity supports students to develop a rich understanding of bilingual development, language acquisition processes, and strategies for scaffolding the process of acquiring a new language.

**EDUC 1300 Guiding Behavior (5)**

Examine the philosophical principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences.

**EDUC 1420 Supporting Children with Special Needs (5)**

Primary focus on noticing and responding to the needs of children with special needs or developmental disabilities. Students review the developmental milestones of infants, toddlers, and preschoolers as well as discuss developmental concerns that they have noticed

in the children they work with. Participants learn about local resources and services available to children and families. The methods and materials used for early identification, intervention and inclusion of infants, toddlers and preschoolers are explored.

#### EDUC 1500 Child, Family, and Community (5)

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.

#### ENVC3000: 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*,

#### ENVC3020: 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*, *LOS*, *SBUS*

#### ENVC3030: 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*

#### ENVC3040: 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.

#### ENVC3050: 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*,

#### ENVC3100: 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*,



#### ENVC3300: 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*



**ENVC3350: 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*

**ENVC3360: 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*

**ENVC3510: 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,*

**ENVC3700: 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*

**ENVC3710: 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*

**ENVC4000: 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 (nonliving) and biotic (living) factors. *ENV,*

**ENVC4030: 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,*

**ENVC4500: 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 wellbeing of communities. *ENV,*

**ENVC4520: 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.

**ENVC4600: 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 wellbeing of communities. Focus on Education and Leadership and Social Justice.

**ENVC4800: Special Topics in Environmental Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**EXP 2030 Reflective Practice in ECEI (3)**

Reflective practice is an approach that enables practitioners to identify and understand how they use their knowledge in applied situations and how they can integrate action and learning in more effective ways. The course introduces students to this approach through the work of John Dewey, Paulo Freire, Donald Schon and Antonia Darder among others. Oral presentations, case studies and short essay assignments encourage awareness of theories-in-use guiding one's practice, and support making tacit elements of

knowledge explicit.

**EXP 2031 Reflective Practice in ECE II (3)**

This course continues and deepens the work and learning from Reflective Practice in ECE I with a greater emphasis in helping students deepen their articulation of what they know and making active use of learning cycles to address complex problems in their work.

**EXP3030: Writing Prior Learning Experience (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.

**EXP3900: Special Topics in Experiential Learning (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**EXP3940: Prior Learning (1-30)**

Signifies credit earned through analysis, documentation and evaluation of learning gained from life experience.

**EXP3960: 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.

**EXP3970: Service Learning (1-10)**

This includes learning in conjunction with a volunteer/service project in the community.

**EXP3980: 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.

**EXP4000: 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*

**EXP4800: Special Topics in Experiential Learning (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**GBL3000: 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*

**GBL3020: 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,*

**GBL3900: Special Topics in Global Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**GBL4020: 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,*

**GBL4800: Special Topics in Global Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**HIST4800: Special Topics: History (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**LANG 2060 Conversational Somali (5)**

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary,



and linguistic structures necessary for students to use Somali immediately for communication, as well as an introduction to Somali language and culture.

**LANG 2061 Narrative Writing in Somali (5)**

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Somali. Students write several short essays, each developing particular aspects of narrative writing in Somali.

**LANG 2070 Conversational Cantonese (5)**

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Cantonese immediately for communication, as well as an introduction to Cantonese language and culture.

**LANG 2071 Narrative Writing in Cantonese (5)**

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Cantonese. Students write several short essays, each developing particular aspects of narrative writing in Cantonese.

**LANG 2100 Special Topics in Language Learning (5)**

This learning activity focuses on individualized skill in written and/or oral communication in a language other than English.

**LIB3010: 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.

**LIB3020: 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.

**LIB3100: 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.

**LIB3990: 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.

**LIB4040: 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.*

**LIB4100: 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,*

**LIB4400: 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 is taken in the student's penultimate or next-to-last quarter. *Prerequisite: Approved Educational Design Portfolio.*

**LIB4500: 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.

**LIB4800: Special Topics in Liberal Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**LOS3010: 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, , SPI*

**LOS3060: 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,*

**LOS3100: 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*

**LOS3150: 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*

**LOS3250: 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,*

**LOS3900: Special Topics in Leadership & Organizational Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**LOS4000: 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,*

**LOS4010: 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,*

**LOS4020: 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,*

**LOS4030: 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;*

**LOS4040: 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.

**LOS4060: 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,*

**LOS4100: 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*,

**LOS4130: 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*

**LOS4150: 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*

**LOS4800: Special Topics in Leadership and Organizational Studies (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**MATH 1030 Business Math (5)**

This course focuses on basic mathematical concepts common to early childhood business usage, such as using fractions and percentages, working with time value of money and reconciling fees, expenses and reimbursements.

**MATH3200: 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*

**MATH3900: Special Topics in Math (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**MATH4000: 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.

**MATH4800: Special Topics in Math (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**PLSC4400: 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*,

**PLSC4620: 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*,

**PLSC4800: Special Topics in Political Science (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**PSYC3100: 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*

**PSYC3120: Family Systems Perspectives (3)**

Introduces family systems theory for understanding a variety of mental health problems, inclusive of multicultural perspectives.

**PSYC3130: Introduction to Wellness Counseling (3)**

This course provides students with the psychological aspects of wellness the integration of psychological, social and spiritual

components with physical health.

**PSYC3140: Health Psychology & Counseling Internship (3)**

Students provide health and wellness services in settings that serve the mental health needs of individuals, children, groups, couples and families.

**PSYC3150: Palliative Care and Bereavement Counseling (3)**

Explores the experience of loss and grief from a variety of perspectives – personal, sociocultural, psychological, therapeutic, symbolic and spiritual within healthcare and hospice settings.

**PSYC3200: 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*

**PSYC3300: 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*

**PSYC3500: 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,*

**PSYC3510: Introduction to Applied Mindfulness (3)**

This is an 8 week training overviewing the essential aspects of mindfulness based stress reduction (MBSR), mindfulness based cognitive therapy (MBCT), mindfulness based relapse prevention (MBRP), and mindful childbirth and parenting (MBCP).

**PSYC3520: Introduction to Holistic Health (3)**

In this course, students will overview the elements of holistic healing and wellness principles for daily life, while developing the knowledge necessary to co-create a comprehensive Holistic Wellness Plan with others.

**PSYC3530: Introduction to Somatic Experiencing (3)**

This course will explore with students the mind-body model of healing medicine with an emphasis on somatic experiencing. The course will explore how intense emotions can be recognized and expressed in incremental and healthy avenues toward pleasurable activities.

**PSYC3540: Introduction to Creative Arts Healing (3)**

This course will focus on the introducing students to integrative approaches to creative therapies to foster awareness, encourage emotional growth, and enhance relationships with others. Utilizing a variety of orientations, the course will include arts as therapy and arts for traditional healing.

**PSYC3600: 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.

**PSYC3650: 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 policies 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?

**PSYC3700: 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*

**PSYC3700: Survey of Addiction (3)**

This course covers the fundamentals of addiction counseling; including etiology, the history of the evolution of addiction counseling and treatment; an introduction to cultural considerations; an introduction to how the family system is effected; and an introduction to how addiction intersects with other mental health issues.

**PSYC3710: Addiction Counseling I: Advanced Assessment, Ethics, & Case Management (3)**

This course builds on the case management skills already covered in UG course, and focuses on developing assessment skills as well as processing more complicated ethical dilemmas and confidentiality laws pertinent to addiction treatment.

**PSYC3720: Addiction Counseling II: Advanced Clinical Skills for Individuals, Families & Groups (3)**

The course will provide learning opportunities for students to gain knowledge about the unique therapeutic needs of other cultures, special populations, adolescents, at risk youth, impaired physicians, attorneys, pilots, other professionals, as well as more complex co-occurring clients in a variety of settings.

**PSYC3730: Addiction Counseling III: Advanced Theory and Practice (3)**

This course is focused on examining the relationship between trauma, attachment injury, and other mental health issues, and addiction. Furthermore, the course will provide information and learning opportunities to gain competence in assessing/referring/treating the process addictions.

**PSYC3740: Addiction Psychopharmacology and Physiology (3)**

This course covers the neuroscience of addiction, and the physiological changes in the central nervous systems of clients who meet criteria for addiction. In addition, the course examines the complicated relationship between individuals recovering from addiction and psychopharmacology.

**PSYC3800: 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*

**PSYC3900: Special Topics in Psychology (1-8)**

Includes course offerings of special interest within or across Areas of Concentration.

**PSYC4200: 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*

**PSYC4500: 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*

**PSYC4700: Bio-medicine and Psychology (3)**

This course explores the biological processes which underpin human behavior. Students will gain a core knowledge of Biology and Psychology and can choose from a wide selection of modules, starting with modules such as Human Physiology and Cognitive Psychology.

**PSYC4710: Health Psychology (3)**

The course provides an overview of health issues as they relate to psychology from a lifespan developmental perspective. Developmental challenges and opportunities will be integrated into presentation of health concerns that present at different stages of the life cycle.

**PSYC4720 Neuropsychology (3)**

An overview of the central nervous system in terms of its structure and function including the study of the relationship between neurophysiological processes and behavior, behavioral dysfunctions and related mechanisms, and approaches will be presented.

**PSYC4730: Bio Ethics (3)**

The course provides an opportunity to explore a range of contemporary topics in biomedical science, including stem cell research, euthanasia, assisted reproductive technologies, genetic engineering, human experimentation and the use of animals in research. Through contemporary issues, students will become knowledgeable of ethical decision making models.

**PSYC4740: Social Issues in Health Care Promotion (3)**

This course will focus on building an understanding of the components necessary for successful worksite health promotion. Included will be the development, implementation, and evaluation of worksite health promotion programs.

**PSYC4800: Special Topics in Psychology (1-8)**

Includes course offerings of special interest within or across Areas of Concentration

**PSYC4900: 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*

**PSYC4920: 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*

**PSYC4940: 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*

**PSYC4950: Cognitive Psychology (3)**

Introduces students to the field of cognitive psychology through an overview of the basic research and contemporary issues that define the field. Attention to the study of the application of the research base to a range of diverse settings, populations and problems will be addressed.

**PSYC4960: Social Psychology (3)**

Provides an overview of classic and contemporary research in social psychology, the study of individual behavior in group contexts, group behavior and associated phenomena.

**SCI 2070 Science of Nutrition (5)**

Scientific approach to nutritional roles of water, carbohydrates, proteins, lipids, minerals, vitamins, and other dietary components. Emphasis on the comparative aspects of gastrointestinal tracts and on digestion, absorption, and metabolism of nutrients.

**SOC3800: 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,*

**SOC4400: 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,*

**SOC4500: 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,*

**SOC4700: 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,*

#### SOC4720: 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.

#### SOC4800: Special Topics in Sociology (1-8)

Includes course offerings of special interest within or across Areas of Concentration.

#### SPA 2050 Conversational Spanish (5)

This course focuses on conversation emphasizing pronunciation, fluency, and vocabulary. It also provides the knowledge, vocabulary, and linguistic structures necessary for students to use Spanish immediately for communication, as well as an introduction to Spanish language and culture.



#### SPA 2051 Narrative Writing in Spanish (5)

Through writing exercises, students learn to articulate their experience, ideas and knowledge in written Spanish. Students write several short essays, each developing particular aspects of narrative writing in Spanish.

#### SPIR3080: 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*

#### SPIR3100: 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*

#### SPIR3700: 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*

#### SPIR4050: 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*

#### SPIR4070: 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*

#### SPIR4100: 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*

#### SPIR4200: Ritual Process and Ceremonial Design (3-4)

Students first examine the anthropological literature on the nature of ritual process from across-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*

#### SPIR4300: 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*

#### SPIR4400: 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*

#### SPIR4800: Special Topics in Spiritual Studies (1-8)

Includes course offerings of special interest within or across Areas of Concentration.

#### WRTG 1000 Narrative Writing (3)

An introduction to the process of narrative writing as a means to tell one’s story. Students review the stages of writing (gathering ideas, developing an outline, writing the first draft, editing, and polishing), experiment with artistic ways of creating outlines and supporting examples that convey non-fiction narrative arcs, engage in writer’s workshops with small groups of students, and explore strategies for finding voice in the writing process. Students produce a polished set of narrative writing pieces describing one’s personal, cultural and professional history.

#### WRTG 1010 Expository Writing (3)

The study of fundamental writing skills and varied writing strategies leading to the planning, organizing, writing, and revising of academic essays. Writing assignments highlight learnings from applied professional experience, with a focus on developing authority as writers in communicating one’s own knowledge and perspective to a specific audience. Students receive feedback through multiple drafts and revisions.

