

# 2005-2006 Catalog



**antioch**  
UNIVERSITY SEATTLE

*Personalized Education. Integrating Career and Community Since 1852.*

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

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

Antioch University Seattle is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until Aug. 31, 2006, and authorizes Antioch University Seattle to offer the following degrees: Bachelor of Arts in Liberal Studies (completion program); Bachelor of Arts in Liberal Studies with Teacher Preparation; Master of Arts in Education; Master of Arts in Environment and Community; Master of Arts in Organizational Psychology; Master of Arts in Psychology; Master of Arts in Strategic Communication; Master of Arts in Whole Systems Design; Master of Science in Management; and Doctor of Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Selected programs of study are approved by a Washington State Approving Agency for enrollment of those eligible for 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.

# Contents

Message from the President	2
Academic Calendar	3
About Antioch University Seattle	4
The Campus	6
Library and Computer Services	6
Admission	7
Tuition and Fees	10
Financial Aid	14
B A in Liberal Studies	16
Center for Programs in Education	38
Master of Arts in Education Campus based	38
Master of Arts in Education Site based	39
Teacher Preparation Cohorts	40
Undergraduate Teacher Preparation	41
Graduate Teacher Preparation	42
Professional Teacher Certificate Preparation	43
Center for Programs in Psychology	56
<i>Clinical Programs</i>	
M A in Psychology — Child Couple and Family Therapy	59
M A in Psychology — Mental Health Counseling	59
M A in Psychology — Art Therapy with CCFT or MHC	60
Art Therapy Post master's Certification	62
Doctor of Psychology	79
<i>Individualized Program</i>	
M A in Psychology — Integrative Studies	63
Center for Creative Change	89
M A in Environment and Community	92
M S in Management	94
M A in Organizational Psychology	96
M A in Whole Systems Design	99
M A in Strategic Communication	101
Graduate Certificate Programs	102
Center for Continuing Education	104
Academic and Student Life Policies	105
Principal Officers and AUS Faculty	110
Key Contacts	115

# Message from the President

## Dear Student

We are very pleased that you have selected Antioch University Seattle

As an Antioch student your educational experience is built on a foundation of progressive education that incorporates reflective practice and learner centered programs. Antioch's curriculum is an opportunity to develop the skills and intellect to further your career, develop your passion and lead change in your organizations and communities.

The Antioch experience is based on engagement with the world during and after your time at the university. The first president of Antioch College, the noted abolitionist and founder of the American public school system, Horace Mann, gave graduates at the 1859 commencement the charge that would become our motto: "Be ashamed to die until you have won some victory for humanity." Every Antioch graduating class has received that challenge since then.

An Antioch education is so much more than just a degree. At Antioch, you will bring your whole self to your education, and to the world. Additionally, Antioch's faculty and staff will bring an equal devotion to your learning.

While you are here on campus, know that you are welcome to stop by my office anytime for assistance or just to introduce yourself. Please accept my best wishes for your educational endeavors.



Sincerely,

A handwritten signature in dark ink that reads "Toni Murdock". The signature is written in a cursive, flowing style.

Tullisse A. (Toni) Murdock, Ph.D.  
President, Antioch University Seattle

# Academic Calendar

## Summer 2005

Financial Aid Filing Date	April 15
Registration Begins	May 9
Tuition Payment Deadline	June 17
Independence Day (Holiday)	July 4
Late Registration (Late Fee)	July 5-9
First Day of Classes	July 5
Last Day to Receive Full Refund	July 13
Fall Registration Begins	Aug 8
Labor Day (Holiday)	Sept 5
Last Day of Classes	Sept 9
Evaluator Assessments Due	Sept 23
Commencement Ceremony	Dec 11

## Fall 2005

Financial Aid Filing Date	June 15
Registration Begins	Aug 8
Tuition Payment Deadline	Sept 16
Late Registration (Late Fee)	Oct 3-7
First Day of Classes	Oct 3
Last Day to Receive Full Refund	Oct 11
Winter Registration Begins	Nov 7
Thanksgiving (Holiday)	Nov 24-25
Last Day of Classes	Dec 9
Commencement Ceremony	Dec 11
Evaluator Assessments Due	Dec 23
Holiday Break	Dec 24-Jan 1

## Winter 2006

Financial Aid Filing Date	Nov 15(2005)
Registration Begins	Nov 7 (2005)
Tuition Payment Deadline	Dec 23 (2005)
Late Registration (Late Fee)	Jan 2-6
First Day of Classes	Jan 2
Last Day to Receive Full Refund	Jan 10
Martin Luther King Jr Day (Holiday)	Jan 16
Spring Registration Begins	Feb 6
Presidents Day (Holiday)	Feb 20
Last Day of Classes	March 10
Evaluator Assessments Due	March 24
Commencement Ceremony	June 11

## Spring 2006

Financial Aid Filing Date	Jan 15
Registration Begins	Feb 6
Tuition Payment Deadline	March 31
Late Registration (Late Fee)	Apr 3-7
First Day of Classes	Apr 3
Last Day to Receive Full Refund	Apr 11
Summer Registration Begins	May 8
Memorial Day (Holiday)	May 29
Last Day of Classes	June 9
Commencement Ceremony	June 11
Evaluator Assessments Due	June 23

# About Antioch University Seattle



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

— Horace Mann

First president of Antioch College  
Excerpt from commencement address, 1859

Antioch University has a 150 year tradition of innovation and leadership among American colleges and universities. Founded in 1852 as Antioch College, a small liberal arts institution in Yellow Springs, Ohio, with the famed social reformer, abolitionist and educator Horace Mann as its first president, it has never wavered in its commitment to high quality education, social justice, and inclusiveness. Today Antioch is a national, multi-campus university. The Seattle campus has carried on the Antioch tradition in the Pacific Northwest for more than 30 years. Many AUS alumni have described their experiences with Antioch as life-changing.

## **A Transformative, Individualized Experience**

Antioch's mission is to provide transformative education that engages adult learners in lifelong development and agency in a changing world. In its bachelors, masters and doctoral programs, AUS offers students the opportunity to acquire the professional skills, knowledge and personal growth necessary to advance their careers and to create positive change for themselves and for the world.

At AUS, the focus is on students as individual members of a learning community. The university is purposely small, with limited size classes, an intimate environment, and strong support from dedicated and expert faculty. With Antioch's flexible programs, students can tailor their educational experiences and degrees to achieve their personal and professional goals while contributing to the life of the larger community.

## **Holistic Programs with a Focus on Adults**

Antioch encourages development on intellectual, emotional, ethical, and spiritual levels. Antioch students are typically working adults who bring their own sense of direction to their studies. The faculty welcomes this and encourages students to bring their learning experiences into the classroom. Further, they understand that students need to integrate classes with other responsibilities, and adjust their teaching to students' needs. Other benefits for students:

- Evening and weekend class schedules
- Integration of theory and real world practice
- Emphasis on leading and managing change

## Truly Innovative Higher Education

From its beginnings Antioch has pioneered in innovative educational approaches that have gone on to become widely accepted across the country. AUS introduced many of these innovations to the Pacific Northwest including:

- Independent study
- Interdisciplinary study
- Self designed degree plans
- Narrative student assessment rather than grades
- Alternatives to testing for demonstrating student learning
- Academic credit for demonstrated learning from work and life experience
- Emphasis on social justice and participation in the global community
- Integration of work experience with traditional classroom learning

## A History of Inclusiveness

Antioch, from the days of Horace Mann, has been a leader not only in its ways of education but also in inclusiveness and in welcoming people of diverse backgrounds and viewpoints.

Antioch College was the first college in America to educate women on equal terms with men. It also was among the first primarily white colleges to admit African American students. In addition, Antioch was the first American college to hire female faculty on an equal basis with male colleagues, and the first co-educational college to have a woman on the Board of Trustees.

Today, AUS is a recognized leader in making its special brand of higher learning accessible to populations to whom such opportunities have often been denied in the past. It maintains a diverse faculty, staff, and student body and expects its students to become adept in working with persons from

a variety of cultural backgrounds. An important example of AUS's work today is its collaboration in variety of ways with Native American communities to deliver learning opportunities in tribal settings, particularly in the form of teacher training programs and tribally sponsored, early college programs for Native youth.

## The Campus

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

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

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

## Disability Support Services (DSS)

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

The DSS Office provides accommodations for students with disabilities based on the nature and severity of the disability. Accommodations may include but are not limited to: extended time on assignments; interpreters; note taking; books on tape or CD; recorded class sessions; tutorial assistance; scribes; and priority registration.

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

For additional information, please contact the DSS Office at 206.268/4403/TTY 206.728.5745 or email AUS Disability Services.

## Library and Computer Services

The AUS library supports the university's commitment to teaching to a diversity of learning styles with an in-house print collection of materials required by the curricula and extensive access to outside resources. Through the library's web page at [antiochseattle.edu/library](http://antiochseattle.edu/library), students can access extensive electronic services such as numerous databases, full-text journal articles and e-books via OhioLINK, ProQuest, OCLC FirstSearch, and EDRS. The AUS library covers the cost of a library card for Antioch students at the University of Washington or any other major public research university.

Computers, scanners, printers, a copy machine, carts for laptops, and an individual video viewing machine are available to students during library hours. Additional computers are available in classroom 105 whenever all the library computers are in use or the library is closed, provided there is no class in the room at the time.

### Student Email Accounts

AUS uses a FirstClass system for e-mail and other electronic communication. Every student is required to have an account on the system and to check it at least weekly. Many AUS classes use FirstClass to post assignments and augment work in the classroom.

# Admission

## The Admission Process

Admission to Antioch University is based on the applicant's background, education, accomplishments, and goals. It is not based on test scores or grade point averages. Ideally, each applicant decides together with an Antioch admissions adviser about admission to the student's chosen program.

To find out more about Antioch programs and the admission process, prospective students may attend an open house or one of the weekly information sessions. Individual appointments with admission advisers are also available. These meetings offer an overview of Antioch's programs, its history, educational philosophy, and the admission process.

Antioch requires several kinds of information from each applicant, depending on the program. The application requirements and process for each program are outlined in the appropriate application handbook or online at [www.antiochseattle.edu](http://www.antiochseattle.edu). Applicants with international transcripts (outside the United States and Canada) are encouraged to apply early to allow time for receipt and review of the transcripts.

## How to Apply

Application packets are available from the Admissions Office. Contact the Admission Office in person at (206) 268-4202 (toll free (888) 268-4477) or at [admissions@antiochseattle.edu](mailto:admissions@antiochseattle.edu). Prospective students also may apply online at [www.antiochseattle.edu/admissions](http://www.antiochseattle.edu/admissions).

## Communication Skills

Evidence of critical thinking and effective writing skills is required of all

applicants. These skills are ascertained in several ways, including the required admission essays, prior college course work, and the interview process.

## Admission Decisions

Ideally, admission decisions will represent an agreement between the university and the prospective student about the match between the student's needs and what the program can offer. Antioch University does, however, decide the admission of each applicant. Admission is selective, and often takes into account the judgments of faculty members about the ultimate sustainability of the candidate for professional work in the field chosen. The director of admissions makes all admission decisions in consultation with faculty. These decisions are final.

## Visiting Students

Visiting students may enroll in courses for credit without intending to pursue a degree, or in courses to fulfill degree program prerequisites. Visiting students register during the last two days of non-priority registration, or during late registration. Class admittance is limited to selected courses and based on space availability. Visiting students are not eligible for financial aid or loan deferments.

If visiting students subsequently wish to enroll in a degree program, regular application procedures apply. Credits earned as a visiting student are not automatically accepted as degree credits if the applicant is accepted to a program.

## International Admission

Non-U.S. citizens applying for admission and a student visa must meet the admission requirements of the undergraduate or graduate program to which they are applying. In addition to

an application they must submit the following materials

- 1 Official certified educational records including official translations if educational records are not in English
- 2 Evaluation of international transcripts as noted in the International Transfer Credit section
- 3 Test of English as a Foreign Language (TOEFL) results Applicants who speak English as a second language are required to take the TOEFL exam and must receive a minimum score of 600 (paper based) or 250 (computer based) to be considered for admission Applicants who have studied English at another U.S. college or university 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 AUS (institution code #4146) The TOEFL exam must have been taken within the past two years
- 4 Documentation of the applicant's ability to pay for educational and living expenses

Antioch University is approved by the Department of Justice Immigration and Naturalization Service to issue INS Form I 20 so that students may apply to obtain non-immigrant student visas

Prospective students should contact the Admissions Office for more information and should apply at least three months in advance

## Transfer Credit

### General Policy for Transferring Credits to Undergraduate Programs

AUS accepts college level credit earned at regionally accredited institutions Credits for college level courses are normally 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 A maximum of 120 lower division quarter credits will be accepted in transfer

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

- courses below college level do not transfer
- courses with grades less than C do not transfer
- continuing education and clock hour courses do not transfer
- transfer of physical education activity courses is limited to 6 quarter credits

### Vocational technical and professional credits

AUS may accept up to 30 quarter credits from institutions accredited by specialized accrediting bodies as defined by the American Council on Education including many vocational technical and professional courses Such courses would include those that have a specific career application or skill building focus and can be incorporated into the student's plan of study

### Other sources of transfer credit

AUS recognizes college credit from a number of sources including advanced placement, college level examination programs, international baccalaureate, military service and correspondence or online courses if offered by accredited institutions.

### **Transfer Credits – Master's**

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

In order for transfer credits to be considered:

1. Credits must be from a regionally accredited institution of higher education, carry a grade of B or better, have been earned no more than five years before the date the student is accepted into the program, and be clearly related to the student's selected study area(s).
2. Credits must be earned in graduate level courses that can count toward an advanced degree.
3. Transfer credits may not be used in lieu of core knowledge area courses.
4. Formal approval of transfer requests should be pursued by the end of the student's second quarter to allow time for the student to identify a focus area and select a permanent adviser.

### **Prior Learning Credits**

In the B.A. in Liberal Studies Program, Antioch may grant credits based on

prior experiential learning not originating in an academic institution. Students complete written learning narratives that demonstrate their college level learning from experience. The process is described further in the B.A. in Liberal Studies section of this catalog. Prior learning credits are not available in the graduate programs.

### **International Transfer Credit**

Applicants who wish to receive credit for coursework completed at an institution outside the United States and Canada (except Quebec) 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 by the applicant.

Information on evaluation services is available from the Admissions Office. Please allow four to 10 weeks for the evaluation, and request that the evaluation be sent to the Admissions Office. Determination of credit equivalency must be completed before a student can be admitted.

U.S. citizens and legal residents who completed some or all college level schooling outside the U.S. and Canada must have international transcripts evaluated as outlined.

### **Change of Degree Program**

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

# Tuition and Fees 2005–2006

Tuition and fees are in effect through spring quarter 2006. Antioch University reserves the right to change tuition and fees at any time without prior notice. Tuition and fees are subject to approval by the Antioch University Board of Trustees.

Tuition for undergraduate and graduate students enrolled for only one credit is \$500 plus applicable fees. Tuition rates shown below are for students enrolled for two or more credits.

## **B.A. in Liberal Studies**

\$400/credit

## **Education Programs**

### **Undergraduate Teacher Preparation**

\$365/credit

#### **M.A. Education**

#### **Graduate Teacher Preparation**

#### **Graduate Teacher Prep with M.A.**

Students enrolled beginning summer 2005

\$400/credit

Students enrolled prior to summer 2005

\$375/credit

## **Center for Creative Change**

M.A. Environment and Community

M.S. Management

M.A. Organizational Psychology

M.A. Strategic Communications

(anticipated start Spring 06)

M.A. Whole Systems Design

CCC Graduate Certificate Programs

\$455/credit

## **Psychology Programs**

M.A. Psychology

Art Therapy Certification

\$455/credit

## **Psy.D. Clinical Psychology**

\$560/credit

Tuition for visiting students is \$400 per undergraduate credit and \$455 per graduate credit in all programs.

## **Academic and Administrative Fees**

(All fees are non-refundable.)

In addition to tuition, all matriculated students pay a quarterly Administrative Fee based upon enrollment status.

Full-time status	\$ 45
Part- or half-time status	\$ 25

### **Other Fees**

Enrollment Maintenance Fee	\$500
Prior Learning Credits (summer only) per credit	\$ 90
Prior Learning Credits (fall/spring) per credit	\$100
Returned Check Fee	\$ 30
Tuition Payment Plan Fee (per quarter)	\$ 35
Application Fee	\$ 50
Late Registration Fee	\$ 50
Late Payment Fee	\$ 50
Audit Fee (per course)	\$275

*Fee descriptions for courses that require payment of a lab materials or liability insurance fee are generally noted within the course description.*

## **Antioch University Seattle Financial Policies and Tuition Payment Options**

These policies are administered by the Student Accounts Office. For more information, students should stop by or contact this office at [studentaccounts@antiochseattle.edu](mailto:studentaccounts@antiochseattle.edu) or (206) 268-4009.

Registering for classes at Antioch University Seattle obligates the student for payment of applicable tuition fees and other charges on the student's account and implies that the student has read and accepts the University's financial enrollment and academic policies. A student's failure to attend classes does not constitute withdrawal from the university or exemption from tuition payment.

**Registration Statements** confirming class registration and billing information are mailed to all registered students. Students who believe they are registered but do not receive a statement by the payment deadline should contact the Student Accounts Office to arrange tuition payment. Failure to receive a mailed registration statement will not excuse late payments.

### Antioch University Seattle 2005-6 Tuition Payment Deadlines

	Payment Deadline	Payment Grace Period Ends
<b>Summer 2005</b>	July 1, 2005	July 11, 2005
<b>Fall 2005</b>	Sept. 30, 2005	Oct. 10, 2005
<b>Winter 2006</b>	Dec. 23, 2005*	Jan. 9, 2006
<b>Spring 2006</b>	March 31, 2006	Apr. 10, 2006

*Antioch is closed December 24-January 1 for winter break.*

### Payment Options

All payments are made at the Student Accounts Office at Antioch University Seattle, 2326 Sixth Ave., Seattle, WA 98121.

**1 Financial aid** recipients must ensure that all financial aid documentation is completed so that financial aid funds arrive by the payment deadline. Students whose financial aid funds do not arrive by the deadline (except aid that normally arrives later like Pell Grants, Washington State Need and Educational Opportunity Grants) must pay tuition using another method to avoid the late payment fee. Students can contact the Financial Aid Office to check the status of their financial aid.

Financial aid students are responsible by the payment deadline for paying all tuition not covered by financial aid. Students can estimate the amount to pay by comparing total aid for the quarter from their financial aid award letter to the total charges shown on the registration statement. Students receiving Stafford Loans in 2005-6 should remember to deduct up to 3% of these loans for the lender origination fee, and work study funding should be excluded from the calculation. Students may contact the Student Accounts Office for assistance with payment estimates. It is recommended that students pre-arrange payment of any estimated remaining account balance by the payment deadline to avoid a late payment fee. Payments may be made in full or with a tuition payment plan. No fee is charged if students arrange an automatic charge to a credit or debit card of the final student account balance owed.

**2 Self-paying students** may pay tuition in full or with a tuition payment plan. Payment may be made by check, money order, or credit or debit card (Visa, MasterCard, Discover). Students may request automatic billing to a credit card each quarter at no additional charge. Credit and debit card payment attempts declined for any reason are considered non-payments and are subject to a late payment fee if not resolved before the

tuition payment deadline

**The Tuition Payment Plan** allows payment of tuition in three monthly installments. It is available to matriculated students with eligible tuition charges (fees like EMF and prior learning credits, etc. are not eligible). The plan also can be used to pay balances remaining after financial aid is applied. The cost is \$35 per quarter and may be pre-arranged for up to four quarters. One-third of the account balance plus the plan fee is due by the payment deadline. A payment plan authorization will be completed for the student to sign, and payment coupons will be sent to the student unless automatic payments are arranged with a credit or debit card.

**3 Employer/agency vouchers** Third-party tuition payment authorizations (Boeing, VA, State, DVR, etc.) must be submitted to the Student Accounts Office by the payment deadline. Students unable to provide a payment authorization by the deadline must pay tuition using another method to avoid a late payment fee.

### Payment Policies

**Late Payment Fee** A \$50 late payment fee will be added to each student account that is not fully paid or lacks an approved payment arrangement at the end of the payment grace period or immediately when a scheduled tuition payment plan payment is late. The fee will be applied monthly until the account is brought to date or an approved payment arrangement is made in writing with the Student Accounts Office.

**Account Statements** are sent monthly to rebill students whose accounts remain unpaid or lack a tuition payment plan approved or pending financial aid, or an employer or agency payment authorization. Statements are first sent during

the second week of the quarter and will include a late payment fee.

**Fiscal Holds** are placed on student accounts with balances 30 days past due and immediately when a scheduled payment plan payment is late. The hold will prevent future registrations and deny graduation applications and transcript requests. The hold will be released once the account is brought to date. Students are subject to administrative withdrawal from the university if the fiscal hold cannot be removed by the end of the late registration period.

**Collections** Accounts with balances 120 days past due are subject to collection actions. All costs, fees, and expenses incurred by Antioch in attempting to collect the debt will be added to the account balance. Costs may include, but are not limited to, collection agency fees, reasonable attorney fees, court costs, and other out-of-pocket expenses.

**Returned Check Fee** Checks returned unpaid to Antioch for any reason are charged to the student's account along with a \$30 returned check fee. A late payment fee may also be charged to the student's account if the returned check was used to pay tuition and is returned after the payment deadline.

For more information or to make payment or payment arrangements, stop by or contact Student Accounts at 206-268-4009 or [studentaccounts@antiochseattle.edu](mailto:studentaccounts@antiochseattle.edu).

### Tuition Refund Policy

Refunds of tuition due to a drop in credits must be requested by submitting a completed add/drop form to the Registrar's Office. The schedule shown below will determine any credit of tuition paid that will be applied to the student's account once the add/drop is processed.

Please allow up to 14 days for the processing of any refund

Changing enrollment status may alter financial aid eligibility. Financial aid students concerned with a change in their enrollment status should contact the Financial Aid Office. Students considering terminating enrollment should read the section titled Financial Aid Withdrawal and Refund Policy.

*Note: Tuition refunds are based on total tuition charged in the current quarter regardless of the student's account balance. All fees are nonrefundable and are not included in the refund calculation.*

### **Tuition Refund Schedule**

<b>Calendar Days</b>	<b>Percent of Tuition Refunded</b>
Days 1-9	100 percent
Days 10-16	80 percent
Days 17-23	70 percent
Days 24-30	60 percent
Days 31-37	50 percent
Days 38-40	40 percent
After 40 days	No refund

For classes of three or more credits that do not begin during the first week of the quarter, the 100 percent deadline is extended to the business day following the first session of class. This refund extension does not apply to one- and two-credit courses.

For courses that begin more than one week prior to the official start of the quarter, refunds will be calculated on the following schedule:

<b>Calendar Days*</b>	<b>Tuition Refunded</b>
Days 1-9	100 percent
Days 10-16	80 percent
Days 17-23	70 percent
Days 24-30	60 percent
Days 31-37	50 percent
Days 38-40	40 percent
Days 41+	No refund

from the first class day to date dropped.

**Financial aid students terminating enrollment under this schedule:** If financial aid has not been released, the student is liable for paying the prorated tuition. If financial aid has already been received for the term, the student needs to read the section titled Financial Aid Withdrawal and Refund Policy.

# Financial Aid

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

## Programs available to all eligible students include

- Perkins Loan
- Federal Family Education Loans—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)
- Washington State Educational Opportunity Grant (available only to Washington residents)

## To qualify for financial aid students must

- Demonstrate financial need through the application process
- Be accepted for enrollment
- Register at least half time
- Make satisfactory academic progress
- Be a U.S. citizen/national, a permanent resident or an eligible non-citizen
- Not be in default on previous loans or owe an overpayment on previous financial aid
- Be registered for Selective Service before the age of 26 (if male)

## Programs Not Based on Financial Need

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

Processing of financial aid applications may take six to eight weeks, so students are urged to apply for financial aid early for applications and assistance. Please contact the Financial Aid Office at (206) 268-4010. Financial aid information and forms also are available online at [www.antiochseattle.edu/checklist](http://www.antiochseattle.edu/checklist)

## Scholarships

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

To apply for a scholarship, prospective students should complete a scholarship application which is available in the Admissions Office and online at [www.antiochseattle.edu/newscholarships](http://www.antiochseattle.edu/newscholarships). As scholarships are based on financial need, applicants also need to complete a Free Application for Federal Student Aid (FAFSA) and Antioch's financial aid form at least two weeks prior to the scholarship application deadline. FAFSA applications are available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or in the Financial Aid Office.

## Other Financial Assistance

Graduate assistantships are available to help master's degree students meet their educational expenses. Students gain valuable experience in working closely with members of the Antioch faculty and staff.

National Service Scholarships may be available for new students who are

Current full-time Americorps members or

Alumni of Americorps VISTA or Peace Corp who have completed at least one year of full time service

### **Veterans Administration Benefits**

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

### **Financial Aid Withdrawal and Refund Policy**

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

When a financial aid student does not complete a term, the calculation of financial aid earned is based on the period of enrollment completed. That percentage is computed by dividing the number of calendar days completed as of the date of student notified AUS 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 the student owes the Title IV programs and any amount due the university resulting from the return of Title IV funds used to cover university charges. If the student (or parent in the case of a PLUS loan) is required to return a portion or all of the loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated.

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

- Unsubsidized FFELP Loans
- Subsidized FFELP Loans
- Federal Perkins Loans
- FFELP PLUS Loans
- Federal Pell Grants
- Federal SEOG
- State Need Grant
- Other Title IV assistance for which the return of funds is required
- Other federal, state, private or institutional financial assistance student

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 was earned, the student may receive a late disbursement for the difference.

# B.A. in Liberal Studies

The B.A. in Liberal Studies program offers a bachelor's degree completion opportunity for self-directed adult learners who are ready to determine their own educational pathways. With faculty guidance, students design their own curriculum focusing on an area of personal interest. B.A. students have usually previously completed a year or two of college and bring a variety of life and work experiences to their studies. They can be managers, artists, small business operators, social service workers, parents, community activists, military veterans, and recent (or not so recent) graduates of community and technical colleges. They share

- A desire to shape their education to fit professional and personal goals
- An interest in self-directed learning
- A drive for a personally meaningful education
- Strong motivation to enhance their professional and personal lives
- An appreciation of the value of collaboration
- A strong desire to make a significant contribution to society

## Educational Philosophy and Approach

### Four principles shape the BA in Liberal Studies approach

- Learning begins with the purposes and intent of the learner and engenders a desire for lifelong learning through self-reflection and planning
- Students bring to their learning all aspects of themselves — life experience, intellectual vitality, spiritual understanding, and passionate goals and questions

- Learning has transformative potential, enabling students to become more sophisticated thinkers, more effective professionals, and more fully engaged citizens
- Properly approached, a liberal arts education develops in students an understanding of social and cultural perspectives that enhance professional, intellectual, and personal growth. It also encourages participation with others in the public realm.

### Customization is the Key

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

### The Core Curriculum

To support students in designing their undergraduate education, the B.A. faculty has developed a core curriculum in liberal studies. Students begin with a Liberal Studies Seminar in which they explore the liberal arts in relation to their own interests, needs, and goals. Throughout their time at Antioch, students also pursue studies chosen from among 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, sharing the results of their own studies and expressing their creativity in peer group settings. Students finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

## Areas of Concentration

Students develop their own areas of concentration working with faculty advisers or select from among preplanned areas of concentration sponsored by the faculty. Either way, the concentration represents an area of depth within the liberal studies and usually combines transfer courses, AUS courses, independent studies, internships, and prior learning. The area of concentration may be in a traditional academic discipline or interdisciplinary. At present, the faculty-sponsored concentrations include:

- Psychology
- Leadership and organization
- Spiritual studies
- Human services
- Arts and literature
- Social justice studies

## Core Competencies

The faculty has identified five core competencies or skills in a liberal arts education that students must demonstrate at a college level of competence to complete their degree:

- **Communicating**: college-level academic and research writing, listening, and speaking
- **Critical Thinking**: ability to critique ideas, respond creatively to the ideas and experiences of others, and analyze, synthesize, and evaluate information
- **Understanding Self**: ability to self-reflect, determine their own values and actions, reflect on their relationships with others, and understand their work in the world
- **Understanding Society**: in-depth understanding of the many social forces affecting their communities, the nation, and the world
- **Integrating Theory and Practice**: effective translation of theoretical ideas into practical applications in professional settings

## Prior Learning

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

To gain credit for learning from life and work experiences, students must document and demonstrate their prior learning to outside evaluators — professionals in the community. This happens through a carefully structured process that helps students to identify and organize the knowledge and skills they have gained through experience and to connect that experience to more theoretical knowledge. Credit is not given for experience; rather, it is granted for the college-level learning that has resulted from that experience.

Typically, B.A. students can receive between 20 and 40 credits for prior learning, though up to 48 credits (or up to 60 by special petition) are possible. To obtain these credits, students participate in a class that helps them document their past experience. They write narratives about their learning and receive evaluation from experts in the fields in which they claim knowledge.

## **B A in Liberal Studies Degree Requirements**

Students satisfy the requirements for graduation when they

- complete 180 credits at least 36 of which are from Antioch
- enroll for at least four quarters at Antioch
- complete the degree process and create a portfolio of academic progress
- demonstrate in depth knowledge of an area of concentration with a contract and a justification for that contract
- demonstrate mastery of core competencies through presentations course work writing and practical experience

### **Admission**

For specific admission information prospective students should contact the Admissions Office to request the application handbook

### **B A Courses**

The curriculum offers a variety of educational experiences from which students select the components that meet their learning needs and goals. Courses are the most common element but students also do prior learning independent studies and internships. Options fall into several categories

- core curriculum
- courses and other learning in the area of concentration
- skills development courses and training
- liberal studies courses beyond the concentration
- independent courses created by students

The course offerings of the B A program are developed on a continuing basis. Some classes are taught every year or two some are taught once but not repeated. Below are some sample courses from the B A curriculum which represent only a partial list of our offerings. They are arranged to reflect the focus areas of the curriculum: the core studies arts and literature psychology human services and spiritual studies social science social justice and history math and science leadership and organizational studies and prior and service learning. Unless otherwise noted all courses are offered for three or four credits.

## **Core Studies**

### **BAC300E Liberal Studies I**

Required for all first quarter B A students this class examines the purposes of a liberal arts education explores the ways of thinking knowing and learning a liberal arts education requires and expands students understanding of the complexities of diversity particularly cultural diversity. Students study the acquisition of voice whole person learning the nature of learning communities and the historical context of the liberal arts. Offered fall winter and spring quarters.

### **BAC300F Liberal Studies II**

This course has an American Studies focus with an emphasis on issues of diversity power and privilege in American history and culture. This course includes an anti racism workshop. Offered winter spring and summer quarters.

### **BAC300G Liberal Studies III**

Preparation for the demonstration of liberal arts core competencies/ achievement of student outcomes and development of proposals for senior

synthesis projects. This seminar is required for structured concentration students and optional for individualized concentration students.

### **BAC396 EDI Educational Design I**

Through this independent study students learn to self direct their own educational planning process. Working closely with a core faculty adviser, the student forms a degree committee, prepares the preliminary self assessment and educational design documents, and holds the first degree committee meeting. As part of the new BA Learning Community time, two group sessions will be held to provide specific support for all students at this phase of the degree process. (These will be held on two Thursday evenings toward the beginning of the quarter.)