#### WRTG3990: Independent Study in Writing (1-5)

Offers students independent learning beyond the scope or format of the writing classes, involving 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.

#### WRTG4010: Digital Storytelling (4)

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.

#### WRTG4050: Writing in Academic Contexts (3)

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.

#### WRTG4060: Inquiry and Research (3)

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.

#### WRTG4070: Technical and Professional Writing (3)

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).

#### WRTG4080: Books by Hand (3)

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.

#### WRTG4160: Media Writing (3)

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.



WRTG4900: Special Topics in Writing (1-5)

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, creative writing, writing as healing, etc.

Special Topics courses for 2018-19 are: WRTG4900: "Nature Writing in the Urban Wild" (Fall, 3 cr); WRTG4900: "Writing Supernatural Narratives" (Winter, 3 cr); and WRTG4160: "Digital Media and Self-Marketing" (Spring, 3 cr).

## Graduate Courses

### COUC5030: Family of Origin Systems and Creative Arts Therapy (3)

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multi-generational 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.*

### COUC5040: Multicultural Perspectives and Creative Arts Therapy (3)

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: COUC5030: Family of Origin Systems and Art Therapy; others by permission of liaison.*

### COUC5050: Group Art Therapy (3)

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: COUN5060: Communication and Counseling Skills.*

### COUC5060: Family Group Art Therapy (1)

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: COUN5060: Communication and Counseling Skills.*

### COUC5070: Art Therapy in Diverse Settings: Individual and Group Therapy (3)

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: COUC5100: History and Theory of Art Therapy I.*

### COUC5080: Techniques and Practice of Art Therapy (3)

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.

### COUC5090: Creative Arts Therapy (4)

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.

### COUC5100: History and Theory of Art Therapy (3)

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.

### COUC5120: Drama Therapy Lab (0)

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

### COUC5180: Ethics in Creative Arts Therapy (3)

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.

### COUC5190: Ethical Issues in Creative Arts Therapy (1)

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: COUC5080: Techniques and Practice of Art Therapy and COUC5100: History and Theory of Art Therapy. Only for AT students.*

### COUC5200: Special Populations in Drama Therapy (4)

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.

**COUC5210: Ethical Issues in Drama Therapy (1)**

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.

**COUC5220: Introduction to Drama Therapy (4)**

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.

**COUC5240: Improvisation (3)**

Develops students' creative imagination, self-expression, self-knowledge and social relatedness through active participation in a variety of improvised dramatic activities.

**COUC5260: Psychodrama (4)**

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.

**COUC5280: Community Based Theater and Sociodrama (3)**

Provides theories and practices of playback theater and other approaches to community-based theater as a tool for social change and a therapeutic change with individual groups and families. Examines various playback forms, and other forms of transformative drama such as Sociodrama and Theater of the Oppressed.

**COUC5310: Drama Therapy Research (3)**

This introduction to drama therapy research provides an orientation to the fundamentals of research design, with an emphasis on approaches to data gathering, data analysis, and the presentation of findings that utilize and highlight unique aspects of drama therapy and the other creative arts therapies. The course will facilitate the student's development of an ability to critically evaluate research literature in the social sciences for the purpose of determining which studies may be best applied to his or her own drama therapy practice. An appreciation for the value of research and the role of empirical literature in drama therapy practice will be emphasized.

Prerequisite: Introduction to Drama Therapy.

**COUC5400: Developmental and Treatment Models in Art Therapy (3)**

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: COUC5100: History and Theory of Art Therapy I and COUC5080: Techniques and Practice of Art Therapy. Only for AT students.*

**COUC5410: Intro to Developmental Transformations (3)**

Developmental Transformations (DvT) is a form of drama therapy in which therapist and client(s) play together, their embodied play incorporating movements, sounds, pretend objects, and roles in theatrical scenes. In this course, through experientials and discussion, we will explore how distinguishing between pretend and reality during a DvT session generates a containing playspace and prevents harmful behavior. DvT benefits clients by helping them lower their anxiety about the instability of life and increasing their capacities to discover possibilities and actualize the potentials that they most value. Repeatable up to 9 credits.

**COUC5510: Intro to Creative Arts Therapy Research (3)**

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: COUC5110: History & Theory of Art Therapy II.*

**COUC5600: Introduction to Play Therapy (3)**

This course provides an introductory perspective into the field of play therapy. Participants will be able to apply key theoretical concepts to the conduction of play therapy with specific populations, particularly in work with children. Clinical practice and experiential learning opportunities will provide participants with an awareness of the historical foundations of child-centered approaches to play therapy, as well as a developed understanding of key concepts and methods for incorporating play therapy into practice.

**COUC5610: Advanced Play Therapy (3)**

Participants will build upon previously established skills through hands-on directives and experiential learning in order to develop a more selective understanding of advanced play therapy methods. Approaches such as group play therapy and familial approaches to treatment will be incorporated into training and practice. Additionally, participants will be able to differentiate between specific types of play therapy as well as gain a basic understanding of assessment within play therapy. *Prerequisite: COUC-5600: Introduction to Play Therapy.*

### COUC5630: Seminar in Play Therapy I (3)

Participants will learn theoretical foundation and skills and techniques for sandtray. Practical applications and how to use sandtray with a variety of populations will also be addressed. *Prerequisites:* COUA-5600: *Intro to Play Therapy*, COUA-5610: *Advanced Play Therapy*.

### COUC5640: Seminar II in Play Therapy II (3)

This is a continuation of Practicum I in play therapy. Students will provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues relating to the field of play therapy.

### COUC5650: Special Projects in Play Therapy (3)

This individual process will be a cumulative piece representing the student's journey within the field of play therapy as well as providing a contribution to the field of play therapy. This process may include a variety of media as well as a presentation and or publication about a specific component of play therapy.

### COUC5700: Studio Art (3)

This course provides students with the opportunity to maintain contact with the discipline of art-making, to continuously engage in a personal creative process, and to expand knowledge and skills via ongoing explorations of media potentials. Additional areas of coverage include an intimate understanding of personal symbolic language.

### COUC5750: Creativity, Symbolism, and Metaphor (3)

This course will provide students with the opportunity to apply knowledge of creativity, symbolism, metaphor, and artistic language to the practice of art therapy. Such applications include individual, couples, groups, families, and communities from diverse backgrounds.

### COUC5900: Special Topics in Creative Arts Therapy (1-5)

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.

### COUC5910: Pre-Internship Practicum and Supervision in Marriage and Family Therapy/Creative Arts Therapy (1)

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:* COUC5030: *Family of Origin Systems and Creative Arts Therapy*, COUC5040: *Multicultural Perspectives in Creative Arts Therapy*, COUN5050: *Systems Perspectives in Family Therapy*, COUN5060: *Communication and Counseling Skills*, and COUN5150: *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.

### COUC5920: Pre-Internship Practicum and Supervision in Clinical Mental Health Counseling/Creative Arts Therapy (1)

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:* COUC5030: *Family of Origin Systems and Creative Arts Therapy*, COUC5040: *Multicultural Perspectives in Creative Arts Therapy*, COUN5050: *Systems Perspectives in Family Therapy*, COUN5060: *Communication and Counseling Skills*, COUN5150: *Psychopathology*, and COUN5100: *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.

### COUC6002: CFT/AT Internship & CC Q1-4 (4)

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling. *Prerequisites:* COUC5510: *Intro to Creative Arts Therapy Research*, COUC6510: *Advanced Creative Arts Therapy Research*, COUC6530: *Advanced Art Therapy Assessment*, COUC5910: *Pre-Internship Practicum and Supervision in CFT/CAT*, COUN5050: *Systems Perspectives in Family Therapy*, COUN5500: *Research Methods: Introduction to Research*, COUN5520: *Assessment: Tests and Measurements*, COUN5220: *Human Development in the Family Lifecycle* and COUN5020: *Competency Assessment III*

### COUC6003: CMHC/AT Internship & CC Q1-2 (3)

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

*Prerequisites:* COUC5510: Intro to Creative Arts Therapy Research, COUC6510: Advanced Creative Arts Therapy Research, COUC6530: Advanced Art Therapy Assessment, COUC5920: Pre-Internship Practicum and Supervision in CMHC/CAT, COUN5231: Human Growth and Development Across the Lifespan, COUN5050: Systems Perspectives in Family Therapy, COUN6300-6380: Advanced Theories, COUN5270: Career Development and Counseling, COUN5290: Survey of Addictions, COUN5500: Research Methods: Introduction to Research, COUN5520: Assessment: Tests and Measurements and COUN5600: Trauma, Disaster Response and Crisis Counseling

#### COUC6004: CFT/AT Internship & CC Q5+ (1)

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

*Prerequisites:* COUC5510: Intro to Creative Arts Therapy Research, COUC6510: Advanced Creative Arts Therapy Research, COUC6530: Advanced Art Therapy Assessment, COUC5910: Pre-Internship Practicum and Supervision in CFT/CAT, COUN5050: Systems Perspectives in Family Therapy, COUN5500: Research Methods: Introduction to Research, COUN5520: Assessment: Tests and Measurements, COUN5220: Human Development in the Family Lifecycle and COUN5020: Competency Assessment III

#### COUC6005: CMHC/AT Internship & CC Q3-4 (4)

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

*Prerequisites:* COUC5510: Intro to Creative Arts Therapy Research, COUC6510: Advanced Creative Arts Therapy Research, COUC6530: Advanced Art Therapy Assessment, COUC5920: Pre-Internship Practicum and Supervision in CMHC/CAT, COUN5231: Human Growth and Development Across the Lifespan, COUN5050: Systems Perspectives in Family Therapy, COUN6300-6380: Advanced Theories, COUN5270: Career Development and Counseling, COUN5290: Survey of Addictions, COUN5500: Research Methods: Introduction to Research, COUN5520: Assessment: Tests and Measurements and COUN5600: Trauma, Disaster Response and Crisis Counseling

#### COUC6006 CFT/DT Internship & CC Q1-4 (3):

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling.

*Prerequisites:* COUC5510: Intro to Creative Arts Therapy Research, COUC5910: Pre-Internship Practicum and Supervision in CFT/CAT, COUN5050: Systems Perspectives in Family Therapy, COUN5500: Research Methods: Introduction to Research, COUN5220: Human

**COUC6007: CMHC/DT Internship & CC Q1-2 (2)**

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling. *Prerequisites: COUC5510: Intro to Creative Arts Therapy Research, COUC5920: Pre-Internship Practicum and Supervision in CMHC/CAT, COUN5231: Human Growth and Development Across the Lifespan, COUN5050: Systems Perspectives in Family Therapy, COUN6300-6380: Advanced Theories, COUN5270: Career Development and Counseling, COUN5290: Survey of Addictions, COUN5500: Research Methods: Introduction to Research, and COUN5600: Trauma, Disaster Response and Crisis Counseling*

**COUC6008: CFT/DT Internship & CC Q5+ (1)**

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling. *Prerequisites: COUC5510: Intro to Creative Arts Therapy Research, COUC5910: Pre-Internship Practicum and Supervision in CFT/CAT, COUN5050: Systems Perspectives in Family Therapy, COUN5500: Research Methods: Introduction to Research, COUN5220: Human Development in the Family Lifecycle and COUN5020: Competency Assessment III*

**COUC6009: CMHC/DT Internship & CC Q3-4 (3)**

Students take this course as part of a four-quarter series of Internship & Case Consultation I, Internship & Case Consultation II, Internship & Case Consultation III and Internship & Case Consultation IV. The CMHC internship allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and/or families. Students must complete internship over a minimum of four (4) quarters for a minimum of 600 hours, of which 300 must be direct client contact. Over the course of four quarters, students are enrolled in Internship & Case Consultation I-IV. This course accounts for student accrual of required internship hours and provides weekly on-campus supervision experience with CMHC faculty. The emphasis of Internship & Case Consultation I is on individual assessment, Internship & Case Consultation II the focus will be on relational/family assessment, Internship & Case Consultation III focuses on the integration of theory and practice, and in Internship & Case Consultation IV on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy with an emphasis on multicultural competency. In addition, this course sequence introduces students to the supervision/consultation process including core concepts and practices to the role of professional mental health counseling. *Prerequisites: COUC5510: Intro to Creative Arts Therapy Research, COUC5920: Pre-Internship Practicum and Supervision in CMHC/CAT, COUN5231: Human Growth and Development Across the Lifespan, COUN5050: Systems Perspectives in Family Therapy, COUN6300-6380: Advanced Theories, COUN5270: Career Development and Counseling, COUN5290: Survey of Addictions, COUN5500: Research Methods: Introduction to Research, and COUN5600: Trauma, Disaster Response and Crisis Counseling*



**COUC6500: Creative Arts Therapy Master's Project (1–5)**

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.*



**COUC6510: Advanced Creative Arts Therapy Research (3)**

A continuation of Intro to Creative Arts Therapy Research, 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 COUC5510: Intro to Creative Arts Therapy Research.*

**COUC6530: Advanced Art Therapy Assessment (3)**

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: COUC5110: History & Theory of Art Therapy II.*

**COUC6600: Creative Arts Therapy Thesis (1–5)**

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.*

**COUC7320: Creative Arts Therapy Counselor Education and Clinical Training (3)**

Explores the intersection between teaching and learning theories as they relate to the clinical training of creative arts counselors, most notably the use of experiential modalities that provide for observation and assessment of the skill level of counselors-in-training.