### **BAC396 EDII Educational Design II**

In this independent study, students continue to develop self directed learning skills. Working closely with a core faculty adviser, each student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies, and then holds the second degree committee meeting. As part of the new BA Learning Community time, two group sessions will be held to provide specific support for all students at this phase of the degree process. (These will be held on two Thursday evenings toward the beginning of the quarter.)

### **BAC396 EDIII Educational Design III**

Through this independent study, students increase their ability to synthesize, present, and self assess learning. Working closely with a core faculty adviser, each student prepares for and convenes the

third degree committee meeting at which he/she demonstrates achievement of the liberal arts core competencies and area of concentration goals. In addition, a proposal for a senior synthesis project is developed. As part of the new BA Learning Community time, two group sessions will be held to provide specific support for all students at this phase of the degree process. (These will be held on two Thursday evenings toward the beginning of the quarter.)

### **BAC305A Academic and Critical Writing**

The purpose of this course is to make students more aware of, comfortable with, and proficient in academic (or critical) writing. By examining, understanding, and practicing the critical thinking skills outlined by Mike Rose and Malcolm Kinnery – defining, serializing, classifying, summarizing, comparing, and analyzing – students learn how to organize and present their ideas to make a valuable contribution to scholarly inquiry. Students learn how to craft writing that effectively communicates their thoughts, meets the standards of academic convention, and yet retains a personal voice. In addition to completing all assigned readings and participating in class discussions, students write three formal papers and, if enrolled for four credits, make a class presentation.

### **BAC305C The Writing Process**

Writing is a way to speak one's truth. Too often students are trained to take themselves out of their writing, leaving many with writing blocks. In this course, students learn to tap flow as they respond to readings and life experience, finding words, sounds, and rhythms for their intuitions. Reading, research, and feedback from colleagues help shape and transform individual

thinking. Students learn to create unity and to reach diverse audiences including academics and business people. In short written responses to readings and two five page essays that are revised and polished throughout the course, students practice skills of describing, identifying patterns, and evaluating. Wide latitude in choice of writing subjects permits students to pursue personal interests.

### **BAC323A. Writing in Context**

This writing class is an exploration of the writing process as intellectual dialog. Students examine and practice writing in the context of purpose, audience, discourse, community, and situation. They practice writing that incorporates interaction with other texts (written and unwritten), collaboration with other writers, integration of new knowledge through research, and observance of conventional practices.

### **BAC335A. Research Writing**

This course provides a systematic approach to research and research writing, breaking the production of a term paper into discrete, manageable tasks. The class emphasizes critical reading and thinking, the development of the appropriate technical and library skills, the use of both primary and secondary sources, and the development of a personal stance in relation to the material studied.

## **Arts and Literature**

### **BAC303T. Visual Thinking with a Camera**

Central to this course is the question, "What do I want to do with photography?" Weekly writing and picture making assignments and in-class exercises help students develop and complete photographic projects. Exercises and assignments encourage students to draw from their past, combine the familiar with the

unfamiliar, and sift through life's details to find inspiration. There are projects involving creative writing, found objects, and bookmaking. Combining photography with other media helps students develop new ideas and formats for using pictures. Students learn how to critique one another's work and explore topics such as image composition, how to revise the work, and who the intended audience is. Throughout the course, students discuss the language of imagery and photography's impact on how we view the world.

### **BAC303Z. Introduction to Theatre**

This course is a highly experiential introduction to key elements of the theater. Using theatre activities, movement, and sound as catalysts, the class explores the origins and contemporary forms of theatre, acting, and playwrighting, as well as the importance of story, as a central activity of personal and cultural development. The course is designed for students with little or no background in the theater and gives context for students who might want to use theater processes in a variety of career paths. Students attend at least one live performance together.

### **BAC305F. Short Story Writing**

Students examine the elements of short story writing and the creative process in order to become more conscious of how stories are born and developed. By experimenting with a variety of fiction exercises, students gradually build the skills required for the production of a full-fledged short story.

### **BAC305T. Writing Poetry: Imagination Craft Audience**

Students increase their confidence and abilities in writing poetry by workshopping their own poems, as well as improving their critical reading skills by analyzing modern, postmodern, and

contemporary poetry. Students develop ways to discuss poetic craft with which we can more accurately talk about combinations of forms and themes of poetry thereby measuring their success. The trajectory from modern to contemporary poetry offers students a beginning to hold on the recent history of poetry and leaves them ready to join the next generation of readers and writers, the most successful of whom will actively fuse craft, conventions and experiments from each of these eras. Exercises in traditional and organic form are complemented by discussion of how poetry can prove to be the best form of art and communication to address the social imperatives of our time. Finally, additional focus is placed on publishing and performing one's own poetry in the current market.

#### **BAC305U Writing from Life**

This is a hands-on creative writing class that explores different elements of fiction and narrative based on direct observation and interaction. Students leave campus to do things such as to take bus rides, visit parks, stroll along the waterfront, hang out in malls and cafes and so forth in order to closely observe people, settings, smells, noises, and a myriad of human mini-dramas. Students practice developing the mind set of the writer in which no experience is wasted or useless. Notebooks for recording observations go everywhere and provide the raw materials for writing. This class is ideal for both beginning and experienced writers.

#### **BAC305V Writing the Stories We Know**

This is a creative non-fiction writing class for both beginning and experienced writers. All people have stories, either from their own lives or from someone else they have met along the way. Students are already conscious of some of these stories; others emerge during

storytelling/sharing sessions in class. Capturing stories that matter to them personally, students learn how to bring them artfully and truthfully to the page. This includes working with narrative, finding ways to frame stories, choosing what details to leave in and leave out, consideration of point of view and language usage. Students also read and discuss examples of personal essays from a variety of different sources.

#### **BAC320C Poetry across Cultures**

This course emphasizes an anthropological understanding of poems within their original contexts and considers the validity of cross-cultural appropriation. Poetry discussed comes from a broad range of ethnicities including Bedouin, Chinese, Eskimo, French, Japanese, Korean, Latin American, Persian and North American.

#### **BAC321R Border Crossings: A Multi-Cultural Journey Through Film**

This multi-disciplinary class utilizes movies and short stories as a means of crossing borders of race, class, gender and ethnicity to view US society from diverse viewpoints. Students consider the element of privilege as it applies to many living in the US and what the experience of living in the wealthiest country in the world means for different groups based on race, class, gender and ethnicity. The stories, images, themes, characters and settings encountered serve as catalysts for students to write their own stories and poems, imagining their way into different lives.

#### **BAC322D Introduction to Vocal Improvisation: Vocal Bliss**

This course is an experiential introduction to vocal improvisation that explores how spontaneous vocal self-expression within a supportive learning community can nurture a musicianship of joy and empowerment. It encourages students

to investigate how this artistic experience relates to themes and practices in education psychology philosophy and spirituality politics feminism and healing through the arts

### **BAC322F Ceramics I**

This course provides an introduction to all 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.

### **BAC322G Ceramics II**

Building on the skills developed in Ceramics I, students in this course learn more advanced building and glazing techniques. Students concentrate on the techniques they wish to explore further and creatively apply their skills toward an artistic goal. Completing an assignment using the potter's wheel is required. As an alternative to regular assignments, students may obtain instructor's approval for special projects.

### **BAC322H Introduction to Painting**

This class is open to students with all levels of artistic ability. Focus is on learning to manipulate traditional and modern materials, establishing an understanding of terminology, and exploring personal styles of expression. Still life, nature, and cityscapes are used as subject matter for student work. The class participates in group and individual discussions related to the aesthetics and impact of student work. Individual goals of the student determine course outcomes and expectations.

### **BAC322I Introduction to Drawing**

This class is open to students with all levels of artistic ability. Focus is on learning to manipulate traditional and

modern material, establishing an understanding of terminology, and exploring personal styles of expression. Still life, nature, and the cityscape are used as subject matter. The class participates in group and individual discussions related to the aesthetics and impact of student work. Individual goals of the student determine course outcomes/expectations.

### **BAC322M Landscape Drawing, Painting and Collage**

This class explores the landscape as a vehicle for the visual expression of emotions and metaphors of life. Having immediate/foreground, routine/middle ground, and memory/background situations in our lives is reflected in the way we view our natural environment. Students learn how to use perspective and become competent in the use of graphite, pastels, or conte crayon, acrylic paints, and collage. Classes will be held outdoors and off campus when appropriate. Class is open to all students with an interest in the process of creative experimentation.

### **BAC322O Rhetoric of Comics**

American sequential art, or comic books, has a long history of artistic experimentation and expression. Combining text and graphics, this art form has developed a rich repertoire of techniques and conventions for storytelling. Students learn to identify and understand the structure and application of standard rhetorical devices used, including panel arrangement and design and their effect on pacing and mood, camera angles as expressions of time, space, and emotion, word balloon and caption types and their particular uses, sound effects and other out-of-balloon texts, and standard narrative arcs/common themes.

### **BAC325A The Making of a Literary Journal**

Students in this course create an issue of the AUS's literary journal KNOCK gaining experience in magazine design editing budgeting print/web production publicity and distribution. In the fall focus is on how literary journals function as an integral part of our cultural memory how several historic and contemporary magazines represent literary political and socioeconomic debate. In winter and spring sections students continue to evaluate quality journals but the focus shifts to aesthetics and technical features and students identify and develop their own roles in the production process of KNOCK.

### **BAC340D Ancient Thought**

This course explores the thought of our earliest intellectual forebears. Ancient Greek Egyptian Hebrew Indian and Chinese writings are sampled as well as available sources of the oral traditions of sub-Saharan Africa and pre-Columbian America. Course objectives include an improved understanding of the world's intellectual heritage exploration of the roots of philosophical spiritual and narrative modes of thought critical examination of the possibility that there may have been cross-cultural interplay among the dispersed traditions of the ancient world and appreciation of the ancient in general and of its value for human life and thought today.

### **BAC483A Ceramics Primitive Techniques Today**

This course is for anyone interested in working creatively with clay regardless of experience level. Various techniques are explored some of which have been used in cultures across the world for over 10 thousand years and are still employed today. The focus is on creative self-expression through clay and the exploration of optional low-fire techniques.

This class may require participation in firings off-campus outside of regularly scheduled class periods.

### **BAC484A Mixed Media**

The purpose of this course is to build competence and excitement in the purposeful use of mixed materials for visual and conceptual expression. Students create two and/or three-dimensional artwork using wet-dry natural and manmade materials. Students increase skills related to congruity between content and materials composition personal style and preference. Students learn to articulate their ideas and expand their understanding of the basic elements of art.

### **BAC412F Literature of Displacement**

Exile diaspora homelessness flight escape alienation and biculturalism are all terms that represent some aspects of population movement around the globe. With a focus on the postcolonial era in the second half of the 20th century as well as the age of globalization spanning the end of the last century and the opening years of the 21st this course features essays and novels by immigrants from and to various countries (e.g. Iran to Canada Palestine to US Nigeria to England Turkey to Germany Algeria to France). It looks at the push factors that motivate or force people to leave their countries along with the pull factors that determine why people choose specific countries to emigrate to if and when they have a choice. Students also examine the similarities in the emotional experiences of displaced peoples (illusions initial setbacks hopes expectations opportunities or lack thereof hardships etc.) and the myths about immigration as the gateway to a brighter future.

### **BAC442L Postmodernism and the Critique of Contemporary Culture**

The postmodernism grew out of disillusionment with the modernist belief in the perfectibility of society and progress through technology. Rejecting all theories that seek to explain with a single metaphor social or natural phenomena, postmodernism embraces ambiguity, rejects easy explanations, and explores the nature of our fractured contemporary society. The purpose of this class is not to embrace postmodernist notions, but to use postmodernism as a mirror to reflect on and critique our own understanding of our place in the world.

### **Psychology, Human Services and Spiritual Studies**

#### **BAC305L Spiritual Autobiographies**

Using the autobiographical writings of several provocative thinkers and spiritual leaders, this class critically examines how to engage in the search for meaning and worth in one's life. Authors include the Dalai Lama, Malcolm X, Elie Wiesel, and Gandhi. Through contemplation and analysis of the assigned readings, coupled with reflection on their own lives, students examine the story of their own spiritual quest and write a spiritual autobiography. The writing and sharing in class of spiritual autobiographies is the central focus of the course work.

#### **BAC319H Pilgrimage: Walking With Intention**

It has been said that a journey can lead you to a place not on any map: Mecca, Jerusalem, the Ganges River at Banaras, Santiago de Compostela, Shikoku, Santuario de Chimayo, Canterbury, Mount Kailas. For centuries, these places have evoked the archetype of the pilgrim who journeys to a sacred place as an act of devotion or to find healing or answers to life's fundamental questions. To study

pilgrimage is to learn about culture, belief systems, and history, and about the parallel inner journey where one meets the stranger at the heart of the journey, which is one's self transformed. In this highly experiential seminar, students commit to a regular practice of walking with intention, researching, and presenting to the class one of the traditional historical pilgrimages, as well as design and complete a personally meaningful journey of some kind. Also included is a group pilgrimage on the Olympic Peninsula involving car camping and walking 10 miles on boardwalk and beach.

#### **BAC319K Mindfulness: East and West**

This class explores the Western mindfulness techniques of the Stoics, Socrates, and Plato, the Desert Fathers, and the Centering Prayer, now being taught in many Christian churches, followed by an in-depth look at the Eastern mindfulness practices of Zen, Vipassana, and Pure Land Buddhism. Students compare and contrast Eastern and Western mindfulness techniques for their critical differences. The class concludes by exploring how these mindfulness techniques are being used as the cornerstones of new developments in psychotherapy.

#### **BAC319R Life of Spirit in Action**

Religious leaders such as Dorothy Day, Martin Luther King, Jr., Jesse Jackson, and Daniel and Phillip Berrigan have often been at the forefront of movements in America to seek civil rights, to eradicate poverty, and to resist war. What is it in the tradition of the Christian faith – and in religion in general – that has compelled these and others to devote their lives to the causes of justice and peace? What is the relationship between the current thirst in our culture for a deeper spirituality and the call to build a more just and peaceful society? Beginning with Walter Rauschenbusch,

the father of the social gospel in the early 20th Century this course examines the tradition of religious activism in recent American history including movements for progressive social change that have often been at odds with the dominant political and social culture in America. Original writings by Rauschenbusch and other selected theologians, activists, and spiritual leaders are utilized. Guest presenters illustrate what it has meant for some to follow a spiritual path that leads to action on behalf of peace and social justice.

#### **BAC319U Ways of Knowing**

This course provides an introduction to a variety of ways of knowing, with an emphasis on approaches to inquiry that have largely been discounted by the scientific/rational model of our contemporary Western world. Through readings and direct experience, students explore the intimate relationship between knower and known as it is reflected in ancient avenues to wisdom: non-verbal and creative knowing, intuition, bodily knowing, and knowing with the heart. Learning to develop deeper awareness and attention, students apply some of these inner ways of knowing to a question or area of inquiry that is of significance to them, in relation to their personal lives, their learning process, or a more global concern.

#### **BAC319V Introduction to Religious Studies**

This class explores the fundamental beliefs and practices of the major religions of our times including Buddhism, Christianity, Islam, Judaism, Taoism, and shamanistic traditions. Using literature, parable, story, and foundational texts from the faith systems, as well as Huston Smith's *World Religions*, students come to a deeper understanding of the similarities and differences between

these faith systems, develop more insight into their own beliefs, and increase their capacity to engage in thoughtful dialogue.

#### **BAC319Y Introduction to Buddhist Psychology**

The Buddha walked this earth 2500 years ago, yet his teachings still hold great relevance to modern lives. Through lecture, discussion, and film, this course explores the rich psychological ramifications of fundamental Buddhist teachings such as the four noble truths, the personality, Buddhist concepts of relativity, and the eightfold path. In addition, students are given exposure to meditation practice, which is the key to understanding Buddhism on an organic and directly experiential level. Each class period includes instruction and practice of Mindfulness/Vipassana meditation.

#### **BAC324A The Counseling Role**

This course is designed to provide students with the 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 one's 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 through significant practical experience involving large and small group role playing and feedback. Students also get the opportunity to witness role playing with several professional counselors/therapists of varied disciplines. The course examines issues related to counseling people from a wide variety of backgrounds, cultures, and belief systems, with the opportunity to reflect on ethical issues and standards involving the counseling role. This course is designed for students considering a vocation

in the helping professions as well as for students just wanting to increase listening and communication skills and to develop more in depth knowledge in relationship to these skills

#### **BAC324D Transpersonal Psychology**

This course introduces the field of transpersonal psychology tracing its spiritual intellectual and cultural origins as well as its development in contemporary times. Emphasis is placed on direct experience of the transpersonal through some form of spiritual practice and through creative expression

#### **BAC332A. Interdisciplinary Perspectives of Loss and Grief**

This course examines physiological psychological social and ethical perspectives on the process of dying and bereavement. Students learn to identify different coping styles with each developmental stage in the life cycle as a response to attachment and loss. The course examines the individual in context of gender family culture and spirituality. It explores the influence of literature media and music on belief systems as well as identifying institutional responses and the role of the professional in an interdisciplinary approach to addressing the needs of clients and families during the dying process and bereavement. Finally students draw on their personal death awareness and grief history with life transitions as a basis for effective delivery of services with compassion and boundaries

#### **BAC334J Aikido as Martial Art and Spiritual Practice**

In this course students experience the principles of Aikido and their effectiveness as a vehicle for physical and spiritual awareness in daily life. Using Aikido movement practices and theoretical discussion students gain an embodied sense of grounding centering ki (energy)

extension and blending. These enable students to explore the relationship between the mind body spirit aspects of the self. Students also reflect on the cultural history of Japan the perspectives of O Sensei and those who have integrated the art into their lives and their communities. The conflict resolution theory inherent in Aikido philosophy is examined as a part of this course

#### **BAC400C 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. *This class satisfies prerequisites for admission to the Center for Programs in Psychology*

#### **BAC411D Constancy and Change in the Sense of Self**

In this course students explore constancy and change in the sense of self across the lifespan. Students compare and contrast theories of personality and identity development from young adulthood to old age utilizing theories and research based on Western Asian and African world views. Learning activities include lecture discussion class exercises presentations and the creation of a photo journal to document self discoveries gleaned from the literature class discussions and self reflection about one's own process of identity development

#### **BAC411F Lifespan Development**

This course is designed to offer a broad perspective of human development across the lifespan. The course encompasses historical and theoretical views of developmental tasks from birth to death

While the emphasis is on subjective development students also consider the influence of society race and culture. Against 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. The primary objective of this course is to increase students awareness of what the lived experience of any individual at different ages might be like with the aim of increasing empathy and understanding of personal development as well as the developmental challenges and achievements of others. *This class satisfies prerequisites for admission to the Center for Programs in Psychology.*

### **BAC413B Myth Studies: An Inquiry Into the Holy Grail**

The themes of the Holy Grail quest the nature and dynamics of the spiritual world the heroic task of ego integration the trials of discipline fear and sacrifice the psychology of romantic love and the confrontation with evil are issues of contemporary relevance for any individual who is seeking a meaningful life. The class takes an historical approach to the Grail myth beginning with an inquiry into the development of the story in early Celtic mythology and looking at how the emergence of the story in the 12th Century was a response to the struggle in the West between religious systems based on belief and creed as opposed to those based on direct religious experience. Attention is given to the psycho-spiritual issues embedded in the story especially the meaning of the Grail symbol the psychology of romantic and divine love the growth of consciousness in relation to the soul of the world the nature of sacrifice and the struggle against evil. Students examine the particular kind of religious experience associated with the Grail its source and intention and how that experience

can be brought back into the world for the purposes of social renewal.

### **BAC413I Ritual Process and Ceremonial Design**

During the 20th century in the West under the influence of depth psychology there has been a shift in the nature of religious concern from an emphasis on belief to an emphasis on experience. Many people want to experience the divine personally and draw their own conclusions about what it means. In this course students first examine the anthropological literature on the nature of ritual process from a cross-cultural perspective and then study the nature of ceremonial design trying to understand the patterns of purpose symbols structure and timing that give it power. Ritual ceremony is viewed as a means of dialoguing with the sacred other who may be thought of as soul spirit the gods and goddesses nature the unconscious or the universe.

### **BAC413N Religious Studies: Myth Symbol and the Sacred**

Myth and symbol are the language through which the sacred speaks. This course provides the necessary background to understand how myth and symbol serve this function. It is an inquiry into the epistemology of religion. The interdisciplinary study of belief systems rituals sacred images symbolic and mytho-poetic meanings illuminate the dynamics that shape the contours of culture. Students work through the patterns of myth discovered by Joseph Campbell 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.

### **BAC414 Theories of Personality**

This course explores the major Western and Eastern personality theories and theorists within their cultural and historical contexts in order to provide students with a broader understanding of the evolution of ideas concerning human nature. Attention is paid to the interaction of the individual with the social milieu, the cultural biases within theory, and the effect of personal history on theoretical claims. *This class satisfies prerequisites for admission to the Center for Programs in Psychology.*

### **BAC416A. Introduction to Jungian Psychology**

This course presents 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 the differences between the personal and the collective unconscious by looking at four major archetypes: the Shadow, the Anima, the Animus, and the Self. Symbolism, myth, and metaphor are addressed as fundamental principles in Jungian analysis. These concepts are illustrated with discussions of relevant dream material as well as specific readings.

### **BAC416F Dreams and the Earth**

In this class, students entertain the possibility that their dreams can connect them not only to their personal shadows and the archetypes of the collective unconscious, but also to the intention of nature herself, to the anima mundi or soul of the world. Of necessity, this class is highly experiential, and students must be willing to play in ritual space. Students form a dream community through the enactment of ritual, including an overnight dream incubation on sacred land. While the class is not to be understood as therapy, it does require a relatively high level

of self-disclosure and psychological maturity. Some familiarity with one's own dream life is recommended, but not required. Emphasis is placed on learning techniques of dream tending, so that participants may continue their practice of dream work beyond the duration of the class.

### **History, Social Science, and Social Justice**

#### **BAC305X. The American Family in Literature and Film**

This course examines the parameters and significance of family in American literature. Students read three novels and a selection of poems and short stories about American families, either recounted or imagined, evolving over a historically specific time period. The authors are diverse in ethnicity, age, gender, and sexual background and orientation. Films are used to 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, as well as the diverse narrative and poetic traditions that influence American literature.

#### **BAC309Z. History and Image of the American Family**

Contrary to the popular notion of a traditional family, historically the structures of American families, the composition and functions of its members, and the values underlying those features have been extremely varied. Readings from history, architecture, and urban planning, literature, sociology, and memoir reveal a spectrum of social realities and personal experiences of family life during the last half of the 20th century. Against this backdrop, students examine how the family has been mythified within popular films and TV and how public

figures have both invoked and reinvented these representations in their attempt to shape society. This course emphasizes the racial/ethnic history of family life, class differences in family rights and the relationship between gender roles within the family and social power.

### **BAC310H Studying Cultures Writing Ethnographies**

What is the ethnography today and is it the best way to describe culture? This is the central question of the course. Anthropologists for over a century have studied cultures and written descriptions thereof in the form of ethnographies. Heavy emphasis was placed on how subjects differ from the dominant culture, particularly that of first anthropologists: white, male, upper middle class, academic, intellectual, Northern Europeans. As the history of ideas moved through phenomenology, subjectivity, concepts of multiple realities, deconstruction, multiculturalism and post-modernism, anthropology and its documentation in ethnographies has likewise changed. This course explores ethnographic forms and possibilities and students individually or collaboratively create an ethnographic description of a culture of their choice.

### **BAC311H Critical Studies in Modern World History**

This course studies world history in the 19th and 20th centuries, a time when life everywhere on earth became increasingly interconnected and interdependent. A primary goal is to engage students in analysis and discussion of significant issues in modern world history. Reading assignments, critical analysis and written and oral presentations increase students' recognition and appreciation of global diversity and interdependence. The major project for the course is an analysis of a novel written by representative voices of African, Latin American,

East Asian, Middle Eastern or India, reflecting responses to Western domination. Students consider the enormous problems and challenges of globalization that must be resolved in the 21st century.

### **BAC312T Creating a Just, Peaceful and Sustainable Future**

Much of the work being done to envision and design alternative approaches and creative solutions to the community and global problems of our time (environmental crises, economic inequalities, global conflicts, racism and sexism, the lack of democracy and so forth) is often taking place through local communities, non-governmental organizations and grassroots groups. This class explores a variety of these grassroots, community-based efforts to envision, design and begin to implement changes toward an environmentally sustainable world, greater economic justice, strengthened democracy and peaceful solutions in conflict situations. Students strengthen their own capacities to envision positive futures and explore current work being done. Students will also examine some of the new thinking that is helping to conceptualize alternatives, such as Hawken, Lovins and Lovins' concept of natural capitalism, Kortens' post-corporate world, Esler's partnership model for organizations and relationships, and the concept of a living wage, as well as various forms of anti-racism work and holistic approaches to peace building.

### **BAC315E Women and Mental Health**

This course explores how women's experiences with madness have been viewed, defined and treated historically. Students examine the impact on women's mental health of struggles with roles, poverty, racism, social norms and expectations, as well as socialization, genetic predisposition, and body-mind connections. At least one mental health

issue such as eating disorders and battered woman's syndrome is studied in depth. Students also consider the implications of current mental health policies.

#### **BAC315V Globalization Development and Grassroots Movements Issues in the Global South**

Since the meetings of the World Trade Organization (WTO) in Seattle 6 years ago international attention has focused on globalization and its impact on communities throughout the world. This course focuses on the countries of the Global South (sometimes referred to as The Third World) as they struggle with issues of development and maldevelopment efforts to maintain and improve local standards of living in the face of globalization and the influence of institutions such as the International Monetary Fund and the World Bank. Students explore recent responses of the countries of the Global South to World Trade Organization debates and the development of the World Social Forum as well as grassroots efforts in development such as micro enterprise projects in Bangladesh and inventive village development efforts in South America. The class studies controversies such as corporate efforts to patent seeds (called biopiracy by the Indian scientist Vandana Shiva) and privatize ownership of water as well as local grassroots efforts such as the role of women in protecting forests and struggling with sweatshop conditions and communities efforts to cope with the massive dislocations caused by the spread of AIDS in Africa and Asia.

#### **BAC316B A History of Globalization**

This class provides a basic introduction to world history from the 16th century Age of Exploration to the present. The primary theme is the acceleration of global trade technology and cultural

exchanges. Students consider the causes and consequences of these exchanges over time as well as the unique features of our own age of globalization.

#### **BAC317F Revolution and Constitution Making**

This course offers an historical exploration of the ideas that shaped the American Revolution in 1776-1783 and the writing of the U.S. Constitution in 1787. Topics include important currents in British liberalism and French political radicalism in the 17th and 18th Centuries. Students attention is focused on the ideas that most directly informed the individuals who authored the founding documents of the American Republic. Course readings, class discussions and assignments examine both historical readings as well as a comprehensive scholarly survey of the Revolutionary and Constitutional periods. At the end of the course students are expected to have a working knowledge of the U.S. Constitution and the documents and ideas that most directly influenced its formation.

#### **BAC319S World Philosophy**

It is increasingly important in this global culture that citizens understand the fundamental premises or paradigms underlying the way different people see and interpret their world. There are a number of seminal thinkers from around the world whose ideas have strongly shaped entire cultures. World Philosophy provides information about the cultural backgrounds, lives and works of many of these pivotal thinkers and philosophical trends that have shaped and continue to shape modern consciousness. This class takes very broad perspectives and moves quickly through several philosophical traditions.

**BAC333K Children and Social Policy**

This class explores the key social policy issues affecting the well being of children in the United States. Topics include welfare reform, at risk children, child abuse, public education, and the impact of deepening poverty on children. The goal is deeper understanding of the complexity of the problems, the viability of proposals for change, and the political processes important to policy decision making. Students explore ways in which social policy is impacted at the state and federal levels through techniques such as lobbying, lawsuits, demonstrations, projects and the legislative process. The goals of the class include strengthening the students' ability to sort through the public controversies, to develop their own framework for analyzing social policies affecting children, and to find ways to impact the policy process.

**BAC333P Wealth and Poverty**

Poverty in the midst of plenty is a striking aspect of American society. Many who think of themselves as middle class are struggling to maintain their life style. In this course students examine what has happened, especially in the last 25 years, to bring about this situation. Issues of poverty, such as homelessness and welfare reform, as well as the particular problems of women and people of color are examined. Students look at how changes such as downsizing have contributed to the economic struggles of the middle class and resulted in an upward redistribution of wealth. Throughout students read about the lives of people in differing circumstances, so that the human dimension of these questions is always in the foreground.

**BAC333U Nonviolence, Social Movements and Democracy Toward a Humane Future**

Nonviolent social movements have been an important vehicle for citizen action

in many countries and contexts. In this course students explore principles and methods of nonviolence, drawing on the work of Mahatma Gandhi, Martin Luther King Jr., and others. Students seek to understand the processes and strategies of nonviolent social movements and to explore the role of movements and other forms of citizen action in a democracy.

**BAC422D Critical Studies in United States History**

Throughout its history the United States (US) has often startled other nations by its choices. The nation instituted qualification-free suffrage from the beginning (at least for white men), but continued to defend slavery decades after many of the world's leading voices condemned it. Later, in an age of global economic trauma and politicized mass violence, the US remained remarkably insulated from the totalitarian ideologies that gripped much of the industrialized world. More recently, with ethnic and religious nationalism dominating recent history, the US has sought to project a single identity in spite of being an increasingly diverse society. Through works of American scholarship and popular literature, this course explores how and why Americans from the founding of the Republic to the present day have selectively embraced, redeployed, or rejected the world's influential ideas.

**BAC434H Facilitating Democratic Participation**

The turn of the 21st century may be the cusp of a new age of participation, in which greater numbers of people at all social levels are involved in ever more authentic and meaningful ways in the design of social systems. Whether participation takes the form of self-managed work teams setting their own agenda, or neighbors dialoguing in conversation,

cafes about world issues and avenues for social change more and more people are embodying the Jeffersonian vision of a politics of engagement. This course explores the promise of participatory processes that more fully embody such democratic ideals. Informed by theoretical perspectives in the democratic literature students examine numerous examples of contemporary participatory practice. Students also have multiple opportunities to observe, experience and facilitate participatory processes and explore applications of individual interest.

#### **BAC441E Postcolonial Voices**

The course explores postcolonialism from an historical perspective with particular attention given to Third World decolonizing movements against imperialism. Students are introduced especially to postcolonial feminist perspectives in order to understand the impact of imperialism and militarism on women and children in places such as South Korea, Okinawa prefecture, Japan, and the Philippines. The ways in which women in these countries are resisting and organizing against imperialism and militarism are emphasized. Students learn about issues such as military prostitution, Amerasian children, violence against women, and military toxics. The course utilizes critical as well as literary works of postcolonial theorists, activists and writers. Learning activities include lecture, small group discussion, film/video viewing, student presentation and reflective writing.

#### **BAC441F 20th Century Revolutions and Fascism**

This course explores 20th Century revolutionary movements and ideologies on the left and on the right. Topics include Soviet and Chinese communism, German National Socialism and Italian

fascism. The course offers a brief introduction to broader cultural and intellectual currents as they informed and shaped revolutionary ideas and aspirations in the first decades of the 20th Century. Attention is also given to relevant contemporary social and political developments such as the evolution of finance and industrial capitalism, the emergence of mass society, racism and nationalism, unconventional artistic movements, crises of gender and identity, global depression, imperialism, decolonization, world war and genocide. Readings include works from scholars offering innovative and controversial historical interpretations of the communist and fascist phenomena as well as works by prominent Twentieth Century revolutionary figures such as V.I. Lenin, Mao Zedong and Benito Mussolini.