**COUC7340: Global Mental Health Issues and Professional Sustainability in the Creative Arts Therapies (3)**

Explores the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of counselor education in the creative arts with an international student population. Stresses the necessity that counselor educators have a solid base of understanding of cultural interpretations of mental health/mental illness and models of treatment, including creative arts interventions.

**COUC7420: Advanced Counseling Supervision and Creative Arts Therapy (3)**

Focuses on continued understanding of theories of supervision including opportunities to provide individual, culturally competent supervision within the creative arts to master's practicum students. Pedagogical issues in training supervisors are also addressed.

**COUC7520: Creative Arts Therapy Consultation and Organizational Change (3)**

Study of theories of consultation will be reviewed and related consultant roles will be presented, both for clinical and organizational creative arts organizations. The course will include demonstrations of consulting techniques and development of a consultation model.

**COUC8950: Advanced Creative Arts Therapy Professional Seminar and Inquiry (1)**

Taken concurrently with dissertation quarters to support student's progress in the dissertation process, inclusive of identification of

research area and methodology, dissertation proposal, support during data collection, and final dissertation product including defense.

**COUN5000: Competency Assessment I (0)**

This course is required in the student's first quarter and provides an orientation to the Couple and Family Therapy curriculum, competency assessment, portfolios, academic writing, and advising process. *Note: Open only to first-quarter clinical students or by program permission.*

**COUN5001: CMHC Group Advising (0)**

This is a required course for new admits within the Clinical Mental Health Counseling program and designed as a Saturday experience to review program expectations, course and fieldwork planning, and generally overview the graduate learning and assessment process at AUS.

**COUN5002: Sex Therapy Certificate Orientation (0)**

This zero credit course provides students an introduction and overview to the Sex Therapy Certificate and Case Consultation course and expectations. Students will complete their supervision contracts for AASECT submission, as well as, assemble the initial components of their application for full certification for AASECT.

**COUN5010: Competency Assessment II (0)**

This course is required in the student's second quarter and provides guidance for initial competency assessment and portfolio development. *Prerequisites: Completion of the required core courses in the student's specialization; must be taken one quarter before starting internship.*

**COUN5020: Competency Assessment III (0)**

This course is required one quarter before internship. It provides students with guidance in completing their portfolio and acts as a checkpoint ensuring students are qualified for internship. *Note: Open only to students in their final quarter of internship or by program permission.*

**COUN5025: Competency Assessment IV (0)**

This course is required in the student's final quarter. It provides a final checkpoint for students to demonstrate that they have mastered the clinical competencies and have successfully met all of the requirements and it provides preparation for employment and MFT licensure in the State of Washington.

**COUN5030: Family of Origin Systems (3)**

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.*

**COUN5040: Multicultural Perspectives (3)**

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/COUC5030: Family of Origin Systems (for CFT/CMHC students); space may be available for other students during late registration.*

**COUN5050: Systems Perspectives in Family Therapy (3)**

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/COUC5030: Family of Origin Systems (for CFT/CMHC students); space may be available for other students during late registration.*

**COUN5060: Communication and Counseling Skills (3)**

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.

**COUN5070: Group Counseling (3)**

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: COUN5060: Communication and Counseling Skills.*

**COUN5080: The Counseling Profession and Identity (3)**

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 multidisciplinary crisis response teams; counselor supervisions models and practices; and counselor self-care strategies.

**COUN5105: Counseling Theories and Practice: Part 1 (3)**

Links theoretical foundations of objective counseling theories (e.g., psychodynamic and cognitive theories) to their application in the practice of counseling. Special attention will be paid to newer advancements in those theories. *Prerequisites: COUN5060: Communication and Counseling Skills*

**COUN5115: Counseling Theories and Practice: Part 2 (3)**

Links theoretical foundations of constructivist counseling theories (e.g., postmodern and humanistic theories) to their application in the practice of counseling. Special attention will be paid to current trends and non-Western theories. *Prerequisite: COUN5105: Counseling Theories and Practice: Part 1*

**COUN5120: Individual Therapy in the Family System (3)**

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: COUN5050: Systems Perspective in Family Therapy and COUN5060: Communication and Counseling Skills.*

**COUN5130: Domain Competency Attainment (1)**

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.

**COUN5150: Psychopathology (3)**

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: PSYC4940: Abnormal Psychology*

**COUN5160: Psychodiagnostics and Treatment Planning (3)**

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 these of DSM-5 and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. *Prerequisite: COUN5150: Psychopathology.*

**COUN5180: Ethics and Professional Issues (3)**

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.

**COUN5190: Ethics in Family Practice (1)**

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: COUN5180: Ethics and Professional Issues.* (CFT students are encouraged to take these courses concurrently.)

**COUN5220: Human Development in the Family Life Cycle (3)**

Focuses on the basic developmental tasks of individuals throughout the lifespan, and how these tasks relate to stages of the family lifecycle. Students also examine stressors common to contemporary American families and their effect on the family life cycle.

**COUN5231: Human Growth and Development Across the Lifespan (3)**

Presents current theories and perspectives about lifespan development. Within an interdisciplinary perspective, students explore the psychological, physical, interpersonal, and societal issues related to identity (e.g., gender, ethnicity, race, religion, and sex) growth and development across the lifespan in Western cultures and beyond. Considerations for counseling individuals, couples, families, and groups are addressed as well as multicultural and social justice issues related to lifespan development.

**COUN5240: Human Sexuality (3)**

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.

#### COUN5242: Fundamentals of Sex Therapy (3)

This course introduces students to the fundamental practice of Sex Therapy. Students will gain competence in assessment of sexual issues in individuals, couples, and other relationship structures, as well as, sexual disorders as described in the DSM-V. Emphasis will be on differentiating between medical and mental health needs of clients experiencing problems around sex and intimacy. Theories of systemic sex therapy will be explored and students will gain exposure to models of treatment, interventions, and community resources. The course will focus on conceptualization of cases and experiential activities to strengthen student's clinical competency.

#### COUN5250: Art, Practice and Application of Meditation (1)

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.

#### COUN5260: Culturally Responsive Cognitive-Behavioral Therapy (1)

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: COUN5060: Communication and Counseling Skills.*

#### COUN5270: Career Development and Counseling (3)

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: COUN5060: Communication and Counseling Skills.*

#### COUN5280: Abusive Relationships (3)

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.

#### COUN5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals (3)

The purpose of this course is to introduce core concepts in Addiction counseling/treatment. This course provides a foundation for: understanding the physiology of addiction, addressing the family system, working with co-occurring disorders and considering social justice issues connected to addiction. The course includes information and learning experiences that focus on the following topics: predominant theories on the etiology of addiction, screening for addiction, various approaches to treating addiction, neurobiology/physiology of addiction, long-term trajectory of addiction recovery, how the family system is impacted by addiction, the role of twelve step and other self-help meetings in the treatment of addiction, co-occurring issues that often accompany addiction and introduction to treatment planning and service coordination

#### COUN5300: Loss and Grief (3)

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.

#### COUN5310: 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.*

#### COUN5350: 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.

#### COUN5400: American Indian Counseling Experiences and Practices (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/COUC5040: Multicultural Perspectives.*

#### COUN5410: Jewish American Counseling Experiences and Practices (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/ COUC5040: Multicultural Perspectives.*

**COUN5420: Counseling Multiracial Families (1)**

Examines the lives of contemporary interracial couples, multiracial individuals and multiracial families, including cross-racial adoptive families. A multicultural counseling competency framework is applied to discussion and recommendations of counseling intervention with this population. *Prerequisite: COUN/COUC5040: Multicultural Perspectives.*

**COUN5430: Asian Americans and Pacific Islanders Counseling Experiences and Practices (3)**

Explores cultural considerations necessary to provide relevant assessment and treatment to various Asian American and Pacific Islander populations. *Prerequisites: COUN/COUC5040: Multicultural Perspectives.*

**COUN5440: American Indian Counseling Experiences and Practices (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/COUC5040: Multicultural Perspectives.*

**COUN5450: Latinx Counseling Experiences and Practices (3)**

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisites: COUN/ COUC5040: Multicultural Perspectives.*

**COUN5460: Clients with Disabilities Experiences and Perspectives in Counseling (3)**

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite: COUN/COUC5040: Multicultural Perspectives.*

**COUN5470: Sexual Minorities Experiences and Perspectives in Counseling (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/COUC5040: Multicultural Perspectives.*

**COUN5471 Diversity in Sexual Expression (3)**

This course addresses a variety of clinical issues related to counseling the diverse range of sexual expression with clients. This population includes Lesbian, Gay, Bisexual, and Transgender clients, and clients who identify as other than heterosexual, monogamous, and cisgender. Psychological, social, cultural, and developmental issues are explored within the contexts of theory and practice. Readings, discussion, videos, presentations, and experiential activities will serve to heighten awareness of problems such as homophobia, heterosexism and other social constructs as they affect the therapeutic setting, the counseling relationship, and the process of psychotherapy.

**COUN5500: Research Methods: Introduction to Research (3)**

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.

**COUN5510: Research in Family Practice (1)**

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: COUN5500: Research Methods: Introduction to Research (CFT students can take this course sequentially or concurrently with COUN5500: Research Methods: Introduction to Research).*

**COUN5520: Assessment: Tests and Measurements (3)**

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.

**COUN5600: Trauma, Disaster Response & Crisis Counseling (3)**

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: COUN5060: Communication and Counseling Skills, COUN5080: The Counseling Profession and Identity.*

**COUN5610: Addiction Psychopharmacology and the Physiology of Addiction (3)**

The purpose of this course is to provide information and learning experiences to enable students to have a deeper understanding and foundation of knowledge on the physiology of addiction, current neurobiology research findings, and psychopharmacology as it pertains to addiction treatment. *Prerequisite: COUN5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals*

**COUN5650: 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 20<sup>th</sup> 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 policies 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?

**COUN5700: Advanced Assessment, Ethics, and Case Management in Addiction Counseling (3)**

This class is designed to cover the WA DOH CDP “alternative learning” track topic areas listed in this syllabus. The course material and learning experiences provide students with opportunities to become more knowledgeable on ethics, confidentiality, regulating bodies, and the scope of practice for substance abuse counselors as well as dually licensed practitioners. Furthermore, this course covers the wide range of case management skills necessary for working with clients with addiction, substance abuse, and other co-occurring issues including the following: screening and assessment tools, record keeping, care coordination, cultural competency in service delivery, developing a referral list, assisting clients involved in the justice system, working with third party reimbursement, treatment and discharge planning. COUN5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals

**COUN 5710: Advanced Clinical Skills for Individual, Group, Family, Adolescents, Kids in Addiction Counseling (3)**

The purpose of this course is to provide learning opportunities, mainly in classroom experiential activities, to increase competence and confidence in actual addiction counseling skills such as; motivational interviewing, working with treatment resistant clients, working court ordered clients, various cultures and special populations, somatic strategies, interviewing skills, group skills, individual and family skills as well as interventions specific to kids and adolescents. This course is designed to increase knowledge and competency of effective counseling interventions used in addiction counseling settings. COUN5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals

**COUN5720: Advanced Theory and Practice in Addiction Counseling (3)**

The purpose of this course is to provide learning experiences that will increase students’ proficiency in conceptualizing complex clinical cases of clients who are dealing with addiction/s and other commonly co-occurring issues, like trauma and attachment injury. Students entering the addiction treatment field and who are interested in becoming WA State CDP’s will need to be familiar with ASAM criteria and ASAM dimensions. This course will provide learning opportunities to become more familiar with using ASAM as well as how to construct an initial narrative to describe the clinical picture of a client entering therapeutic services. This course will also examine the process addictions and common denominators with substance addictions. Finally, because peer run self-help recovery groups are often a part of treatment programs, this course will take a closer look at the role of these groups in the recovery process. Prerequisite: COUN5290: Survey of Addiction: Intro to Addiction Counseling Fundamentals

**COUN5800: 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: COUN5060: Communication and Counseling Skills, COUN5050: Systems Perspectives in Family Therapy.*

**COUN5810: 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: COUN5060: Communication and Counseling Skills, COUN5050: Systems Perspectives in Family Therapy.*

**COUN5820: 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: COUN5060: Communication and Counseling Skills, COUN5050: Systems Perspectives in Family Therapy.*

**COUN5830: Effective Parenting (3)**

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.