#### **BAC442M History, Memory and Public Commemoration**

This course examines the ways in which individuals, social groups, political bodies and historians imagine the past and the conflicts that erupt when private memories, public commemorations and scholarly representations of historical events fail to agree. In the first part of the course, students consider a number of theoretical and methodological questions regarding the study of the past: What is the relationship between history and memory? How do different ways of comprehending the past challenge and complicate one another? How do we, as lifelong learners and politically and socially engaged citizens, draw on both in developing our own approaches to the past? In the second part of the course, students consider the various practices that shape social memory in our culture. The course draws from a range of disciplines, including history, literary and cultural criticism, psychology, anthropology and education.

## Math and Science

### **BAC302F Real World Math: The Human Foundations in Mathematics**

Every day we use mathematics. This course teaches students the skills they need to engage productively and confidently in situations requiring math. Students start by learning what math means and exploring how to look for patterns that underlie mathematics. Students then refresh their arithmetic skills and are introduced to algebra, geometry, statistics, and probability, always with an emphasis on practical applications of these in real world settings. Previously offered as Math for Math Phobics.

### **BAC302G Statistics**

This course offers a thorough overview of statistics, including statistical inference, binomial and normal distributions, modeling problems, hypotheses tests, and correlation and causality. Also covered are probability, number sense, problem solving, reasoning, discourse, connections, diversity, technology, assessment, and research standards. Projects utilizing the Internet and newspapers are required.

### **BAC310D New Paradigms in Health and Medicine**

This course explores complementary and alternative medicine as part of the evolution of a world medicine. Students use historical and cross-cultural references to investigate and critically evaluate the modalities of alternative (natural) medicine. Changes in the social organization of the delivery of health care in modern society and the crises faced as a result are examined, with particular emphasis on approaches that integrate diverse perspectives in health care. Designed for those interested in the future of health care, either as a provider or a consumer, the course stresses active

learning and reflects the interests and experiences of the class.

### **BAC310F Health Research: a Dose of Fact or Fiction?**

New and sometimes contradictory health research is reported every day. This course provides students with insight into the intricacies of such studies, as well as tools to begin to critically evaluate them. Designed for students with little or no background in science or medicine, this course starts with the basics of how researchers attempt to investigate questions such as: Do pesticides cause brain tumors or vaccines cause autism? Does taking aspirin prevent stroke? Are tests for early diagnosis of cancer effective? What is the best treatment for Alzheimer's disease? Students then explore how flaws in some studies, or even errors in reporting by the media, occasionally lead to false conclusions. Each student writes a critique of a human health study of her or his choice.

### **BAC311J Social and Environmental History of the Pacific Northwest**

This course provides an historical and cultural context for the environmental issues facing communities in the Pacific Northwest. Students develop an in-depth understanding of how environmental, cultural, industrial, and land use issues are interconnected, and how past and current life and work choices create the social landscapes and environmental outcomes that challenge us today. Guest presenters provide diverse perspectives and strategies to move toward environmental sustainability.

### **BAC312B A Field Course in Natural History**

This course looks at the natural history of the Puget Sound region through the lens of environmental science, equipping students to understand the world we

inhabit as natural systems. In addition to scientific resources, materials from other disciplines are integrated into the readings. The focus is on making the transition between what can be directly experienced through field trips and other experiential components and what can only be understood by analysis, deduction, and the formulation and testing of hypotheses. Class time is used for presentations, discussions, and possibly short field trips. Students, individually or in groups, complete a major project integrating a scientific foundation with other ways of seeing.

### **BAC312J Birds in the Imagination and in the Field**

Birds have fascinated humans in every culture and throughout the millennia. Taking a multidisciplinary approach, this course views 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. The symbolic role of birds as expressed through the literature, myth, art, and spirituality of several cultures is explored along with how birds serve as metaphors for one's own relationship with the natural world. The readings include scientific as well as literary texts. Access to a pair of field glasses is highly recommended (but not required).

### **BAC313K Companionship Animals and Their Humans**

This course explores various aspects of the human-animal bond. Students are exposed to a variety of topics, including health benefits of animal interactions, the influence of animals on human development, and animal-assisted therapy programs. Students examine the ethics of animal use, the relationship between animal abuse and

interpersonal violence, and pet loss and grief. Throughout the course, students develop a better understanding of their interdependence with domestic animal species through readings, class exercises, open discussions, and the presentation of diverse perspectives on these topics.

### **BAC313M The Darwinian Revolution**

This interdisciplinary course covers material drawn from the fields of intellectual history, natural history (geology, paleontology, and ecology), economic and social theory, evolutionary biology, and genetics. The course focuses on the intellectual origins, scientific content, and social and cultural impact of Darwin's evolutionary theory. Through a combination of lecture and discussion, the course examines one of the most influential episodes in modern Western intellectual history, providing an historical case study in the diffusion of scientific ideas. Students explore the intellectual origins and repercussions of one of the most well-known (but not always well-understood) successful and comprehensive theories in current life sciences.

### **BAC313N Controversies in Biology: The Biotech Revolution**

Dramatic advances in biotechnology have occurred in the past decade as a result of the blossoming field of molecular biology. The altruistic goal of the biotechnology revolution is to improve the quality of life for all humans, but is there a downside? In this course, students explore the controversy over genetically modified (GM) food, and the less controversial topic of gene therapy. Through lecture, critical reading, discussion, and a group project, students learn the science behind the creation of genetically modified organisms (GMO) and look at the pros and cons of genetic engineering in relationship to its impact on human health, the environment, culture, economics, and politics.

### **BAC316C Things Fall Apart: Historians Study Endings and Beginnings**

Historians neither poetize nor predict; they find contexts, see relationships, make distinctions, empathize, and analyze. Historians offer insights in order that we in the present might grasp our situation and act intelligently. In this course, students attempt to understand the historical situation in which we find ourselves, by finding similarities and differences with past eras in which people experienced both beginnings and endings. Students study the rise and fall of empires, including the Mayan, Greek, Roman, Islamic, 20th century German, and contemporary American.

### **BAC410C Alchemy and Science: Toward the Reimagination of Nature**

As the 21st century begins, the place of science as the mechanical paradigm that has dominated worldviews for the past 400 years is being reassessed and perhaps replaced by a more organic and feeling science—a science in some ways reminiscent of the alchemical worldview that preceded it. This course 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 the postmodern era of today. The goal is to develop a vision of science and nature that can sustain the future. The myth of Frankenstein guides students' discussion of the power, limits, and aspirations of the scientific worldview.

### **BAC410E Animal Behavior**

This course is an exploration of the diversity of behavior in animals, with an attempt to explain similarities and differences in behavior in terms of phylogenetic history and the operation of natural selection. The course focuses on how animals process and respond to environmental and social stimuli,

including influences of physiology, learning, and communication. Students explore the evolution of social behaviors, such as sexual selection, mating system, evolution, parental care, and human sociobiology. Field exercises provide practical experience in observation techniques.

### **BAC431E Environmental Philosophy**

This course introduces students to the many diverse philosophical viewpoints on issues of the environment, examining such topics as the history of environmentalism, environmental ethics, political and social ecology, deep ecology, eco-feminism, environmental racism, activism, and sustainability. The class emphasizes the students' ability to reflect on and articulate their own positions on the course topics, as well as discovering the occurrences, values, and influences that created the philosophies the students already have developed.

### **Leadership and Organizational Studies**

#### **BAC405G Turning the Ship: Organizational Change**

This course provides students of 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.

#### **BAC405H Creating a Culturally Competent Organization**

Based on experiential learning systems and multicultural theories, this course teaches students how to develop and sustain a culturally competent organization. Students learn how to look at cultural differences and similarities and how to move a mono-cultural organization to a multi-culturally competent

one. Attention is given to the impact of a dominant culture's invisible privilege on minority groups. Through scenario building and case studies, students enhance their capacity for critical thinking and facilitating change within oneself, diverse groups, organizations and communities.

#### **BAC4051 Far From Equilibrium Systems and the Challenge of Leadership**

This course introduces systems thinking and explores the profound implications for effective leadership, especially as applied to understanding the nature of change in human systems. Emphasis is placed on the role of leadership in encouraging these systemic shifts and in dealing with the inherent resistance to change from more traditional elements of current systems.

#### **BAC428C Research Methods for Practitioners & Activists**

This course explores traditions of participatory and action oriented research that seek to generate knowledge based on concrete local experience, as well as methodologies intended to effect change through the research process itself. Such methods are especially well suited to the purposes of practitioners seeking to improve workplace practices and/or activists assisting communities in taking action to overcoming injustices and oppressions. The major assignment is an applied research project that students undertakes in their workplace or community on a theme of special interest. (The projects can be done in teams.) Class sessions provide consultation and support for these projects, while placing them within a larger context of participatory and action research theory and practice. Course content includes the stages of research (from framing a question through presentation of

findings) and specific research tools such as collecting oral histories/stories, appreciative inquiry, resource mapping and focus groups.

#### **BAC428D Change Narratives: Stories for Collective Action**

Stories affirm experience. Stories facilitate learning. Stories inspire dreams. Stories galvanize action. Stories are a source of voice and power, the expression of relationships and patterns that help people engage in the complexities and messiness of existence. In sum, we make meaning and navigate life together using stories. This course explores the ways story can be used to guide organizational and community change, drawing from ethnography's focus on narrative and traditions of participatory and action oriented research. Participants enter into a dynamic interplay of theory and practice, alternately studying the underlying principles of story based change while engaging an application project utilizing stories in their own organization or community in iterative cycles of reflection and action. This course is designed for practitioners wanting to improve organizational practice and activists working for social change in life affirming ways.

## **Prior Learning and Service Learning**

### **BAC301E Learning from Experience Documenting Life Learning**

Adult learners bring considerable life experience to the completion of a B.A. degree. This class provides students the skills necessary to translate their life experience into potential prior learning credits. Class assignments take students through the concrete steps needed to accomplish this translation and help them understand how to integrate prior learning into their degree. This class is required for all students intending to document prior learning credits. Attendance at all classes is required. *Eligibility: All B.A. students planning to document prior learning.*

### **BAC301G Writing Prior Learning Experience**

This class is designed for students who are actively documenting life learning for college credit and guides them through writing their prior learning documentation packages. Emphasis is placed on learning how to organize prior learning into discrete disciplinary categories, write clear titles describing the content of the learning, identify specific learning competencies, and construct coherent, articulate, and comprehensive learning narratives. Students are given constructive feedback on their writing, and by the end of the quarter, complete prior learning packages that are ready for evaluation. *Eligibility: All B.A. students planning to document prior learning.*

### **BAC327G Service Learning Project: Womens Education**

In this learning activity, students participate in Antioch's Womens Education Project. Students learn about the lives of homeless women in our 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.

### **BAC327H Service Learning and Reflective Practice Seminar**

This seminar supports students who are doing service learning or social action projects in the community or engaging workplace internships. The sessions help students explore emergent issues and deepen their capacity for reflection in action within a context of peer collaboration. Expected outcomes include increased insight into the role of helper or change agent, better understanding of the dynamics of individual, organizational, and social change, and greater skill in interrelating theory with practice. Also expected is an increased clarity about one's values, motivations, and commitments regarding human empowerment, social justice, environmental stewardship, and/or organizational health.

# Center for Programs in Education

The Center for Programs in Education (CPE) provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and respond to contemporary challenges and opportunities for children, youth and adults. AUS education programs draw on current research and study the implications of that research for learning.

All offerings in the CPE promote constructivist pedagogy, critical reflection about practice in our increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions, and commitment to justice through transformative education. They 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 multi-culturally competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

## Meeting a Range of Needs

AUS offers degrees and certification preparation options that are available on and off campus.

- Bachelor of Arts in liberal studies completion with recommendation for a Washington state residency teaching certificate

- Graduate level courses leading to recommendation for a Washington State residency teaching certificate with the option to complete a Master of Arts in education
- Master of Arts in education
- Master of Arts and post-master's options leading to recommendation for a Washington State residency principal certificate
- Post-baccalaureate options leading to recommendation for the professional certificate for Washington state teachers

## Master of Arts in Education Campus-based

This flexible 48-credit program serves experienced educators teaching at all levels – PK-12 and beyond. Emphasis is on preparation for leadership in educational change and students have wide latitude to select a focus area unique to their needs and interests. Core courses explore broad issues of interest to educators in their everyday work.

Most courses are held in the late afternoon and occasionally on weekends. Intensive workshops also are available during the summer. All courses are designed to meld the best of contemporary theory and research with focused attention to applications in the students' own work setting. Independent study, research, and coursework in peer learning groups are important components.

Designed with experienced educators in mind, the campus-based M.A. Ed curriculum embodies the value the faculty places on the skills, knowledge, and talents students bring to their graduate work. Students have worked in a variety of settings with people of all ages. Fields include early childhood and K-12 education, adult and higher

education student services community college instruction English as a second language instruction training design public service education and community education in ecology health and the arts

Graduates typically use their expanded knowledge base and professional experience to promote and to lead efforts for change in their schools districts colleges businesses and communities Many have received local statewide and national recognition for designing new educational models and approaches for creating programs dedicated to address inequity and social justice

### **An Emphasis on Student Choice and Self direction**

Each student pursues areas of professional interest in the program through student selected studies These studies may take many forms including participation in self directed independent study collaborative projects special topic courses offered in the education programs related courses from other departments at AUS or internships and field experiences

The course offerings in selected areas change yearly to reflect interest areas of students and faculty Sample selected area classes include

- Culturally Responsive Curriculum
- The Moral Classroom
- Program Development Negotiating Power and Interests
- Inclusive Classroom Practices
- Literacy Across the Curriculum
- African American Issues in Education
- Adult Literacy
- Environmental Education
- Arts Media and Culture

In addition to the selected studies research projects enable students to

examine in detail an area of professional interest Students design their projects to pose and answer questions important to their work as educators

### **A Collaborative Learning Environment**

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

## **Principal Preparation**

On campus masters candidates can also prepare to be principals Those who already hold master's degrees may participate in certificate preparation only Classes generally meet over an extended weekend once a month

## **Master of Arts in Education Site-based**

The site based Master of Arts in Education offers experienced educators a convenient and supportive program for continuing their professional development Most of the coursework is offered at schools located near where students teach or live with an afternoon and weekend schedule that is established by students in each group Full time core faculty and expert associate faculty teach most classes and handle student advising Adjunct faculty and guest instructors present courses or shorter offerings in their areas of expertise

### **Coursework is organized around four interdisciplinary areas**

- Leadership and change
- Diversity and equity
- Curriculum and teaching (with a student selected subject area concentration)
- Practice centered research

This integration of theory and practice is a hallmark of the education offerings at AUS. Each quarter students put into practice and test what they are learning in the program, applying theories and examples from courses to the work they do every day. As part of the curriculum and teaching area, each student focuses on a specific content area related to his or her teaching practice — by taking courses at AUS or at other universities, working independently or forming collaborative groups.

### **An Emphasis on Leadership and Innovation**

The site-based Master of Arts in Education is designed for educators who want to become creators, analysts, and leaders for responsible and far-reaching educational change. The overall curriculum can be tailored to local interests in education reform and social justice, such as assessment, multicultural education, restructuring classrooms, or curriculum design for a particular subject area. Faculty members design the courses around the particular interests of the group, bringing in special readings and guest speakers with expertise in the area of interest.

Students are part of a cohort that progresses through the program together with the flexibility at certain points to take courses or other offerings related to individual areas of interest. Students are encouraged to use collaborative learning, group investigation, learning through

personal reflection, and research and inquiry focused on innovative practice.

### **Experienced Educators Admission Criteria**

In addition to fulfilling the general admission requirements of AUS, applicants must demonstrate:

- Completion of a B.A. or B.S. degree
- Graduate level academic skills
- One year or more of experience in the field of education
- Evidence of critical thinking and effective writing skills
- Evidence of being able to make a contribution to a professional learning community
- Evidence of a commitment to being an initiator of and leader in educational change
- A current resume

### **Experienced Educators Degree Completion Requirements**

- Completion of 48 credits
- Completion of all degree work in a timely fashion
- Completion of a research or inquiry project

## **Teacher Preparation Cohorts (Residency Certification)**

The CPE provides teacher preparation based on:

- Progressive, values-driven education
- Learning community models that emphasize collaboration rather than competition
- Current research and its implications for optimizing learning
- University faculty who model innovative instructional practice

- Extensive hands on learning through field placements in public schools with diverse populations
- Courses emphasizing cultural pluralism social justice and educational change with new visions of teaching learning and schooling
- Engagement of adult students in self exploration empowerment and whole person learning

Students are grouped in cohorts in which supportive professional relationships develop that benefit students and faculty alike. Courses are offered during the day or in the late afternoon and evenings. All cohorts have some daytime field placements and some Saturday classes.

AUS prides itself on requiring extensive field experiences that promote ethical practice and social responsibility. Courses and field experiences emphasize cultural pluralism and social justice. This philosophy emerges from Antioch's long tradition of providing access to higher education for underrepresented groups. AUS continues this tradition by promoting diversity and equity issues in every course offered. The faculty believes education is a powerful vehicle for social change.

## Undergraduate Teacher Preparation

AUS's Bachelor of Arts completion with teacher preparation provides opportunities for paraprofessionals instructional assistants in public schools and other persons experienced in school settings or in work with children to obtain a bachelor's degree and qualify as public school teachers. Owing to the demographics of the school paraprofessionals in this region the program provides an excellent means

for public school educators of Washington to increase the number of teachers of color.

### An Integrated Approach

The design of this program incorporates the values and core competencies of AUS's B.A. in Liberal Studies Program (a bachelor's completion program) and teacher preparation. AUS's core competencies in the B.A. program require demonstrated success in:

- Communicating
- Critical thinking
- Understanding of self
- Understanding of society
- Integrating theory and practice

### Admission Criteria

In addition to fulfilling Antioch's general admission requirements, applicants must have:

- 85 to 90 quarter credit hours from regionally accredited institutions
- A minimum of 40 hours of working with groups of students in elementary or middle school classrooms
- A high degree of literacy in all basic skill areas
- Two letters of recommendation
- A current resume
- Washington Educators Skills Test — Basic (WEST-B) passing score required for certification
- Evidence of strong positive moral character

### Degree Completion Requirements

- Completion of 180 credits including at least 96 at AUS
- Successful completion of field experiences including student teaching
- Completion of degree work in a timely fashion

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

## Graduate Teacher Preparation

Graduate teacher preparation emphasizes social change and innovative program design. Options include specializations within PK-12 education with the opportunity to complete the Master of Arts in Education degree.

Students come from a variety of backgrounds including health, social services, business, childcare, engineering, home making, the arts, and computer sciences. They are eager to meet the challenges and complexities of teaching in schools with diverse student populations.

Candidates learn to

- plan and implement curriculum that meets the needs of diverse students
- teach in diverse classroom settings
- manage the material and human dynamics of the classroom
- nurture the holistic development of all students
- develop computer literacy and use educational technology in the classroom
- perceive and reflect on one's role as a teacher
- communicate effectively with students, colleagues, parents, and community members
- assume leadership roles to advocate for children

The Master of Arts in Education is available to students in the Graduate Teacher Preparation Program. Additional courses provide opportunities for

students to explore significant questions about teaching and learning through classes, research, collaborative learning groups, and intensive work with a faculty adviser. Students focus on action research, models, social change, and curriculum design and analysis. The master's program culminates in completed inquiry projects.

### Graduate Teacher Preparation Admission Criteria

In addition to fulfilling the general admission requirements of AUS, applicants must have

- A B.A. or B.S. degree
- Undergraduate cumulative GPA of 2.5
- Minimum of 40 hours of working with groups of students in school classrooms
- High degree of literacy in all basic skills areas
- Evidence of strong, positive moral character
- Two letters of recommendation
- A current resume
- Approved plan for completion of endorsement requirements
- Passing score on Washington Educators Skills Test — Basic (WEST-B) or meet criteria for exemption

### Completion Requirements for Graduate Teacher Preparation

- Completion of endorsement requirements
- Successful completion of field experiences, including student teaching
- Completion of all coursework in a timely fashion

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

## **Master of Arts in Education Degree Requirements**

- Completion of all coursework in a timely fashion
- Completion of research or inquiry project

Credit loads vary depending upon the location and the expectations for endorsement work completed outside of our program. On campus students are expected to complete many of the endorsement requirements on their own; thus Antioch offers 62 credits for teacher preparation only and 74 total credits for the master's degree completion. Off campus programs are more likely to include endorsement; thus 96 credits are offered.

## **Professional Teacher Certificate Preparation**

Preparation for the professional teacher certificate is offered under the auspices of the Center for Programs in Education in collaboration with the Center for Continuing Education (CE). There are two professional preparation options: one for students interested in completing a master of arts in education for experienced educators and one for students who want only a professional teacher certificate.

### **Professional Teacher Certificate Preparation Only**

Candidates are accepted on an open admission basis and they complete the requirements for the Washington state professional teacher certificate. Both a pre assessment and culminating seminar are required for a total of five non degree credits and three one credit (non degree) seminars support the candidates' documentation of the required criteria.

The remaining seven core credits are selected in consultation with an AUS adviser and can include classes offered at Antioch, at other institutions and through CE. Learning opportunities offered through the school districts, ESDs or other professional development organizations can be part of independent study credit work. These courses and learning opportunities should support the candidates' progress and completion of their professional growth plans.

### **Integrated into the Master of Arts in Education Degree**

Students complete a master of arts in education (M.A. Ed.) and integrate their work toward a professional teacher certificate into their graduate coursework. They must apply to and be accepted into the experienced educators M.A. Ed. program. Both a pre assessment and a culminating seminar are required for a total of five non degree credits. The remaining core credits (minimum 10) are aligned with the candidate's course of study for the M.A. Ed. Candidates complete the work for recommendation for professional certification and provide evidence of successful completion of their professional growth plan through established graduate coursework.

### **Admission Criteria**

Candidates must be employed full time to begin the program and submit:

- A completed application form
- Verification of valid Washington state residency certificate
- Official transcripts for all non Antioch college and university coursework
- Verification of status as a contracted teacher in a public or state board of education approved private school
- A draft of a professional growth plan (developed at completion of his or

her residency certification program)

- Recommendation for entry signed by the building principal or designee
- Fulfillment of criteria: application and fees for admission to the M.A. Education Programs for Experienced Educators for candidates intending to complete the degree

### **Completion Requirements for Professional Teacher Certificate Preparation**

Successful demonstration of competence as indicated by evidence presented in final portfolio

## **Education Courses**

### **BATC310 Schooling in America/ EDU556D Educational Foundations (3)**

In this course students investigate and discuss fundamental foundations of schooling. Topics include educational philosophy, culture, power, socialization, values, and the study, construction, and dissemination of knowledge in the context of a multicultural nation state.

### **BATC311 Children in America (3)**

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

### **BATC320 Reflective Practice (3)**

In this seminar students begin an exploration of themselves as future educators through a cognitive process of reflective practice. Students explore topics such as: What is education? What concerns and questions define the field of teaching and education? How do paraprofessionals and prospective teachers define their relationship to the field of teaching and education?

### **BATC321/ EDU527D Curriculum and Instruction (3)**

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

### **BATC330 Child and Adolescent Literature (3)**

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

### **BATC331 Literature: Exploring Lives Through Story (3)**

This course engages students in reading and writing stories so they can appreciate the value of fictional and/or autobiographical stories in the classroom. Reading a variety of fictional stories and memoirs, listening to oral tales, and writing personal stories form the study of the personal influences in our understanding of Americans. Readings have been selected to broaden students' understanding of how personal narrative shapes and stimulates the American collective consciousness. As students find themselves captivated in the story, it is hoped they will be encouraged to integrate multiple and diverse voices through story in their classrooms. Students develop an instructional unit in a collaborative project as part of the course.

**BATC340 The Joy of Writing (3)**

This course is intended to give the future teacher extensive experience in written composition. The class approaches writing as a way of knowing and understanding the world by requiring students to compose in a variety of genres.

**BATC350/EDU590 The Meaning and Practice of Social Studies (3)**

The National Council for the Social Studies defines social studies as an integral study of the social sciences and humanities to promote civic competency. The council goes on to state that the purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society, students examine the knowledge and skills needed to participate as responsible and effective citizens in an increasingly complex world.

**BATC351 Teaching Life Science with Lab (3)**

The great Northwestern natural environment is the laboratory for the students in this class. During field trips to Puget Sound, mountains and forests, students learn about the flora and fauna, and the development and processes that create the Northwestern ecosystem.

**BATC352 Math Content I (3)**

This course, the first of a two-quarter sequence, involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course focuses on concepts, skills and processes of number

sense and algebraic sense with emphasis on problem solving and communication. Students use hands on materials to solve problems as they develop stronger personal understandings of concepts such as number systems, place value, computation, patterns and relationships. Students also use written and oral communication to explain their understanding of math concepts and their problem solving strategies. A major focus of this course is to explore ways that mathematics is an integral part of life and is accessible to all learners.

**BATC352A Instructional Methods Math (3)**

Students learn theories and a variety of approaches to teaching math. The coursework emphasizes number sense, patterns and algebraic sense, geometry and measurement, and probability and statistics. Using manipulatives, students explore problem solving, reasoning, communication and connections.

**BATC353 Teaching Social Studies (3)**

Students learn to view social studies as a central interdisciplinary aspect of the curriculum that addresses the student as a present and future world citizen in a multicultural world. Attention is given to teaching methods that foster conceptual learning, inquiry and creativity.

**BATC353A/EDU558 Social Studies Concepts (4)**

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

**BATC354 Arts and the Imagination (3)**

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

**BATC354A Teaching the Arts (3)/EDU526M Integrated Arts Instruction (3)**

This course integrates the creative arts (music, visual arts, drama, and creative movement/dance) into planning academic, technological, and multicultural curricula for K–8 classrooms. Students are introduced to the basic elements, principles, related concepts, and vocabulary of the creative arts, and learn to apply district and state (EALR) guidelines for the creative arts curriculum. The course expands the participants' exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

**BATC354C Arts, Culture and Learning (3)**

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual, and artistic views of the arts collide, harmonize, or collude — what are these world views? These are the essential questions that drive this course. Participants deepen their understanding, appreciation, and confidence in guiding their potential students and themselves into the core of being human — generating beauty, communion, and the zest for life. Students work in an environment where they can explore with joy, humor, good times, and purpose the diverse ways the arts can articulate soul and bring forth community, self-expression, and celebration.

**BATC360/EDU521F Multicultural Education (3)**

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

**BATC361/EDU521H Critical Issues in Native American Education (3)**

This course addresses educational issues from birth through adulthood in Native American communities. The course pays particular attention to the Pacific Northwest community. Emphasis is placed on solutions for current educational issues and how to involve families and communities with schools and other education institutions.

**BATC370 Child Development and Educational Psychology (3)**

This course increases students' understanding of the various stages and types of development of young children and early adolescents, and equips them to deal with the profound impact on the educational process of students' psychological, social, physical, moral, and ethnic identity development.

**BATC399 Independent Study (2-4)**

Through a selected course, independent contract, or cohort designed seminar, students engage in focused study in an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge, and lines of inquiry that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

**BATC400 Field Experience I (3)**

Students explore the diversity of teaching and schooling through visits to various schools and by participating in the diverse educational practices available at the schools. Through exposure to many schools in a number of school districts, students gain a wider vision of the possibilities of teaching.

**BATC410/EDU502S Literacy Issues and Methods I (3)**

This course provides an overview of critical issues in reading and writing. Students learn the theories and practices of teaching reading, writing, and communication skills. The course considers the full spectrum in the field of literacy, from whole language to direct instruction methods and theories. Particular emphasis is placed on beginning reading development and reading as the construction of meaning.

**BATC410A/EDU502T Literacy Issues and Methods II (3)**

In this course, students continue the study of literacy teaching and learning. The focus is on creating classroom contexts that support all students reading and writing development, including those with special literacy needs.

**BATC451/EDU591 Teaching Physical Science with Lab (3)**

Chemistry, physics, astronomy, geology, and investigating the nature and properties of non-living matter are the focus of this course. The course includes laboratory activities.

**BATC452 Math Content II (3)**

The second of a two-quarter sequence, this course involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course covers math concepts, skills, and processes

of geometric sense, measurement, probability, and statistics with emphasis on problem solving and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as geometric shapes and their properties, measurement uses and appropriate tools, exploring uncertainty and data gathering and analysis. Students also use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. A major focus of this course is how mathematics is an integral part of life and accessible to all learners.

**BATC453/EDU592 English as a Second Language (3)**

This course focuses on theories of teaching English as a second language as well as strategies that classroom teachers can use to support the learning of multilingual children.

**BATC454 Health, Fitness, and Safety Education (3)**

This course surveys curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

**BATC455/EDU514E Schools, Society, and Technology (3)**

Students are introduced to technology curricular concepts as well as to effective strategies for science and technology instruction. The course models innovative practices, reviews resources, and explores authentic assessment tools. Multicultural issues in technology education are highlighted.

**BATC456 Current Assessment Practices (3)**

This course focuses on the development and use of effective classroom assessment practices, both formal and informal, to guide instruction and ensure the continuous intellectual, social, and physical development of learners. Assessment

is an everyday on going part of the classroom environment from organizing instruction to formal evaluation of learning and grading. Pre service teachers explore various forms of classroom assessment with particular emphasis on performance assessment performance criteria assessment rubrics learning logs and journals observation checklists graphic organizers interviews and conferences grading systems and student led conferences using portfolios. Students receive an introduction to large scale standardized assessments including the Washington State Essential Academic Learning Requirements and the Washington Assessment of Student Learning.

#### **BATC460/EDU508E Children with Special Gifts and Needs (3)**

This course addresses several special needs areas including gifted education special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

#### **BATC461/EDU503D Classroom Management and Discipline (3)**

In this course students explore a broad 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.

#### **BATC462/EDU526 School Law and Child Abuse (2 3)**

This course presents an overview of the law and legal issues facing all educators today including student discipline professional liability teacher certification code of professional conduct special education and other important constitutional law issues. Legal issues of

child abuse and neglect are an important part of this course and students learn how to identify abused children how to report child abuse to authorities how abuse affects students' development and strategies for child abuse preventative education.

#### **BATC470/ EDU510 Student Teaching (9 12)**

During student teaching students are responsible for

- Presenting a positive professional and leadership role in the classroom and school
- Writing teaching assessing and reflecting upon lesson plans curriculum units and an instructional sample
- Videotaping and critiquing two lessons
- Securing feedback from the host teacher and faculty supervisor and refining one's performance accordingly
- Participating in both formal and informal evaluations

#### **EDU501C Curricular Project Development Bridging Classrooms and Communities (2)**

Through guided and independent study students develop a self directed curricular project that connects teaching and learning with crucial topics and issues facing humanity and the planet. These projects center upon creating models of teaching and learning that foster broad global awareness highly informed social knowledge and active civic engagement. The project can involve either leading a new or upgraded curriculum for students or leading an in service training for colleagues. Students develop a learning contract that outlines their goals and intentions for completing a process of developing implementing and assessing their curricular development project.

### **EDU502B Instructional Methods Mathematics I (3)**

The first part of a sequence on mathematics teaching, this course focuses on creating understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives, and written explanations. The concepts of number sense, algebraic sense, and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled. The integration of multicultural ideas and literature is stressed. Students develop their abilities to design lessons that are mathematically worthwhile and incorporate Washington's Essential Academic Learning Requirements.

### **EDU502C Instructional Methods Science (3)**

In this course, students are introduced to science curricular concepts and learn effective strategies for science instruction. They experience innovative practices and models, review resources, and explore authentic assessment tools throughout the class. Multicultural issues in science education are highlighted within each topic.