**COUN5900B: 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.

**COUN5910: Pre-internship Practicum and Supervision in Couple and Family Therapy (1)**

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: COUN5030: Family of 97 Antioch University Seattle 2018-19 Catalog*

*Origin Systems, COUN5040: Multicultural Perspectives, COUN5050: Systems Perspectives in Family Therapy, COUN5060: Communication and Counseling Skills, and COUN5150: Psychopathology. This is an elective course.*

**COUN5920: Pre-internship Practicum and Supervision in Clinical Mental Health Counseling (1)**

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: COUN5030: Family of Origin Systems, COUN5040: Multicultural Perspectives, COUN5060: Communication and Counseling Skills, COUN5070: Group Counseling, COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior, COUN5110: Theories and Practice of Counseling: Humanistic/Transpersonal/Eastern, COUN5150: Psychopathology, COUN5160: Psychodiagnostics and Treatment Planning, COUN5180: Ethics and Professional Issues. Students are expected to repeat the course for two consecutive quarters.*

**COUN5930: 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 videotaped 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: COUN5920: Pre-Internship. Repeatable for credit-maximum credit allowed (2).*

**COUN5940: Case Management in Mental Health (1)**

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.

**COUN5980: Internship Preparation (0)**

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.*

**COUN5990: Independent Study (1-6)**

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 weeks even of the prior quarter.

**COUN6002: Quarter 1-4 Internship Case Consultation (4 credits)**

Taken during Quarters 1-4 of Internship, this class provides CFT students the opportunity to receive on-campus supervision 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.*

**COUN6003A: Internship and Case Consultation: Clinical Mental Health Counseling Quarters 1-4(4)**

**Internship:** 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.

**Case Consultation:** 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.*

**COUN6004: Quarter 5 Internship and Case Consultation: Couple and Family Therapy (3)**

Taken during the 5<sup>th</sup> quarter of internship, this class provides CFT students the opportunity to receive on-campus supervision 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: COUN 6002*

**COUN6005A: Internship and Case Consultation: Clinical Mental Health Counseling Quarters 5+(0-1)**

**Internship:** 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.

**Case Consultation:** 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.*

**COUN6006: Quarter 6 Internship Case Consultation (0 credits)**

Taken during the 6th (or more) quarter of internship, this class provides CFT students the opportunity to receive on-campus supervision 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. This course may also be taken in the students 5th quarter of internship if students have less than 30 direct clinical hours left to accrue to complete their internship requirement. *Prerequisites: COUN6002.*

**COUN6020: Sex Therapy Case Consultation (3)**

This course provides group consultation for students' clinical experience of sex therapy. The clinical work itself primarily consists of providing direct sex therapy services to clients in a clinical setting. This work is conducted off-campus at a site determined by the student and approved by the Sex Therapy Certificate Director. Students receive individual and group supervision from an AASECT-approved supervisor and can count all classroom hours towards their full AASECT certification. Performance expectations for each student will be built upon the prior quarter's work. Within this clinical issues in sex therapy including assessment, diagnosis, treatment planning and integration of theory and practice, and the use of appropriate and ethical intervention techniques and strategies.

**COUN6100: Psychopharmacology (1)**

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: COUN5150: Psychopathology.*

**COUN6120: Clinical Treatment of Children (3)**

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/ countertransference, use of expressive mediums, discussion of diagnostic issues and medication use.

**COUN6130: Clinical Treatment of Adolescents (3)**

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

**COUN6140: Clinical Treatment of Older Adults and Families (3)**

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.

**COUN6160: Treating Internalized Oppression (3)**

The purpose of this course is to facilitate the development of competencies in understanding and applying a therapeutic model that focuses on the manner in which social oppression and its internalization impact the clinical issues presented by clients in therapy. Particular emphasis will be placed on enhancing course participants' abilities to apply this understanding to clinical settings. *Prerequisites: COUN5060: Communication and Counseling Skills and COUN/COUC5040: Multicultural Perspectives.*

*Note:* Due to the highly sensitive nature of the course content and teaching/learning dynamics, it is imperative that students who take this course be adequately prepared for its academic and emotional rigors. A meeting with the course instructor prior to acceptance into the course is intended to result in a collaborative decision about the student's readiness. Should there be any question, the student's advisor will be consulted as an addendum to the collaborative process.

**COUN6170: Clinical Treatment of Adult Survivors of Childhood Sexual Abuse (3)**

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: COUN5060: Communication and Counseling Skills.*

**COUN6180: Clinical Treatment of Multi-Problem Families (3)**

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.

**COUN6220: Creative Modalities: Movement and Therapy (3)**

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: COUN5060: Communication and Counseling Skills.*



**COUN6230: 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: COUN5060: Communication and Counseling Skills.*

**COUN6240: Creative Modalities: Adventure-based Counseling (4)**

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: COUN5060: 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.*

**COUN6250: 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: COUN5060: Communication and Counseling Skills.*

**COUN6260: 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: COUN5060: Communication and Counseling Skills*

**COUN6270: 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.

**COUN6300: Advanced Theories: Existential (3)**

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: COUN5110: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

**COUN6310: Advanced Theories: Brief Therapies (3)**

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: COUN5100: Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical specializations.*

**COUN6320: Advanced Theories: Jungian (3)**

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology on counselors' attitudes and value 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: COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor.*

**COUN6330: Advanced Theories: Introduction to Buddhist Psychology (3)**

Students discuss primary Buddhist ideas and explore the irrelevance 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: COUN5110: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

**COUN6340: Advanced Theories: Gestalt (3)**

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: COUN5110: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

**COUN6360: Advanced Theories: Cognitive Behavior Therapy (3)**

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: COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

**COUN6370: 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: COUN5110: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

**COUN6380: 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: COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*



**COUN6390: 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: COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

**COUN6400: 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: COUN5100: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

**COUN6410: 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.

**COUN6510: Research in Family Studies (3-4)**

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 PSYC5500: Research Methods: Introduction to Research, they may take this course.*



**COUN6600: 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.

**COUN6620: 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.

**COUN6700: Attunement Skills in Multicultural Counseling (3)**

Drawing upon the insights of interpersonal neurobiology, this course will assist students to develop clinical skills when working with clients in multicultural contexts. Clinical tests, personal memoirs, class lectures and discussions will assist students in developing a greater understanding of the use of interpersonal attunement and clinical intuition in therapy. Practice counseling sessions, fishbowls, clinical demonstrations and personal awareness exercises serve as vehicles for the development of attunement skills. *Prerequisite: COUN6160: Internalized Oppression*

**COUN6710: Multicultural Counseling Advanced Seminar (1)**

Designed for Multicultural Counseling Concentration students, the seminar provides advanced discussions, support, supervision, and skill acquisition associated with the complex issues of oppression, culture, and diversity confronted by clients, families, and communities. Students will also be provided guidance in developing and implementing Advocacy Projects addressing community oppression, barriers, and/or issues related to increasing personal agency, equity, and social justice. May be repeated for a maximum of 3 credits.

**COUN6800 Sexual Attitude Reassessment (1)**

The purpose of this course is to prepare students for clinical treatment in Sex Therapy. This advanced course will focus on working through complex case scenarios using live cases from internship or through role-play. Students will develop a complete case conceptualization and demonstrate therapeutic technique gained through their pre-requisite courses in the Sex Therapy Certificate. Within this developmental learning context, students will receive individualized feedback and instruction regarding clinical issues specific to sex therapy including sexual history assessments, treatment planning along the PLISSIT model, integration of systemic principles and theory, exploration of countertransference and consideration of ethics and collaborative care.

**COUN6805 Sex Therapy in Abusive Systems (3)**

The purpose of this course is to prepare students for clinical treatment in Sex Therapy. This advanced course will focus on working through complex case scenarios using live cases from internship or through role-play. Students will develop a complete case conceptualization and demonstrate therapeutic technique gained through their pre-requisite courses in the Sex Therapy Certificate. Within this developmental learning context, students will receive individualized feedback and instruction regarding clinical issues specific to sex therapy including sexual history assessments, treatment planning along the PLISSIT model, integration of systemic principles and theory, exploration of countertransference and consideration of ethics and collaborative care.

**COUN6810 Advanced Theory and Practice in Sex Therapy (3)**

The purpose of this course is to prepare students for clinical treatment in Sex Therapy. This advanced course will focus on working through complex case scenarios using live cases from internship or through role-play. Students will develop a complete case conceptualization and demonstrate therapeutic technique gained through their pre-requisite courses in the Sex Therapy Certificate. Within this developmental learning context, students will receive individualized feedback and instruction regarding clinical issues specific to sex therapy including sexual history assessments, treatment planning along the PLISSIT model, integration of systemic principles and theory, exploration of countertransference and consideration of ethics and collaborative care.

**COUN7100: Research in Counselor Education (3)**

Looks at the kinds of research being done in the field of counseling with special attention to the array of professional journals in counseling, how to read and critique research in the field and understanding strategies for publishing in counseling journals.

**COUN7120: Research Methodology: Quantitative (3)**

Focuses on the range of quantitative research methodologies used within the counseling profession, including both bivariate and multivariate statistics.

**COUN7140: Research Methodology: Qualitative (3)**

Focuses on the range of qualitative research methodologies used within the counseling profession, including grounded theory, case study, narrative, phenomenology, and ethnography.

**COUN7180: Program Development and Evaluation (3)**

A comprehensive overview of program evaluation. Included in the overview are qualitative and quantitative approaches, data collection procedures, data analysis, and planning and managing evaluation for maximum effectiveness.

**COUN7200: Advanced Clinical Counseling Theories (3)**

Studies major theories and cultural discourses used by supervisors, counselors, and clients, with an emphasis on understandings of problem formation and change. Assumptions about normal behavior and pathology will be examined, and theories will be compared for their applicability to a variety of client groups, community needs, presenting problems and practice settings.

**COUN7210: Advanced Group Counseling (3)**

Study of theory and research pertaining to group leadership, composition, selection, intervention, termination, evaluation and follow-up. Students develop a written description of their group counseling approach and have concurrent supervised group counseling experiences.

**COUN7220: Advanced Trauma Counseling and Crisis Response (3)**

Study of theory and research pertaining to trauma and crisis response counseling with an emphasis on understanding the role of supervision for counselors working with trauma/crisis response clients as well as the impact of secondary trauma.

**COUN7300: Instructional Design and Adult Learning (3)**

An overview of adult learning theory as it relates to effective teaching and counselor supervision. Psychological issues and cross-cultural issues in teaching and learning will be discussed.

**COUN7320: Counselor Education & Clinical Training (3)**

Explores the intersection between teaching and learning theories as they relate to the clinical training of counselors, most notably the use of experiential modalities that provide for observation and assessment of the skill level of counselors-in-training.

**COUN7340: Global Mental Health Issues and Professional Sustainability (3)**

Explores the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of counselor education with an international student population. Stresses the necessity that counselor educators have a solid base of understanding of cultural interpretations of mental health/mental illness and models of treatment.

**COUN7400: Multicultural Supervision (3)**

Invites students to explore the impact of socio-cultural factors within the supervisory relationship including understanding different theories of supervision, the supervision triad (counselor/client/supervisor) and how attention to cultural implications can enhance the supervisory experience.

**COUN7420: Advanced Counseling Supervision (3)**

Focuses on continued understanding of theories of supervision including opportunities to provide individual, culturally competent supervision to master's practicum students. Pedagogical issues in training supervisors are also addressed.

**COUN7440: Advanced Legal and Ethical Issues (3)**

Discussion of ethical and legal traditions and standards, their evolution, methods of change and applications to various professional activities. Students will be expected to address issues relevant to supervision and counseling (e.g., confidentiality, record keeping, duty-to-warn, etc.) from multiple perspectives.

**COUN7500: Advocacy, Social Justice, and Professional Leadership (3)**

Addresses pedagogy relevant to advocacy, diversity, and social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and issues of equity such as oppression, power and privilege in counselor education.

**COUN7520: Consultation and Organizational Change (3)**

Study of theories of consultation will be reviewed and related consultant roles will be presented, both for clinical and organizational entities. The course will include demonstrations of consulting techniques and development of a consultation model.