### **EDU502D Instructional Methods Social Studies (3)**

In this course, students examine the complex issues involved in social studies education. Students learn to integrate the content of history, civic ideals, people and places, and issues of power and authority in society by applying best practices in planning, instruction, and assessment. This is done in the context of the National Standards for Social Studies and the state's Essential Academic Learning Requirements.

### **EDU502Y Instructional Methods Health Education & Physical Education (2)**

This course surveys curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

### **EDU502Z Instructional Methods Integrating the Arts (2)**

What are current perspectives about blending arts such as dance, drama, music, and visual art into academic disciplines? How can the two create synergy, motivation, and deep understanding of the interlinking concepts, skills, and knowledge of each to help empower the learner? How does the creative process transform the classroom? Integrating the Arts explores these questions through various methods that are a lively fusion of practice, theory, and possibility, all grounded in an experiential context.

### **EDU503F Classroom Culture and Management (3)**

Students thrive in classrooms in which the rhythm of the work complements and enhances the energies of the students. Time management, task management, and pacing of instruction are important components of the rhythms of a classroom. Classrooms are also small communities, and through democratic design, they can support and develop the skills students need to be productive members of a democratic society. This course provides students with the opportunity to explore effective management designs for secondary classrooms.

### **EDU506A Foundations of Environmental Education (3)**

This course provides students with an introduction to the conceptual and philosophical basis for environmental education. Students gain an understanding of the history, definitions,

rationale and principles of environmental education while exploring different approaches to environmental education

### **EDU506B Methods of Environmental Education (3)**

This course provides students with an introduction to environmental education teaching methods for formal, informal, and non-formal settings. Students experience and examine various teaching methods commonly used in environmental education and evaluate the applicability and efficacy of each. Through readings, discussion, written assignments, participation, and observation, students gain an understanding of the philosophy, history, content, and current practices of environmental education. Students examine and critique several environmental education curricula and develop a thematic plan as a final class project.

### **EDU506C Environmental Interpretation (3)**

Environmental interpretation is defined as an educational activity that reveals meanings and relationships through the use of original objects by firsthand experience and by illustrative media, rather than factual information. More simply, environmental interpretation is an approach to communicating about the environment. It involves translating the technical language of a natural science or related field into terms and ideas that people who aren't scientists can readily understand. This course examines the history, philosophy, and current trends of environmental interpretation and uses them as a theoretical framework for creating effective environmental interpretation programs. Students examine and critique several environmental communication programs and develop an environmental communication plan as a final class project.

### **EDU507A Human Development (3) /EDU507E Adolescent Development (3)**

Effective instruction is dependent upon the teacher's knowledge of the students they teach. This course explores (1) specific theorists and themes in human development, (2) the possibilities for individual change, (3) the complexities of an individual's life at any given time, and (4) the influences of environment, culture, and schooling. Students explore development from diverse schools of thought — behavioral, psychoanalytic, social, contextual, and cognitive theories — and from several dimensions of experience — physical, emotional, social, and moral. Cognitive, aesthetic, and spiritual. Students acknowledge the theories of human development they will use in their classroom practice.

### **EDU508A Child Abuse and Neglect Issues (1)**

This course, offered as a combination of an on-campus and independent study class, introduces pre-service educators to numerous child abuse and neglect issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development, and strategies for child abuse prevention education.

### **EDU512B Instructional Methods Mathematics II (3)**

The second part of a sequence on mathematics teaching, this course continues the study of how children learn mathematics concepts and skills, focusing on concepts of measurement, geometry, probability, and statistics. A wide variety of instructional and assessment techniques are covered. The integration of multicultural ideas, literature, and technology is stressed. Students develop their abilities to design mathematics lessons that are mathematically worthwhile.

and incorporate Washington's Essential Academic Learning Requirements

#### **EDU514B Technology in the Classroom (2)**

Students use their own experiences with computers to address the interaction between computers and learning theory. They have opportunities to improve their personal computer skills. Emphasis is placed on designing, building and using cognitive tools that can assist diverse learners in their understanding of curricular content. Of particular importance is the use of computers to enhance higher order thinking skills in a way that demonstrates congruence between Washington's Essential Academic Learning Requirements and appropriate assessment strategies.

#### **EDU515 Literacy Issues: Reading and Writing in the Content Areas (3)**

This course covers strategies for developing the writing ability and reasoning skills of students in the content areas of course participants and multiple ways to assess and improve the reading skills of students in these content areas.

#### **EDU516H/G Instructional Methods: Mathematics and Science or Language Arts and Social Studies (4)**

This course asks students to deepen and expand their methods of teaching in their subject matter. Students study effective instructional strategies in their fields and plan lessons that make their content knowledge relevant to the lives of students.

#### **EDU516I/J Instructional Methods II: Science and Mathematics or Language Arts and Social Studies (4)**

Students integrate and apply their knowledge of the nature of adolescents (including those with special needs), classroom management considerations and the issues and teaching strategies in

their subject areas. They also address curricular and outcome expectations related to national, state and local standards by completing and exhibiting yearlong curriculum plans.

#### **EDU517A Seminar I (1)**

Students begin to create a community of learners through a process that examines their personal histories and beliefs and develops each student's voice and authority as a teacher.

#### **EDU517B Seminar II (2)**

Teaching as a profession involves much more than the skills necessary to conduct a productive classroom setting. Teaching as a political activity to promote equity and justice through education involves a high degree of confidence and flexibility in your own position within the profession as well as exceptional communication skills.

#### **EDU525 Introductory Seminar (2)**

This course is required of all students new to the campus-based M.A. Ed. program. It is designed to create a collaborative and academically challenging environment within which students find the support they need to develop as educators during their graduate school experience.

#### **EDU527I Curriculum Studies and Reflective Practice (4)**

This course delineates 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.

#### **EDU534D Inquiry and Research (4)**

Designed for the educator as researcher, this course 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. They also try out various methods of qualitative research and consider which research orientations and designs will help them pose and answer questions important to their work as educators.

#### **EDU535C Leadership and Reform (4)**

This course provides 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.

#### **EDU537A Diversity and Equity (4)**

Students begin by constructing a critical and historical context for today's issues of race, class, and gender, and then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to the 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 all social groups, especially those holding lesser power, privilege, status, and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can deal with cultural differences in the classroom.

#### **EDU538 The Moral Classroom (2)**

This course focuses on theories of moral development and moral education.

Among the questions considered are: "What do we mean by moral? What is a moral person? How can we as educators create moral environments? How can we facilitate our students' moral development? How can we integrate moral education into the curriculum? To accompany this class, students may arrange with the instructor to develop a learning contract for an additional one-credit independent study which explores in greater depth an area of theory and practice in moral development, education, and curriculum.

#### **EDU539A Special Education in Inclusive Settings (2)**

Designed for the practicing teacher, this course helps students to develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with mild learning and behavior problems in inclusive classrooms. The course also addresses instructional strategies that are proactive serving as a preventive approach to behavioral support. Through course readings and discussions, students learn positive methods for strengthening appropriate social behaviors and reducing problematic classroom behaviors. The course also helps students to understand how their classroom management techniques fit into a more comprehensive, school-wide behavior support system.

#### **EDU540E/F Leadership Seminars I II (4 each)**

Students engage in a series of interrelated seminars focused on various types of projects for educational change and school reform that teachers have helped to define and lead.

#### **EDU541A/B Clinical Action Component I II (2 each)**

The clinical action independent studies

permit students to look closely at aspects of what they are doing or of something close at hand that is of special interest. This may take the form of investigating and reflecting on new ways of carrying out professional responsibilities.

#### **EDU541E/F Research Project I II (4 each)**

Each student carries out a research project of strong personal interest involving an issue or problem central to contemporary schooling. The studies range widely; all address practical questions and most employ quantitative and qualitative action research methodologies.

#### **EDU541H School and Community Relations (3)**

This course addresses the influences of families and teachers' attitudes, school leadership, school climate, and district, state, and federal policies on the lives of schools. Special attention is given to the ways in which selected policies and mandates aid or obstruct efforts to reach out to families and the community. Students investigate the effect of the school's family and community involvement on students' learning.

#### **EDU542A Leadership and Change (3)**

This course provides an overview of the wide landscape of educational change in American schools and society, past and present. Students gain a broad perspective on the critical issues of reform and innovation so they are able to evaluate the merit and effects of change projects.

#### **EDU542F Introduction to Research (3)**

This course explores the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They

learn research design with particular attention to teacher-conducted action and participatory approaches and consider which research orientations will help them pose and answer questions important to their work.

#### **EDU542H Research Proposal (4)**

Students participate in a research seminar that combines individual work and group study. The seminar provides support for students in defining a research area of interest, conducting a literature review, and preparing a research project proposal.

#### **EDU545 Oral History (3-4)**

This course, in the qualitative research series, introduces the collection of oral histories to master's students. Students read about the use of oral histories in Native American communities as well as in public and tribal schools. They learn how to design and do an interview as well as how to analyze relevant documents. Each student identifies a researchable question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

#### **EDU546 Constructivist Pedagogy in Adult and Higher Education (2-4)**

Constructivism is the predominant learning theory and the philosophical underpinning of many of today's educational endeavors. However, although learner- and learning-centered constructivist ideals often are espoused by educators, teaching practices seldom match the rhetoric. The purpose of this course is to develop a deeper understanding of constructivist principles, the pedagogical practices that manifest those principles in our teaching, and the social, political, and institutional forces that often limit teachers' efforts.

**EDU553C Research and Grant Writing (4)**

This course is a combination of research methodology and application process. Students have the opportunity to locate funding sources and then write a grant for a project of their choice.

**EDU555 Teacher as Professional (2-3)**

In this course teaching candidates reflect upon the goals they have for themselves as professionals. They prepare their portfolios and draft their professional development growth plan.

**EDU556D Educational Foundations (3)**

This course surveys the social, philosophical, and historical traditions that have shaped American education. Issues of diversity and inequality are explored, as are the social, political, and moral dimensions of classrooms, teaching, and schools.

**EDU598 Politics of Education (4)**

This course is designed to engage students in a critical thinking process and enhance their practical and analytical abilities in the area of popular education. It also serves as a practical way to introduce the learners to the effect and understanding of the methods of politics in the educational arena on both local and state political issues. Students develop an understanding of theory and practice in historical and contemporary contexts of popular struggles. This course includes hands-on opportunities to design and present popular education methods while identifying and exploring ways to respond to current issues facing education stakeholders.

**EDU559 Changing Schools (2-3)**

In this course, students explore the knowledge and tools needed to bring about change within educational

settings. Students examine many issues together and also have an opportunity to look in greater depth at an area of current reform in which they are personally interested.

**EDU571 Teacher as Researcher (4)**

Students investigate various methodologies and practices in education research. They explore the roles and responsibilities teachers have in conducting research in their own classrooms.

**EDU572A/EDU572B Project Planning and Project Completion (4 each)**

This sequence provides a structure within which students can create and implement an inquiry-based educational project. Students submit a report that demonstrates successful completion of the project.

**EDU597 Subject Area Concentration Independent Study/Elective**

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 that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

**EDU599 Independent Study (2-4)**

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 that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

**EDU601A Inquiry Proposal (4)**

This study begins the inquiry project work. Each student develops a proposal which 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 that will be used for investigation and interpretation.

**EDU601B Inquiry Development (4)**

Students who have had their inquiry proposal approved by their advisers may register for Inquiry Development. These credits consist of the development of a focus and the collection of data that allows for experiential understanding of the chosen investigation. Evidence of data collection includes curriculum development work, interview transcripts, observation notes, and the researcher's journals.

**EDU601C Inquiry Report (4)**

Inquiry Report is the culmination of the inquiry project. The report consists of an introduction that articulates and updates the elements of the proposal, the literature review, the findings, and a discussion or interpretation of the findings.

**EDU701 Leadership for Affirming Diversity & Equity (4)**

In this course, students explore the benefits of multicultural perspectives for emerging leaders and look at how personal, social, political, cultural, and educational factors affect the success or failure of all students in today's classrooms. Social justice is firmly embedded in this view of multicultural education. Drawing upon the experiences each student brings to the course, the students develop as educators and leaders

who work for social change in their schools and communities.

**EDU767 Instructional Leadership and Supervision (4)**

The course focuses on the leadership role of the supervisor in the teaching and learning process. Curriculum development, instructional improvement, and developing the capacity of others to become curricular and instructional leaders are key elements.

**EDU768 Shaping Organizations Management and Leadership in Education (3)**

Students examine qualities of effective leadership and management, organizational skill development, organizational behavior, and change in organizations.

**EDU769 School Law and the Administrator (3)**

This course explores school laws that affect the legal relationships schools have with students, teachers, parents, and community.

**EDU770 Financial Leadership (3)**

Students develop an understanding of the problems and procedures of management functions, including transportation, property control, food services, facility maintenance, purchasing, insurance, and investments. Ways to apply technology to financial management are addressed.

# Center for Programs in Psychology

The Center for Programs in Psychology (CPP) provides higher education and training in the theory and application of psychology in a variety of settings. The curriculum promotes values of ethical practice, social responsibility, and cultural pluralism, and the classes promote self-exploration, empowerment, and whole person learning. Antioch balances traditional and contemporary perspectives in the field of psychology. The faculty educates students to become informed and effective practitioners and change agents in our complex world.

## **Doctorate in Psychology (Psy D ) Program**

The Psy D Program educates students as professionals in clinical psychology and as scholars in psychology in order to promote health, education, and human welfare. The curricula advances students in the broadest and most liberal manner including the conduct of research in psychology. The program promotes the highest standards of ethics, conduct, education, and achievement in a manner that balances traditional and contemporary perspectives so that students become responsible change agents in our complex world.

## **Master of Arts in Psychology — Art Therapy (AT/CCFT or AT/MHC)**

Students develop competencies in art therapy concurrently with earning a master's degree with either the Child Couple and Family Therapy Program or the Mental Health Counseling Program.

## **Master of Arts in Psychology — Child Couple and Family Therapy (CCFT)**

Students in the CCFT program develop clinical competencies for the effective practice of child, couple, and family therapy.

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

Students in this program pursue a self-directed, individualized course of inquiry in psychology. Students may explore any area of interest through the disciplinary foundation of psychology. This course of study does not lead to clinical licensing or certification.

## **Master of Arts in Psychology— Mental Health Counseling (MHC)**

Students in the MHC program acquire comprehensive skills for the practice of counseling.

## **Post Masters Certificate in Art Therapy (PMAT)**

Students specialize in graduate level training for mental health professionals who wish to add clinical competencies in art therapy.

## **Career Choices for M A graduates**

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

## **A Commitment to Diversity**

AUS's psychology programs reflect the university's commitment to diversity in at least three distinct areas:

- (1) Curriculum** Skill based classes and field experience address emerging issues and trends and promote the 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 to serve a diversity of people.
- (2) Faculty** CPP faculty members all bring broad professional experience and diverse backgrounds in education to Antioch University Seattle. In addition to their teaching and advising responsibilities, they are active in their communities and/or in private practices.
- (3) Student Population** Psychology graduate students at AUS vary in age, background and professional experience, as well as ethnicity. Many have worked in psychology related fields, such as substance abuse or crisis hotline work. Some are homemakers preparing to re-enter the workforce. Others are leaving professions such as banking, law or education to prepare for a different career. A few enter immediately after receiving their undergraduate degrees.

## *Clinical Master of Arts Programs*

### **Program Design**

The clinical programs offer both the academic and practical training needed to work in diverse settings. All programs are academically rigorous, intertwining theory and practice through classroom learning and an internship, with an emphasis on multicultural competencies. Upon graduation, students meet the educational requirements which, along with appropriate supervised practical experience, allow them to be licensed as mental health counselors, marriage and family therapists or clinical psychologists in Washington and in most other states. Art therapy students meet the educational requirements for additional registration as an art therapist (ATR).