**COUN7980: Practicum (1)**

A two-quarter, six-month counseling practicum in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty.

**COUN8000: Internship (1)**

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours over the

minimum of one year. The 600 hours includes supervised experiences in at least three of the five counselor education and supervision areas (e.g., teaching, clinical practice and/or supervision, research, leadership and advocacy). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.

#### COUN8100: Dissertation (1)

Doctoral students are required to complete a dissertation approved by their chair and committee. Dissertation credits are taken concurrently with the Advanced Professional Seminar and Inquiry/Advanced Creative Arts Professional Seminar and Inquiry.

#### COUN8900-8940: Advanced Special Topics Seminar (3)

This seminar allows for students to develop a focus on a special topic of their choosing within the counseling and counselor education profession. Students will use the term to delve into their particular area of focus and be able to present their learning to their seminar peers and instructor.

#### COUN8950: Advanced Professional Seminar and Inquiry (1)

Taken concurrently with dissertation quarters to support student's progress in the dissertation process, inclusive of identification of research area and methodology, dissertation proposal, support during data collection, and final dissertation product including defense.

#### EDUC5020: Education and Society— Foundations of Schooling in a Diverse America (3)

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.

#### EDUC5040: Diversity and Equity (4)

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.

#### EDUC5080 Child Abuse and Neglect (1)

National standards provide a framework around which teacher candidates will understand the broad scope of issues concerning child abuse and neglect, and the teacher's role in reporting prevention. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

#### EDUC5090: Child Development and Learning Theories (3)

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.

#### EDUC5100: Strategies of Instruction and Assessment (3)

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.

#### EDUC 5101 Learning Theory, Instruction and Assessment (3)

Teacher candidates explore underlying ethical and effective practices of instruction and assessment. This enables them to develop skills and design lessons that ensure thoughtful use of data and assessment to enhance student learning, to understand and practice varied components of effective instruction, and to work in multicultural settings. Candidates explore specific cognitive development theories and their implications for classroom instruction and learning. They apply those development theories and current research to teaching in today's world. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

#### EDUC5110: Curriculum Studies and Reflective Practice (4)

Consideration of major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs); investigates their pedagogical, social and political origins within American culture; and examines critiques of these orientations particularly from the perspectives of children and adolescents from non-dominant American cultures.

#### EDUC5200: Urban Environmental Education Program Orientation (No Credit)

Four days of intensive cohort building as a Professional Learning Community and an introduction to Cultural Identity and Fluency. The four day experience will include an overview of program expectations, courses, capstone/portfolio, legacy project (Master's Research Project), creating common agreements and professional goals, introduction to cultural competency, equity and inclusion, an introduction to urban systems thinking and building a common understanding of systems of privilege, power and oppression as related to environmental justice and the IslandWood/Antioch support systems introduction.

#### EDUC5201: Creating a Professional Learning Community (2)

Developing the professional skills and dispositions for urban environmental work depends on the creation and maintenance of a productive and supportive professional community. This course focuses on how professional learning communities are created, supported and used to further the outcomes of urban environmental education through cultural fluency, partnership development, clear communication and strategies for change.

#### EDUC5210: Future of Environmental Learning (3)

This course presents students with an opportunity to review, assess, and envision the most significant trends that impact environmental learning, emphasizing the challenges of perceiving global environmental change, covering ecological, existential, and political dimensions, paying special attention to the conceptual approaches that deepen awareness and lead to visionary thinking. Participants survey important academic trends in environmental studies, culminating in an exploratory taxonomy of ideas and themes and reflect on the four interconnected challenges intrinsic to environmental learning—sustainability and natural resource extraction, cosmopolitanism and tribalism, social justice and oligarchic concentration, community democracy and plutocracy. Students discuss engaging, emergent metaphors for environmental learning—biospheric perception, cosmopolitan bioregionalism, ecological diaspora, constructive connectivity, ecological imagination, improvisational excellence, and perceptual reciprocity.

#### EDUC5230: Creative Strategies: How formal schooling shapes Urban Environmental Education (2)

The purpose of environmental education is to develop informed attitudes of concern for environmental quality that will encourage people to engage in more pro-environmental behaviors. In this course we will be building on the foundation of environmental theory and pedagogy while applying it specifically to urban settings. This course is, by necessity, a broad survey of the field. It is expected that students will use projects as a means to focus more intently in areas of their own interest and scholarship. The class will investigate the ethics of practice as well as the design, evaluation and reach of programs. The ultimate objective of this course will be to advance your preparation as leaders who have a deep and practical knowledge of urban environmental education theory and practice. Students will participate in field based instructional experiences in urban settings.

#### EDUC5240: Urban Planning and Participatory Action (3)

This class is an introduction to the aspirational advancements that we can take to make sustainable the ecology of the city. This is an exploration to better understand the integration of ecological and human systems within and around built settings. By way of examples of recent planning, design, and innovation students will consider the challenges facing urban residents including air and water quality, access to food, population growth and sprawl, environmental health, environmental justice, and climate change by exploring the expression of ecosystem services in cities, with a focus on human health and wellness and biophilia. Students will explore and understand the scientific and technological foundations of urban ecological systems and their interface with human communities and infrastructure.

#### EDUC5250: Urban Environmental Ed: Capstone and Portfolio (2)

The Portfolio will serve as an exhibition of learning as well as means to highlight professional skills and knowledge. The portfolio will organize student writing, research, projects, investigations, lesson plans, etc. in a way that provides access to evidence addressing the UEE program outcomes. Using theories, practices, experiences and evidence from classes, any external workshops attended and the Legacy project and artifacts from the practicum experience, students will create a final portfolio that demonstrates mastery of urban environmental education and/or civic engagement/collective action. The Capstone is a comprehensive finished product that exhibits the educational knowledge, skill and abilities gained during the program.

#### EDUC5320: Multicultural Environmental Education (2)

Multicultural Environmental Education (MCEE) is an approach to environmental learning and community level engagement that draws on four related fields of research, practice and action: multicultural education, critical pedagogy, environmental justice, and environmental education. The fundamental objective of Multicultural Environmental Education as a field, is to connect environmental learning to the lived cultural lives of students, families and communities, and by so doing, enhance the relevance of educational experience, support student achievement and activate the power of positive environmental and social change. As importantly, MCEE provides a means of awareness and understanding for educators of the power dynamics of the teacher-learner-school (or program) relationship with the goal of 'democratizing' learning and the educational environment through action.

#### EDUC5321: Multicultural Environmental Leadership (2)

This seminar takes a deep look into strategic approaches and practices to systems change in the urban environmental context. We will explore the personal and institutional characteristics of leadership applied to issues of systems change in education and community at the neighborhood scale, and through the lens of politics, economics, culture, race, and gender. We will utilize case studies, texts, experiential wellness practices such as mindfulness, and reflection on experiences gleaned from the previous seminar's

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work. The seminar commences with a weekend workshop to transition to issues of multicultural leadership and then meets weekly in a classroom setting and at selected field sites.

#### EDUC 5325 Multicultural Environmental Leadership (2)

This seminar takes a deep look into strategic approaches and practices to systems change in the urban environmental context. We will explore the personal and institutional characteristics of leadership applied to issues of systems change in education and community at the neighborhood scale, and through the lens of politics, economics, culture, race, and gender. We will utilize case studies, texts, experiential wellness practices such as mindfulness, and reflection on experiences gleaned from the previous seminar's work. The seminar commences with a weekend workshop to transition to issues of multicultural leadership and then meets weekly in a classroom setting and at selected field sites.

#### EDUC 5360 Urban Ecology (3)

This course is focused on urban observation and investigation. Seattle is a city shaped by not only the cultural landscape and the natural setting, but also the intersection of the two. Human impact in the city has drastically altered the natural features, and how we engage with the natural world and systems of Seattle. These deliberate and planned actions continue today. As sustainability and social equity begin to shape the goals for our impact on urban nature, it is important that we understand the context in which these decisions are being made. This course will provide a foundation in urban ecology and the history of place.

#### EDUC5370: Social, Economic and Environmental Perspectives: Building Capacity Through Educational Engagement (2)

Explore and understand the science of urban ecological systems and their interface with human communities and infrastructure. Identify challenges facing inhabitants including air and water quality, access to food, population growth and sprawl, environmental health, environmental justice, wellness and climate change.

#### EDUC-5380 Art/ Social Studies Inquiry & Integration (3)

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. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

#### EDUC5390: Inquiry and Integration: Social Studies and Art (3)

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.

#### EDUC5400: Instructional Methods for Social Studies I (3)

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.

#### EDUC5460: Leadership and Reform (4)

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.

#### EDUC5470: Instructional Theory and Design (4)

Instructional theory and design introduces students to the major theorists who have contributed to the field of education and examines how various learning theories have evolved from historical perspectives on education. In addition to examining the perspectives of a wide variety of educational theorists, class participants study and review the process of designing rigorous curriculum within an educational setting. *Prerequisites: EDUC5110 Curriculum Studies and Reflective Practice*

#### EDUC5480: Methodology I: Creating a Curriculum (4)

This course presents issues surrounding curriculum development and instruction while taking students through the steps to develop a curriculum that will be taught in a classroom. Throughout the process, students examine factors affecting the planning and implementation of curricular programs. *Prerequisites: EDUC5790: Instruction for Diverse Learners*

#### EDUC5490: Methodology II: Data Analysis from Curricular Assessment (4)

This class explores and analyzes student performance data as it relates to curriculum and instruction enactment during master project action research. *Prerequisites: EDUC5480: Methodology 1: Creating a Curriculum*

#### EDUC5500: Instructional Methods: Mathematics I (3)

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.

#### EDUC5510: Instructional Methods: Mathematics II (3)

This course continues the work from EDUC5500 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 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 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.

#### EDUC5520: Instructional Methods: Science I (3)

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.

#### EDUC5530: Instructional Methods: Science II (3)

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.

#### EDUC 5550 Science in K-8 Education (2)

Teacher candidates will develop an understanding of science concepts and processes through a variety of instructional methods, including 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. Candidates develop lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

#### EDUC 5560 Mathematics in K-8 Education (3)

This course combines content and methods based on the mathematics content standards developed by the National Council of Teachers of Mathematics (NCTM) and the Common Core Content and Practice Standards. Teacher candidates will develop an understanding of mathematics concepts and processes through a variety of teaching methods, and faculty will model a variety of instructional techniques with the integration of multicultural ideas and literature. By the end of this course, students will be able to meaningfully engage in teaching math for understanding, with content and methods that are developmentally appropriate for students in grades K-8. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

#### EDUC 5570 Mathematics in Elementary Education I: K-3 (3)

This combined content and methods course is based on the mathematics content standards developed by the National Council of Teachers of Mathematics (NCTM) and Washington state including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability. Teacher candidates will develop a deep understanding of the field of mathematics relevant to elementary education and how it may be taught through a variety of methods. Candidates explore the areas of number sense, algebraic sense, and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques that also embed the concepts and principles of multicultural education.

#### EDUC5580: Health, Physical Education and Safety; Child Abuse and Neglect (3)

Teacher candidates develop a repertoire of health, physical education and safety instructional resources. Candidates come to understand complex issues and responsibilities regarding child abuse and neglect. A central focus of the class is the integration of health and safety content as well as physical fitness instructional approaches into other content areas and more authentically into students' daily lives. National standards provide a framework around which teacher candidates will understand the broad scope of issues concerning child abuse and neglect, and the teacher's role in reporting prevention.

#### EDUC 5590 Mathematics in Elementary Education II: 4-8 (3)

This course continues the work from EDUC 5570 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



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.

**EDUC5640: Literacy Issues and Methods I: Writing and Learning to Write (3)**

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.

**EDUC5650: Global Perspectives on Children's Literature (4)**

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

**EDUC5660: Literacy Issues and Methods II: Reading and Learning to Read (3)**

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.

**EDUC5670 Literacy Issues & Methods (3)**

In this overview of critical issues in English literacy, students learn theories and practices of teaching reading, writing, and communication skills. This course considers the full spectrum of literacy with emphasis on early and subsequent development in the comprehensive literacy of reading and writing as deeply linked and mutually supportive processes of constructing meaning. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

**EDUC5750: Pacific Northwest History and Government (1)**

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.

**EDUC5760: ELL/Language Acquisition Seminar (1)**

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.

**EDUC5770: English Language Learners (3)**

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.

**EDUC 5771: Foundations for Teaching English Language Learners (3)**

This course examines principles, processes, theories, and issues in first and second language acquisition. Students will study and apply theories of first and second language acquisition and cognition to support English language proficiency, literacy, cognitive development, and academic success for English language learners. Students will become familiar with school structures, laws, and policies related to teaching ELL students.

**EDUC 5772: Literature, Linguistics, & Language Acquisition (3)**

In this course an overview of applied linguistics, second language acquisition, and literacy development is combined with learning about literature with an emphasis on multicultural and international literatures. Students will develop knowledge and pedagogical application of linguistic aspects of the English language through literature aimed at students on the K-12 continuum. The course will also focus on knowledge, understanding, and application of Washington State's approved English Language Proficiency (ELP) Standards.

**EDUC 5773: Planning, Instruction, and Assessment for ELL: English Language Arts & Social Studies (3)**

This course takes up teaching methods for instruction in English language arts and social studies from a social justice perspective for students whose primary language is other than English. Skills such as reading and writing, listening, speaking, and making will be addressed with a focus on differentiation. Analysis, textual study, and meaning making will also be central to the course. The course considers equitable approaches and strategies for instruction and assessment.

**EDUC 5774: Planning, Instruction, and Assessment for ELL: Mathematics & Science (3)**

In this course, we will explore the teaching and learning of core content areas (primarily Math and Science) with English Language

Learners in K-12 educational settings, with a focus on meaningful discourse. We will address broad issues of ELL education as they pertain to these content areas, including assessment and various models of ELL instruction. We will also focus on specific strategies for students based on their proficiencies in English and these content areas.

**EDUC 5775: Seminar on ELL Topics in Education (3)**

This course is designed to engage participants in a wide variety of past and current social and political issues relevant to educating K-12 ELL students. Participants will use theory connected to their practice to pose questions and examine ideas critical to ELL teaching and learning. Various members of the community will actively engage in discourse around culturally relevant pedagogies, especially within their local contexts related to the education of English Language Learners.

**EDUC5790: Instruction for Diverse Learners (4)**

This course explores theories and methodologies in teaching English to English Language Learners. Participants examine practical strategies as well as philosophical and cultural implications of ELL instruction. *Prerequisites: EDUC5110: Curriculum Studies and Reflective Practice*

**EDUC5800: Special Topics in Education (1-4); Varies**

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

**EDUC5840: Classroom Management and Discipline (3)**

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.

**EDUC5850: Field Studies (10)**

Students explore the diversity of teaching and schooling.

**EDUC5860: Classroom Management I: Equity, Democracy, and Group Dynamics (1)**

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.

**EDUC5871: Classroom Management II (2)**

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 internship Teaching Experiences. *Prerequisite: EDUC5860: Classroom Management I*

**EDUC5880 Classroom Management (3)**

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. They will then develop a classroom management plan based on the theories that they have explored.

**EDUC5901 Student Teaching (1-9)**

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: EDUC6180: Master's Capstone Project and successful passage of the WEST-E test(s) by the end of the 2nd quarter of enrollment.*

**EDUC5910: Teacher Performance Assessment/Support Seminar (1)**

Students focus on preparation of the endorsement portfolio.

**EDUC 5911 Support Seminar (1)**

Students focus on preparation of the endorsement portfolio. This course may be repeated for credit. This course may be taken only by students in the Alternate Route to Teacher Certification (ARTC) program.

**EDUC5980: 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.



#### EDUC5990: Independent Study (1-4)

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.

#### EDUC6000: Subject Area 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. 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.

#### EDUC6001: UEE Independent Study (1-3)

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

#### EDUC6060: Research and Grant Writing (4)

This combines research, methodology and application process. Students have the opportunity to locate funding sources and then write a grant for a project of their choice.

#### EDUC6070: Inquiry and Research (4)

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.

#### EDUC6080: Research Project I (4)

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

#### EDUC6090: Research Project II (4)

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

#### EDUC6100: Inquiry Proposal (2-4)

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. *Prerequisite: EDUC6070: Inquiry & Research*

#### EDUC6151: Integrated Master's Project I (1)

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.

#### EDUC6161: Integrated Master's Project II (1)

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: EDUC6151: Integrated Master's Project I*

#### EDUC6171: Integrated Master's Project III (1)

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: EDUC6161: Integrated Master's Project II*

#### EDUC6180: Master's Capstone Project: Positive Student Impact (2)

This course is completed prior to student teaching. Candidates have completed three 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: EDUC6151, EDUC6161, EDUC6171: Integrated Master's Projects I, II, III.*

#### EDUC6190 Masters Capstone Project (3)

This course is completed after practicum and student teaching. 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. This course may be taken only by students in the Accelerated Route to Teacher Certification (ARTC) program.

#### EDUC6200: Inquiry Development (2-4)

Students who have had their inquiry proposal approved by their advisors may register for this course. The course includes 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.

*Prerequisite: EDUC6100: Inquiry Proposal*

#### EDUC6210: Urbanizing Environmental Education (3)

Students learn to observe, interpret and understand the factors that drive and shape urban places and that influence the urbanized culture, leading them to shape educational experiences that deepen urban ecological identity and stewardship. This class will offer readings, discussions and activities that reveal how people learn about the complexities of the urban environment—connecting people to place and their role in building healthy places in which to live and thrive. Students challenge and are encouraged to transform the current paradigms and pedagogies of environmental education by exploring the definitions and relationships that bring 'urban', 'environment' and 'education' together. Students define their personal and professional role as an urban environmental educator, considering the values, beliefs and assumptions that drive their aspirations, work and approaches to education.

#### EDUC6220: Equity, Race, Culture and the Environment (3)

Urban Environmental Education is forging a new pedagogy, a new way of engaging people in learning about place, how they are connected to socio-ecological dynamics and how their actions have an impact on the bio-geo-chemical nature of the planet. With 70% of the world's population living in cities, UEE must address urban issues, systems of power and privilege, and the cultural diversity of people who live in urban places. This course constructs a critical, historical and philosophical context for today's issues of race, class, gender, sexuality, disability, and other identity markers, closely examining culture and how it affects education and learning. The perspective of equity calls attention to systemic, 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 lesser power, status, and wealth.

#### EDUC6230: Non-profit Management for Educators (3)

The end goal of this course is to design and deliver a regional multicultural environmental education conference that addresses the intersection of social justice and environmental leadership. The first half of the course focuses on the management of non-profit organizations, providing skills in goal-setting, action planning, staff and stakeholder management, fundraising, recruitment and retention, impact and assessment. All of these skills are applied in the organization and implementation of a conference that involves local experts who are intimately involved in the work of multi-cultural environmental education.

#### EDUC6250: Participatory Action Research Theory (3) Co-taught with EDUC 6251

Leadership in urban environmental education requires one to be familiar with the language of research and evaluation and to be a wise consumer of the literature from a variety of fields. This class requires engagement in critical analysis, in-depth peer dialogue, and development of action research as a career-long habit of professional practice. Graduate students will develop their professional voice through writing and talking about research and evidence, working as peers to recognize the kinds of research and where each is optimally applied. An introduction to educational assessment and program evaluation will provide grounding in a fast-changing and often contentious world of data-driven decision-making.

#### EDUC6251: Inquiry Series Practicum I (1)

This field practicum is designed as a laboratory for EDUC 6250. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and

language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems.

#### EDUC6260: PAR Inquiry Proposal (3) Co-taught with EDUC6261

The goal in this course is to begin the legacy inquiry project proposal that delineates a focus for the inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation. In addition, the course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities.

#### EDUC6261: Inquiry Series Practicum II (1)

This field practicum is designed as a laboratory for EDUC 6260. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems.

#### EDUC6270: PAR Inquiry Development (3) Co-taught with EDUC6271

The goal in this course is to develop the legacy inquiry project proposal that delineates a focus for the inquiry, creates a more in-depth research focus for initiating inquiry and a theoretical perspective. It also includes a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation. In addition, the course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities.

#### EDUC6271: Inquiry Series Practicum III (1)

This field practicum is designed as a laboratory for 6270. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems.

#### EDUC6280: Inquiry Report Legacy Project (3) Co-taught with Practicum Manager

The course will prepare students to develop their minds as scholars by understanding the world of research and the integrated dynamics of urban systems. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. An inquiry report (Legacy Project) will be completed that consists of an introduction that articulates and updates the elements of the Legacy Project, literature review, research findings and a discussion of the findings. The legacy project will delineate a focus for the inquiry, the rationale for initiating inquiry and a theoretical perspective. It will also include a literature review that demonstrates knowledge of the conceptual fields and research studies related to the students' inquiry and a description of the methodology to be used for investigation and interpretation, findings, deliverables and implications.

#### EDUC6281: Inquiry Series Practicum IV (1)

This field practicum is designed as a laboratory for 6280. Candidates are placed in Practicum Organizations where they observe and participate using the theories and strategies taught in these courses. The Practica are hands-on mentored experiences in schools and

community; and are designed to bring the theoretical elements of the coursework to life. The experiences are designed to cultivate relevant environmental and education outcomes that encourage the development of community understanding and civic engagement including the areas of shelter, water and air quality, safety and health. Candidates work with communities from diverse cultural and language backgrounds. The Practicum is designed to cover topics related to the development of reflective practice. Participants will be exposed to the elements of inquiry, process skills and practices, questioning and building evidence-based explanations through hands-on activities. Participants will develop a conceptual model that abstracts how the urban community may be functioning in that problem domain and points to a research question that can guide the next stage of research. In addition, the course will prepare students to develop their minds as scholars by understanding the world of participatory action research and the integrated dynamics of urban systems.

#### EDUC6300: Introduction to Ecological Perspectives: Environmental and Sustainability Education (2)

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

#### EDUC6310: Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2)

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

#### EDUC6320: Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2)

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

#### EDUC6330: 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.

#### EDUC6340: Identifying, Investigating, and Evaluating Current Issues in Environmental Education and Sustainability Education (4)

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

#### EDUC6350: Policy-making, Engagement, and Action in Environmental Education and Sustainability Education (4)

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. 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.

#### EDUC6360: Professional Development and Contributions in Environment Education and Sustainability Education (4)

Examines the opportunities and benefits to becoming an active member of the environmental and sustainability education professional community through a field experience based capstone project. Experiential project reflects upon cumulative portfolio learning and prepares for life-long personal and professional development as educator and citizen dedicated to the purposes and best practices of environmental stewardship and pursuit of sustainability.

#### EDUC6370: Strategies for Community Engagement (2)

This class provides exposure to real-world real-time 'collective action' approaches to community engagement. Each class begins with exposure to an organizer or activist from Seattle who is designing and delivering programs that intersect social justice and environmental issues. Students engage in discussion and reflective analysis of current programs among environmental groups, communities of color, activists for equity and inclusion in the environmental movement, governmental and policy approaches to environmental justice, race and equity. Students are responsible for designing a program plan that engages a 'community' in learning about an environmental issue or in exploring the multi-dimensional nature of a place (meaning the social, political, economic and environmental factors) or exploring an issue studied in classes like the intersection of social justice and environmental education.

#### EDUC6380: Complex Urban Systems (3)

This class is an introduction to the socio-ecological systems that now comprise urban ecology. Early studies of urban ecology were assessments of 'native' landscapes imbedded within cities; current efforts are studies about ecology of the city to better understand the integration of ecological and human systems within and around built settings. By way of examples of recent planning, design, and innovation we will consider the challenges facing urban residents including air and water quality, access to food, population growth and sprawl, environmental health, environmental justice, and climate change. Students will explore the expression of ecosystem

services in cities, with a focus on human health and wellness and biophilia. Students will be exposed to the diverse methods of scientific investigation now being used to understand, explain and predict both social and environmental dynamics in urban environments. They will explore and understand the scientific and technological foundations of urban ecological systems and their interface with human communities and infrastructure.

#### EDUC6390: Rethinking Schools as Community Partners (2)

Schools are centers of their communities. Their vitality, relevance and influence depend on how they reflect the needs and interests of the culture and environment. Strategies for responding more meaningfully to the diversity and culture of students, dropping the walls between the school and the neighborhood are critical. Critical too is cultivating authentic community engagement and civic participation that improves socio-ecological conditions, politics and economy, and increases the resilience and the sustainability of urban communities.

#### EDUC6400: Education Toward Food Citizenship & Community (3-4)

Explores in breadth and depth, using the Northwest Food Shed as a case study, the systems in which food production, processing, distribution, consumption and waste pathways form a chain of interrelationships and are shaped within social-cultural, political, economic, and environmental contexts. Examines alternatives to the existing constituents of the prevailing global industrial food system that emphasize clean, fair, fresh, nutritious, local, accessible, and traditional food for all. Provides opportunities to explore designing, creating, adopting, conducting, revising, and extending place-based curriculum and programs for learning in Edible Education for young people and adults in schools and other educational settings. This is the first of four courses that make up the Leadership in Edible Education Certificate Program and Concentration. It can also be taken as a stand-alone course. This course involves a series of off-campus field classes situated in the Central Puget Sound Region.

#### EDUC6410: Urban Planning, Sustainable Design and Community Resilience (2)

Understand the processes and dynamics of inclusive urban community planning and sustainable design, and the influences of power and money considering issues of equity, environmental quality and community resilience.

#### EDUC6420: Food in Schools and Postsecondary Institutions (3-4)

Offers a broad examination of the roles and significance of food in our K-12 schools and postsecondary institutions. Attention given to the various policies, programs, places, and practices that guide, make up, and represent constituents of the regional and broader food systems in which schools and institutions participate, in both common and alternative features. Broad consideration of food in the classroom curriculum, lunchroom and food services, gardens and grounds, co- and extracurricular programs, public events, and involvement with the surrounding community. Provides opportunities to explore designing, creating, adopting, conducting, revising, and extending place-based curriculum and programs for learning in Edible Education for young people and adults in schools and other educational settings.

#### EDUC6430: Collective Impact: Civic Engagement, Equity and Collective Action (3)

Explore learning strategies and communication approaches with youth and adults that support a community's ability to understand and collectively to impact the social, cultural, economic and environmental conditions that influence community wellness, resilience and sustainability.

#### EDUC6450: Edible Education I: Theory & Practice (3-4)

Reviews comprehensively the history, theory and critical examples of Edible Education across its physical, biotic, and educational landscape, identifying the distinct perspectives of participant and stakeholders. Explores the role of farms and other sites of food production and gathering, classroom study, gardens and habitats, lunchrooms, composting facilities, and community sites as "places" that root and grow curriculum and learning programs in Edible Education. Supports development of understanding, designing, creating, adopting, conducting, revising, and extending place-based curriculum and programs for learning in Edible Education for young people in K-12 school and beyond-school educational settings, and for adults in school, organizational, and community educational setting.

#### EDUC6470: Edible Education II: Field Application & Culminating Project (3-4)

As the capstone experience in the Leadership in Edible Education: Food, Environment, Sustainability, this course engages participants in an intensive field experience that leads, through structured design and preparation activity, to a culminating project. Projects may take the form of curriculum segments for school settings or sequenced instructional programs to take place in other sites. Curriculum and programs alike are to significantly bridge and closely connect the primary setting for learning with people, activities, and entities in the wider community. Through the culminating project process participants will broaden their active networks with those of similar and complementary professional and occupational roles. Prerequisite: EDUC-6450: Edible Education I: Theory & Practice

#### EDUC6500: Inquiry Report (2-4)

Accumulation 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. *Prerequisite: EDUC6200 Inquiry Development*

**EDUC6550: Professional Development and Reflection (4)**

Course supports completion and reporting of master action research project and thesis; includes professional growth plan.  
*Prerequisites: EDUC5490: Methodology 2: Data Analysis from Curricular Assessment*

**EDUC6600: Instructional Planning (3)**

A forum for creation of an exemplary instructional plan in the new endorsement area using the criteria described in the Pedagogy Assessment Tool. Students clarify and document their readiness to meet the prerequisites of the practicum and competencies required in the new endorsement area.

**EDUC6620: Practicum (3)**

Students engage in three to six weeks (30 hours) of supervised internship in a classroom appropriate to the new endorsement area and collect documentation to submit in the work samples for the exit portfolio.

**EDUC6640: Culminating Project (3)**

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

**EDUC6700: Survey of Adult Education (4)**

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.

**EDUC6710: Adult Teaching and Learning Frameworks (4)**

Students are introduced to and explore the broad spectrum of adult education philosophies and learning theories. Students will investigate, compare, and contrast various adult learning theories-both historical and current-and assess multiple perspectives for teaching diverse adult learners.

**EDUC 6721: Professional Opportunities in Education (4)**

This class focuses on careers that are available to those with a graduate degree in education. While many with education degrees pursue careers at colleges/universities, corporations, or the non-profit sector, the field is large and varied and this class provides students with the opportunity to explore a number of settings and careers. The format includes guest speakers from local organizations and educational institutions, and gives students the opportunity to network with those in fields that may interest them. The class also includes a focus on resume, cover letter, and LinkedIn, in which students will learn how to market themselves in their preferred fields.

**EDUC6730: Teaching Toolkit (4)**

Every teaching/ learning environment is different. This class provides students with an opportunity to understand research-based best practices in various adult education settings and focus on teaching techniques pertinent to their area of focus on teaching techniques pertinent to their area of focus (i.e., community college, corporate, non-profit, etc.)

**EDUC6740: Improving Adult Education through Assessment (4)**

Students will learn how to examine existing programs and create effective and supportive education programs through assessment and evaluation techniques. Essential aspects of programs that promote learning, and assessment and evaluation models will be presented.

**EDUC6750 Internship/Practicum (4)**

This class provides an opportunity for students to put theory into practice. Students will participate in a multi-week internship/practicum in an adult education setting of their choice. Depending upon individual settings, students may plan and implement a teaching project, analyze a current adult education program and suggest changes, etc.



#### LIBM6020: Program and Collection Management (3)

Using standard evaluation tools, candidates assess and strategically plan a school library program to enhance student learning. Candidates learn to collaboratively develop a collection of physical and virtual resources to support the diverse needs of students, the curriculum, and academic standards. Candidates study collection development, weeding, curation of resources using basic selection tools, implications of access vs. ownership (print vs. digital) and equitable provision of technologies. Topics include BYOD, budgeting, scheduling and staffing, and library space planning. Although delivered online, candidates are required to complete some assignments in a school library as field experiences.

#### LIBM6031: Promoting a Leading School Library Program (3)

This online course prepares candidates with the advocacy, communication, and leadership skills to position the school library program as an essential component of student learning. Topics include identifying stakeholders, creating talking points and elevator speeches, and using research to substantiate claims. Candidate practice grant writing, engage in legislative advocacy, and create a library webpage for parents as well as develop an advocacy plan and communication strategies to use with school administration.

#### LIBM6040: Tech Tools for Teacher- Librarians (3)

Future librarians are introduced to current tech tools. Candidates examine, evaluate, and utilize a wide variety of technology-based instructional resources for use in the classroom and the school library setting. The course emphasizes the role of the librarian in connecting students and teachers to appropriate instructional models that blend curriculum with communication and media tools. This lab-centered course assists librarians in creating a tech-friendly media center in which technological instructional tools are an integral part of the school.

#### LIBM6050: Librarians as Curriculum and Assessment Leaders (3)

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 teaching to national and school district for the standards to maximize the library program's role in career and college readiness.

#### LIBM 6070 Information Literacy Across the Digital Landscape (3)

Candidates discover a variety of resources to ensure an understanding of the complex nature of current information-processing skills to help students address their authentic research problems and complex questions. This course introduces new teacher-librarians to various research models that seek to teach students how to effectively gather, organize, analyze, evaluate, and synthesize information. Candidates discover methods for teaching a research process using various technology-based tools.

#### LIBM6080: Selection for Collections: Children's and Adolescent Library Materials (3)

Teacher librarians are introduced to K-12 school library print resource selections, including an introduction to diverse authors and illustrators. Through cultural and genre studies candidates develop critical standards for library material selection. Online and print selection sources and criteria help librarians learn to expand children's worldviews by emphasizing a global focus for collection consideration. Selected readings from recently-published, quality, fiction and nonfiction children's and adolescent literature mirror Antioch's lens of social justice and multiculturalism as librarians learn to become reading advocates for all children by selecting the broadest variety of material representing diverse voices and cultures.

#### LIBM6090: Legal and Ethical Issues in School Libraries (3)

Candidates will explore four legal issues that school librarians face, together with corresponding ethical dilemmas: 1) copyright and fair use; 2) minors' privacy in a school library; 3) intellectual freedom and applying the First Amendment to students' rights to read in school libraries; and 4) serving students with special need.



#### LITR6000: 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.

#### PSYC7010: Foundational Clinical Skills (2)

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.

#### PSYC7020: Social Justice & Cultural Competency I (3)

Social Justice & Cultural Competency I provides a socio-historical models 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. There is also an introduction to the current models of social justice within the field of psychology. In addition, students review the history of the United States with an emphasis on the development of systems of privilege.

#### PSYC7030: Social Justice & Cultural Competency II (2)

Social Justice & Cultural Competency 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.

#### PSYC7050: Cognition and Affect (3)

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.

#### PSYC7110: Assessment: Intelligence & Practicum (4)

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. *Prerequisites: PSYC7350: Psychometrics; PSYC 7210: Psychopathology.*

#### PSYC7130: Assessment: Personality & Practicum (4)

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: PSYC7110: Assessment: Intelligence & Practicum.*

#### PSYC7150: Assessment: Projective & Practicum (4)

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: PSYC7110: Assessment: Intelligence & Practicum; PSYC7130: Assessment: Personality & Practicum.*

#### PSYC7170: Assessment: Integration & Practicum (4)

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: PSYC7130: Assessment: Personality & Practicum.*

#### PSYC7200; Biological Bases of Behavior I: Clinical Medicine (3)

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.

#### PSYC7210: Psychopathology (3)

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.



**PSYC7220: Biological Bases of Behavior II: Psychophysiology (3)**

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: PSYC7200: Biological Bases of Behavior I: Clinical Medicine.*

**PSYC7230: Psychopharmacology I (3)**

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: PSYC7220: Biological Bases of Behavior II: Psychophysiology.*

**PSYC7240: Learning Theory (3)**

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.

**PSYC7250: Lifespan Development I – Child (3)**

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.

**PSYC7260: Lifespan Development II – Adult (3)**

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: PSYC7250: Lifespan Development I – Child.*

**PSYC7270: History and Systems of Psychology (5)**

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.

**PSYC7280: Psychopharmacology II: Drugs of Abuse (2)**

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: PSYC7230: Psychopharmacology I.*

**PSYC7300: Ethics (3)**

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.

**PSYC7310: Research Ethics and Quantitative Methods and Analysis (3)**

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 setup and data analysis is planned.

**PSYC7320: Quantitative Methods and Analysis II (3)**

This second course on methods used in quantitative research in psychology explores a variety of quantitative designs and both bivariate and multivariate statistics. *Prerequisite: PSYC7310: Research Ethics and Quantitative Methods and Analysis.*

**PSYC7330: Qualitative Methods and Analysis I (3)**

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: PSYC7320: Quantitative Methods and Analysis II.*

**PSYC7340: Qualitative Methods and Analysis II (3)**

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: PSYC7330:*

## *Qualitative Methods and Analysis I.*

### PSYC7350: Psychometrics and Lab (5)

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.

### PSYC7360: Social Psychology (5)

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.

### PSYC7370: Group Processes and Therapy (3)

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.

### PSYC7410: Individual Differences & Personality Theories I (3)

The first of a two course series. This course introduces students to some of the major theories of individual differences and personality, and to the historical and cultural contexts in which the theories developed. Included are psychodynamic, cognitive behavioral, and humanistic theories, as well as important related theories that are less well known.

### PSYC7420: Individual Differences & Personality Theories II (2)

The second in a two course series. This course introduces students to additional major theories of individual differences and personality, and to the historical and cultural contexts of the theories' development. Included are systemic, feminist, trait theories, and related theories as well as important related theories that are less well known. *Prerequisite: PSYC7410 Individual Differences & Personality Theories I.*

### PSYC7450: Advanced Ethics (2)

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: PSYC7300: Ethics.*

### PSYC7530: Integrated Behavioral Health Psychology (3)

This course explores the Integrative Behavioral Health models of care with specific emphasis on Primary Care Behavioral Health (PCBH), population health principles, and PCBH interventions and Behavioral Health Consultant (BHC) roles in health promotion across broad multicultural child and adult populations. Biological bases and the longitudinal implications of common and chronic medical illnesses and evidence-based PCBH interventions for these conditions are addressed. Research on stress, inflammation, and health from a bio-psycho-social perspective and the effects on the long-term health of populations will be studied.

### PSYC7630: Forensic Psychology (3)

This course will provide a broad spectrum of various types of practice in the forensic psychology arena, including an understanding of the basic concepts of forensic practice and associated case law. We will explore ethical principles that are unique to the practice of forensic psychology. We will discuss forensic evaluations in litigation issues including the following: criminal practice, such as evaluations for competency to proceed to trial, competency to pleas, and competency to be sentenced. Evaluations regarding a defendant's mental state at the time of crime (insanity and diminished capacity.) Civil commitment grounds and evaluations for civil commitment. Civil commitment of Sexual Violent Predators: the grounds for commitment, evaluations for commitment, and disposition of detainees. Evaluations for determination of child custody and/or visitation agreements. Evaluations for parental fitness. Evaluations for emotional damages for personal injury claims. Evaluations for workers' compensation (Labor & Industry) claims. Discussions regarding the justice system and how it works or does not work, the federalist system, the appellate court system, and grounds for appeal of cases. Discussions of significant appellate court cases in the State and Federal System We will have several guest speakers in various areas of forensic practice.

### PSYC7650: 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 policies 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?

### PSYC7670: Pediatric Psychology (3)

Children and adolescents present unique challenges to psychologists working in school, community, outpatient, and inpatient settings. Presenting issues may include neurodevelopmental disorders (e.g., autism, ADHD, and learning issues), anxiety, depression, trauma,

parent-child conflict, other behavioral/emotional challenges, and medical challenges (e.g., Crohn's Disease and diabetes). Among the topics presented will include specific assessment, treatment, and intervention strategies (e.g., assessment of ADHD and autism, play therapy, applied-behavioral analysis, parent/school/physician collaboration, classroom/learning interventions, and pediatric psychopharmacology). This course aims to expand upon the teachings of PSYC7760 Developmental Psychopathology as well as the program's other courses in assessment, psychopathology, and clinical interventions.

#### PSYC7680: Clinical Neuropsychology (3)

This course serves as an introduction to the field of clinical neuropsychology. Topics will cover functional neuroanatomy, the neurologic examination, the clinical interview in neuropsychology, pertinent behavioral observations (identifying neurologic signs), domains of neuropsychological assessment, how to administer and interpret the most widely used tests from each domain, and integrated neuropsychological report writing. We will review the neurologic and psychiatric disorders that frequently present for neuropsychological evaluation and the empirically supported techniques that can help manage and treat them. Subspecialties within clinical neuropsychology such as rehabilitation psychology, forensic neuropsychology, and pediatric neuropsychology will also be covered. Ethical and cultural considerations will be considered throughout the course. The emphasis on functional neuroanatomy is based on the assumption that, despite my best efforts, many of you will choose a specialty outside of clinical neuropsychology. Psychologists are experts in the study of the mind, yet few have a good grasp on the machinery that powers it. A detailed understanding of functional neuroanatomy is important for psychologists from all subdisciplines and essential to a comprehensive understanding of cognition, emotion, and behavior. This class will also focus on specific neurologic signs and syndromes such as agnosia, amnesia, aphasia, apraxia, etc. Students will acquire knowledge through lectures, video and audio case examples, explanation and demonstration of the neurological examination by a neurologist, human brain dissection (if possible), demonstration of a neuropsychological evaluation, practiced neuropsychological test administration, reviewed interpretations of neuropsychological test data, and supervised report writing.

#### PSYC7760: Psychopathology II: Developmental Psychopathology (3)

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: PSYC7210: Psychopathology; PSYC7250: Lifespan Development I: Child.*

#### PSYC7800: Interventions I (3)

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: PSYC7210: Psychopathology, PSYC7300: Ethics, PSYC7170: Assessment: Integration & Practicum; PSYC7410 Individual Differences & Personality Theories I; PSYC7420 Individual Differences & Individual Theories II.*

#### PSYC7820: Interventions II (3)

An advanced exploration and refinement of the approaches initially studied in Theories I. *Prerequisite: PSYC7800: Interventions I.*

#### PSYC7840: Interventions III (3)

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: PSYC7820: Interventions II.*

#### PSYC7900: Special Topics in Psychology (1-5)

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

#### PSYC7910: Professional Seminar I (2)

The first of three seminars providing case consultation and didactic education to support student therapists in the Antioch Community Counseling and Psychology Clinic and/or community placement sites. Didactics involve a range of clinically relevant topics including the assessment and management of parasuicidal, suicidal, and violent behaviors, as well as crisis intervention strategies dealing with abuse, mandatory reporting, and involuntary psychiatric hospitalizations. Students are also given instruction on best practice for clinical documentation, report writing, record keeping in compliance with HIPAA, applied professional ethics, and Washington State law. Students are required to enroll in PSYC7800 Interventions I, which provides the theoretical foundation in evidence-based treatments, as well as PSYC8010 Supplemental Supervision (1 credit) for weekly individual supervision, in concordance with this seminar. *Prerequisite: PSYC7030: Social Justice & Cultural Competency II, PSYC7300: Ethics, PSYC7210: Psychopathology, PSYC7760: Psychopathology II: Developmental Psychopathology.*

#### PSYC7920: Professional Seminar II (2)

This is the second of three seminars providing case consultation and didactic education to student the rapists in the Antioch Community Counseling and Psychology Clinic and/or community placement sites. Didactics help build applied knowledge and clinical skills in the areas of assessment and case formulation. Students are required to enroll in PSYC7820 Interventions II, which provides the theoretical foundation in evidence-based treatments, as well as PSYC8010 Supplemental Supervision (1 credit) for weekly individual supervision, in concordance with this seminar. *Prerequisite: PSYC7910: Professional Seminar I.*

#### PSYC7930: Professional Seminar III (2)

The third of a three-part seminar providing case consultation and didactic education to student therapists in the Antioch Community Counseling and Psychology Clinic and/or community placement sites. Didactics help build applied knowledge and clinical skills in the areas of treatment planning, measuring clinical outcomes, and use of evidence-based psychotherapies for a diverse set of human problems, as well as managing therapy termination issues. Students are required to enroll in PSYC7840 Interventions III, which provides the theoretical foundation in evidence-based treatments, as well as PSYC8010 Supplemental Supervision (1 credit) for weekly individual supervision, in concordance with this seminar. *Prerequisite: PSYC7920: Professional Seminar II.*

#### PSYC7980: Practicum: Prior Learning (1)

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.*

#### PSYC7990: Independent Studies (1-3)

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.*

#### PSYC8000: Supervised Experience (0)

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.

#### PSYC8010: Supplemented Supervised Experience (1-3)

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.*

#### PSYC8040: Community Psychology (3)

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.*

#### PSYC8050: Professional Issues in Career Management I (1)

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.*

#### PSYC8060: Consultation and Supervision (5)

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: The Interventions series (PSYC7800, PSYC7820, PSYC7840) and the Professional Seminar series (PSYC7910, PSYC7920, PSYC7930.)*

#### PSYC8070: Advanced Professional Issues in Career Management II (2)

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: PSYC8050: Professional Issues in Career Management, and basic clinical concentration.*

#### PSYC8100: Dissertation Seminar I (1-3)

In the first of our 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: PSYC7310: Research Ethics and Quantitative Methods and Analysis, PSYC7320: Quantitative Methods and Analysis II, and PSYC7330: Qualitative Methods and Analysis I.*

#### PSYC8200: Dissertation Seminar II (1-3)

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: PSYC8100: Dissertation*

## *Seminar I.*

### PSYC8420: Pre-Internship Dissertation Continuation (0)

This status signifies not-for-credit enrollment for doctoral students engaged in the dissertation process, but who have not yet engaged in formal internship. The status authorizes faculty advising and consultation outside of the seminar classes as well as work with dissertation chair and committee members.

### PSYC8440: Dissertation Continuation (0)

This status signifies not-for-credit enrollment for doctoral students engaged in the dissertation process. The status authorizes faculty advising and consultation outside of the seminar classes as well as work with dissertation chairs and committee members. There is a required quarterly fee with this status.

### PSYC8500: Dissertation Learning Site (0)

This course is the online learning site for the Dissertation Seminar series. *Co-requisites: PSYC8100: Dissertation Seminar I, PSYC8200: Dissertation Seminar II, PSYC8300: Dissertation Seminar III, and PSYC8400: Dissertation Seminar IV.*

### PSYC9000: Post-Doctoral Supervised Experience (0)

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. *Note: Taken after completing the PsyD degree. Prerequisite: By post-doctoral appointment only.*

### PSYI5600: Integrative Studies Seminar (1-2)

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.*

### PSYI5950: 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, and 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.

### PSYI5970: ISP Application Project (1-9)

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.*

### SOC5900: Special Topics in Human Services (1-8)

Includes course offerings of special interest within or across Areas of Concentration.

### SPED6310: Differentiating in an Inclusive Classroom (3)

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.

### WRTG5000: Writing Strategies Seminar I (1)

This first of two sequential writing seminars introduces students to the writing process and related concepts: basics writing, i.e., structure, organization, flow of ideas, transitions; writing apprehension; writing in academic voice; and developing strategies for successful writing, in the context of a supportive writing community.

### WRTG5990: Independent Study in Writing (1-5)

Offers students independent learning beyond the scope or format of the writing classes, involving 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.

**WRTG6000: Writing Strategies Seminar II (1)**

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.

**WRTG6010: Digital Storytelling (3)**

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.

**WRTG6050: Writing in Academic Contexts (3)**

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.

**WRTG6060: Inquiry and Research (3)**

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.

**WRTG6070: Technical and Professional Writing (3)**

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 placed on understanding theoretical contexts for writing (subject, audience, ethics, context, and purpose).

**WRTG6080: Books by Hand (3)**

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.

**WRTG6100: Project Writing (1)**

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.

**WRTG6110: Writing in Psychology (3)**

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.

**WRTG6160: Media Writing (3)**

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 nonprofit communications, crafting educational outreach or promoting a benefit event, the set techniques are effective.

**WRTG6900: Special Topics in Writing (1-5)**

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, creative writing, writing as healing, etc.

**WRTG7010: Writing in PsyD (1)**

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 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 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.

**WRTG7020: Writing in PsyD: Writing the Research Proposal (1)**

WRTG 7020 builds upon the understandings of the introductory writing seminar while focusing on the specific genre of research proposals. Students will unpack the task of writing a dissertation proposal. The bi-weekly sessions offer students brief how-to tutorials

on narrowing down research questions, using appropriate methodologies, researching and reporting relevant literature, and organizing and sharing findings following APA style guidelines. Students should expect to write and to share their work before they believe it is ready for sharing. The goal is to experiment with initial drafts and to revise these texts after receiving feedback. Through in class and online activities, students will give and receive peer support that will help guide them through taking the next step in their writing. Students should conclude the quarter with a greater understanding of the proposal writing process and, depending on the stage of their writing, with a coherent draft of their dissertation proposal.

**WRTG7900: Special Topics in Writing for PsyD (1)**

Offers students a concentrated examination of a topic that reflects current issues related to writing theses and dissertations. Some topics that might be explored are: Writing a Literature Review, Copy-editing with APA Style, etc.



## Continuing Education



The Continuing Education Program Office at Antioch Seattle offers workshops, courses, and professional certificates geared to the needs of alumni, the professional community, and the general public. Some of these courses are made available at a significant discount to Antioch students, faculty, staff and alumni. Matriculated AUS students may take continuing education programs, although not for academic credit.

### **Programs in Psychology**

Examples of CE opportunities include; Enhancing Resilience in Counseling (6.0 CE credits), Cultivating Self Compassion (6.0 CE credits), Dance/Movement Therapy in Clinical Practice, and courses within the Summer Drama Therapy Institute

### **Programs in Education**

Antioch University Seattle provides continuing education credits for educator professional development through The Heritage Institute. Course offerings are available at [www.hol.edu](http://www.hol.edu) or 360-641-3020.

Opportunities are also available for clock hours and CE credits at the Antioch Seattle campus, including those through the Center for Linguistic and Cultural Democracy. Examples include; Imagination and Cultural Expression in the Classroom, Composition and Academic Writing for Teachers, and Immigrant Stories: Literature, Resources, and Advocacy.

Questions regarding clock hours can be directed to Rita Hunter: [rhunter@antioch.edu](mailto:rhunter@antioch.edu) or 206-268-4606.

### **Contacting Continuing Education**

Email: [CEprograms.aus@antioch.edu](mailto:CEprograms.aus@antioch.edu) Phone: 206-268-4856

Web: [antiochseattle.edu/continuing-education/](http://antiochseattle.edu/continuing-education/)



## Antioch University Seattle Administrators and Principal Officers

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Dan Malcore, Associate Director of Financial Aid; BA, Evergreen State College

Rachel Sowell Keil, Associate Registrar; BA, Indiana University; MA, Antioch University Seattle; PhD, California Institute of Integral Studies

Beverly Stuart, Director of Library Services and faculty member; BS, Evergreen State College; MLIS, University of Washington

Douglas M. Wear, Director Antioch Community Counseling and Psychology Clinic; BS, St. Lawrence University; MS, PhD, University of Wyoming

Ingrid Ingerson, Director of Continuing Education and Community Outreach; B.A. Antioch University Seattle

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