### **Commuter Option**

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

### **Internship Experience**

All students participate in field based practica. These experiences in professional settings enable students to validate and clarify the theory they acquire in the classroom while they develop their own roles as clinicians. The combination of coursework and supervised field experience fosters self awareness and understanding of ethical and professional guidelines critical for practice. Examples of practica and internship sites include:

college counseling centers group homes homeless shelters youth and family services community centers public mental health clinics jails penitentiaries and in patient psychiatric hospitals

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

- Completion of one of the following academic prerequisites

Theories of personality abnormal psychology and developmental psychology courses with a minimum grade of C taken within the last 10 years

—OR—

A bachelor's degree in psychology completed within the last 10 years with a GPA of 3.0 or higher on a 4.0 scale

- Completion of 100 hours of practical experience in a helping relationship role in an educational and/or human services setting. Experience may be volunteer or professional
- Two letters of recommendation: one from a professional who has provided oversight of practical experience and one from a social science instructor who can assess the applicant's capabilities and readiness to enter graduate clinical training. If the applicant has not enrolled in a college course in five years, two letters may be submitted from professional supervisors
- Writing sample: If selected for an interview, the applicant will be assigned an essay to compose during the interview visit

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

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

- Art coursework (23 quarters/15 semester hours) in both two- and three-dimensional media such as

ceramics, metalsmithing, painting, drawing, printmaking, and sculpture

- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD, or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.

### **Admission Essay**

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

### **Transfer Credits**

A student may request transfer of up to 12 quarter credits of prior graduate-level coursework.

### **Provisional Admission to Clinical Programs**

This option allows an applicant to be granted pre-master's status when the first and second requirements above are not yet fulfilled. If admitted provisionally, a student has two quarters to complete the psychology prerequisites at Antioch. An applicant provisionally accepted in art therapy has four quarters to complete the art prerequisites. Upon completion, the student is fully admitted into one of the M.A. clinical programs.

## M A in Psychology — Child, Couple and Family Therapy

### Degree Requirements

*72 Total Credits to graduate*

#### Required Coursework Completed Before Internship (39 credits)

- Family of Origin Systems (taken first quarter)
- Multicultural Perspectives (taken second quarter)
- Systems Perspectives in Family Therapy (taken first or second quarter)
- Theory and Practice of Counseling
- Theories and Practice of Family Therapy I
- Theories and Practice of Family Therapy II
- Communication and Counseling Skills
- Psychopathology
- Psycho diagnostics and Treatment Planning
- Research Methods Introduction or Advanced
- Ethics and Professional Issues
- Human Sexuality
- Human Development in the Family Life Cycle
- Internship Preparation (not for credit taken two quarters before starting internship)

#### Other Required Credits (2 credits)

- Research in a family practice course
- Ethics in Family Practice

#### Elective Courses (15 credits)

- One elective in family practice course
- One elective in counseling a culturally specific population
- One elective in abusive relationships

- OR addictions and substance abuse
- Six other elective credits

#### Required Internship Courses (16 credits)

- CCFT Internship I
- Case Consultation I (taken first quarter of internship)
- CCFT Internship II
- Case Consultation II (taken second quarter of internship)
- CCFT Internship III
- Case Consultation III (taken third quarter of internship)
- CCFT Internship IV
- Case Consultation IV (taken fourth quarter of internship)

## M A in Psychology — Mental Health Counseling

### Degree Requirements

*72 Total Credits to graduate*

#### Required Courses Completed Before Internship (42 credits)

- Family of Origin Systems (taken first quarter)
- Multicultural Perspectives (taken second quarter)
- Communication and Counseling Skills
- Systems Perspectives in Family Therapy
- Group Counseling
- Theories and Practice of Counseling Psychodynamic and Cognitive Behavior
- Theories and Practice of Counseling Humanistic Transpersonal and Eastern
- Psychopathology
- Psycho diagnostics and Treatment Planning
- Ethics and Professional Issues

- Human Development in Context Gender and Development
- Advanced Theories varying subtitles
- Career Development and Counseling
- Research Methods Introduction of Tests and Measures
- Internship Preparation (not for credit taken two quarters before starting internship)

#### **Elective Courses (15 credits)**

- One elective class in counseling a culturally specific population or the course MAP514 Historical/Socio Cultural Perspectives in Psychology
- One elective in abusive relationships OR addictions and substance abuse OR loss and grief
- Other elective credits

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

- MHC Internship I
- Case Consultation I (taken first quarter of internship)
- MHC Internship II
- Case Consultation II (taken second quarter of internship)
- MHC Internship III
- Case Consultation III (taken third quarter of internship)
- MHC Internship IV
- Case Consultation IV (taken fourth quarter of internship)

## **M A in Psychology - Art Therapy with CCFT or MHC**

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

## **Degree Requirements for M A in Psychology — Art Therapy with Child, Couple and Family Therapy**

*90 Total Credits to graduate*

#### **Required Psychology Courses Completed Before Internship (30 credits)**

- Systems Perspectives in Family Therapy (taken first or second quarter)
- Theories and Practice of Counseling
- Theories and Practice of Family Therapy I
- Theories and Practice of Family Therapy II
- Communication and Counseling Skills
- Psychopathology
- Psycho-diagnostics and Treatment Planning
- Ethics and Professional Issues
- Human Sexuality
- Human Development in the Family Life Cycle

#### **Required Art Therapy Courses Completed Before Internship (34 credits)**

- Family of Origin Systems and Art Therapy (taken first quarter)
- Multicultural Perspectives and Art Therapy (taken second quarter)
- Art Therapy in Diverse Settings: Individual and Group
- History and Theory of Art Therapy I
- History and Theory of Art Therapy II
- Techniques and Practice of Art Therapy
- Tests and Measurements
- Research in Art Therapy I
- Research in Art Therapy II
- Advanced Art Therapy Assessment
- Developmental and Treatment Models in Art Therapy
- Ethical Issues in Art Therapy
- Internship Preparation (not for credit)

taken two quarters before starting internship)

#### **Other Required Psychology Courses (2 credits)**

- Research in Family Practice
- Ethics in Family Practice

#### **Other Required Art Therapy Courses (1.5 credits)**

- Master's Project or Thesis

#### **Elective Courses (6 credits)**

- One elective in a family practice course
- One elective in abusive relationships OR addictions and substance abuse OR counseling culturally specific populations

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

- AT/CCFT Practicum (optional)
- AT/CCFT Internship I
- AT Case Consultation I (taken first quarter of internship)
- AT/CCFT Internship II
- AT Case Consultation II (taken second quarter of internship)
- AT/CCFT Internship III
- AT Case Consultation III (taken third quarter of internship)
- AT/CCFT Internship IV
- AT Case Consultation IV (taken fourth quarter of internship)

#### **Degree Requirements for M.A. in Psychology — Art Therapy with Mental Health Counseling**

*90 Total Credits to graduate*

#### **Required Psychology Courses Completed Before Internship (33 credits)**

- Communication and Counseling Skills
- Systems Perspectives in Family Therapy
- Group Counseling

- Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior
- Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern
- Psychopathology
- Psychodiagnostics and Treatment Planning
- Ethics and Professional Issues
- Human Development in Context: Gender and Development
- Advanced Theories (varying subtitles)
- Career Development and Counseling

#### **Required Art Therapy Courses Completed Before Internship (34 credits)**

- Family of Origin Systems and Art Therapy (taken first quarter)
- Multicultural Perspectives and Art Therapy (taken second quarter)
- Art Therapy in Diverse Settings: Individual and Group
- History and Theory of Art Therapy I
- History and Theory of Art Therapy II
- Techniques and Practice of Art Therapy
- Tests and Measurements
- Research in Art Therapy I
- Research in Art Therapy II
- Advanced Art Therapy Assessment
- Developmental and Treatment Models in Art Therapy
- Ethical Issues in Art Therapy
- Internship Preparation (not for credit taken two quarters before starting internship)

#### **Elective Courses (6 credits)**

- One elective in abusive relationships OR addictions and substance abuse OR loss and grief
- One elective in counseling a culturally specific population or the course MAP 514 Historical/Socio-Cultural Perspectives in Psychology

### Other Required Art Therapy Courses (1.5 credits)

- Master's Project or Thesis

### Required Internship Courses (15 credits)

- AT Practicum (optional)
- AT/MHC Internship I
- AT Case Consultation I (taken first quarter of internship)
- AT/MHC Internship II
- AT Case Consultation II (taken second quarter of internship)
- AT/MHC Internship III
- AT Case Consultation III (taken third quarter of internship)
- AT/MHC Internship IV
- AT Case Consultation IV (taken fourth quarter of internship)

## Art Therapy Post-master's Certification

This program is for individuals already holding a master's degree who want to supplement their previous training with specialized preparation in art therapy. This program leads to a post-master's certificate in art therapy, which is designed to meet requirements for American Art Therapy Association registration. Credits earned in the post-master's certificate program are not applicable toward a degree.

### Admission Requirements

- Master's degree in one of the fields below with a strong background in psychology:
  - Psychology, sociology, social work or related field
  - Art education
  - Fine arts
- Psychology coursework (18 quarter/12 semester credits) in

abnormal psychology, developmental psychology, and theories of personality. Courses in professional ethics and research methods are recommended.

- Art coursework (23 quarter/15 semester hours) in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking, and sculpture.
- A portfolio of 20 works that demonstrates multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD, or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.
- Two letters of recommendation: one from a professional with mental health credentials who supervised the applicant's practical counseling-related experience, and one from an instructor of a psychology or counseling course assessing the applicant's potential as a graduate student. If the applicant has not enrolled in a college course for five years, two letters may be submitted from professional supervisors.
- Writing sample: If selected for an interview, applicants will be asked to compose an essay during the interview visit.

### Admission Essay

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

### Transfer Credit

A student may request transfer of up to 12 quarter credits of prior graduate-level coursework.

## Degree Requirements for the Certificate Program

60 Total AUS Credits for certification

### Required Psychology Courses Completed Prior to Internship (12 credits)

(Limit of 12 credits to transfer or waive)

- Psychopathology
- Psycho diagnostics and Treatment Planning
- Ethics and Professional Issues
- Tests and Measurements
- Internship Preparation (not for credit to be taken two quarters before starting internship)

### Required Art Therapy Courses Completed Prior to Internship (33 credits)

- Family of Origin Therapy and Art Therapy
- Multicultural Perspectives in Art Therapy
- Art Therapy in Diverse Settings Individual and Group
- History and Theory of Art Therapy I
- History and Theory of Art Therapy II
- Techniques and Practice of Art Therapy
- Advanced Art Therapy Assessment
- Developmental and Treatment Models in Art Therapy
- Research in Art Therapy I
- Research in Art Therapy II
- Ethical Issues in Art Therapy
- Master's Project or Thesis

### Required Internship Courses (15 credits)

- AT Internship I
- AT Case Consultation I (taken first quarter of internship)
- AT Internship II

- AT Case Consultation II (taken second quarter of internship)
- AT Internship III
- AT Case Consultation III (taken third quarter of internship)
- AT Internship IV
- AT Case Consultation IV (taken fourth quarter of internship)

## Individualized Program

### MA in Psychology — Integrative Studies

The Integrative Studies in Psychology (ISP) Program offers a formal individualized master's degree program in which students explore any area of interest related to the field of psychology. Students develop a self-directed self-designed program. Through this program, students collaborate within the diverse Antioch community and access other resources in the larger academic and professional community. This program is for people who are interested in new career paths that involve psychology, want to apply psychology to their current careers, are interested in pursuing research, or want to pursue personal and professional development. This course of study does not lead to clinical certification or a license.

#### Program Design

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

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

### **Program specific Admission Requirements**

- Ability to initiate independent work with a high degree of responsibility and self direction
- Ability to work collaboratively within a learning environment
- Completion of one of the following academic prerequisites:

Lifespan development and theories of personality courses with a minimum grade of C

–OR–

A bachelor's degree in psychology completed within the last 10 years with a GPA of 3.0 or higher on a 4.0 scale

- Two letters of recommendation: one from a professional who can assess the applicant's organizational and interpersonal skills and one from a social science instructor who can describe his or her potential as a graduate student
- Writing sample: If selected for an interview, applicants will be asked to compose an essay during the interview visit.

### **Admission Essay**

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

application

### **Transfer Credit**

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

### **Provisional Admission to ISP Program**

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

### **Theoretical Foundation Courses (27 credits)**

The theoretical foundation is comprised of the following required courses:

- ISP Program Seminar
- Research (Introductory or Advanced)
- Multicultural Perspectives
- Advanced Theories
- Communication Skills
- Systems Perspective

### **Individualized Self design Courses (24 credits)**

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

## **Practical Application Courses (9 credits)**

The practical application section of the program is the culmination of the student's work in the prior two sections. The nine credits for the project are distributed as follows: three for the literature review and six for the application project which can be an applied learning project, curriculum development project, a formal research thesis, an internship or a creative expressive project.

## **Psychology Courses for Master's Degree Programs**

### **MAP501B Systems Perspectives in Family Therapy (3)**

This course introduces systems theory and practice in family therapy. Systemic theory is applied across a wide variety of family structures and a diverse range of presenting problems, and considers clinical interventions addressing the whole family system as well as its individual, couple, sibling, and parental subsystems. Multicultural perspectives are included. This course is required for all students in the Mental Health Counseling Program and the Child, Couple and Family Therapy Program. *Prerequisite: None for ISP students; for CCFT/MHC students: Family of Origin Systems, which may be taken concurrently.*

### **MAP502X. Integrative Studies Program Seminar (2)**

The ISP seminar provides a conceptual, intra-personal and interpersonal context for understanding historical and cultural dimensions of the field of psychology and the student's own chosen role in the field. This includes specific attention to the developmental

and ethical domains necessary for a balanced inter-disciplinary degree. In addition, the seminar creates a sense of community among students in the Integrative Studies Program, orients them to graduate school (climate, culture, and parameters), and provides peer support throughout their work in the ISP program (degree process, coursework and application project). Students enroll in the ISP Seminar for six quarters (fall, winter, spring for two years), earning 12 credits. Prerequisite: Open only to ISP students.

### **MAP506F Ethics and Professional Issues (3)**

This course educates students about the specific ethical guidelines for counselors and therapists, with attention to the broader historical and cultural contexts of helping behavior. It also provides each student with a framework for developing the ability to think about clinical situations in ethical terms.

### **MAP507H Theories and Practice of Family Therapy I (3)**

The first part of a two-quarter sequence required of all students in the Child, Couple and Family Therapy Program, this course covers the major theories of couple and family therapy and the different therapeutic practices associated with them. Students are encouraged to explore and experiment with these different approaches. The history and development of the field are also reviewed. *Prerequisites: Family of Origin Systems and Systems Perspectives in Family Therapy.*

### **MAP507I Theories and Practice of Family Therapy II (3)**

The second part of a two-quarter sequence required for all students in the Child, Couple and Family Therapy Program, this course continues the

examination of different approaches to the theory and practice of couples and family therapy. Students further explore different approaches and experiment with various levels of clinical treatment (individual, couple, family, and extended family). Professional practice issues also are addressed. It must be taken immediately following the completion of *Theories and Practice of Family Therapy I*. **Prerequisite:** *Theories and Practice of Family Therapy I*

### **MAP508D Communication and Counseling Skills (3)**

In this course students 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. Reading assignments are supplemented with in-class role playing and practice, and additional out-of-class practice assignments.

### **MAP509B Psychopathology (3)**

This course provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology as understood from a variety of perspectives. The class 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:** *Abnormal Psychology*

### **MAP509C Psychodiagnostics and Treatment Planning (3)**

This course provides a survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for

clients. Students become familiar with the use of DSM-IV-TR and multi-axial diagnosis. Alternative conceptualizations and approaches, such as family systems assessment, are also covered.

**Prerequisite:** *Psychopathology*

### **MAP510D Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior (3)**

This course links the theoretical foundations of psychodynamic and cognitive-behavior theories to their application in the practice of counseling. The course is comprised of three components: (1) a review of several models of human functioning; (2) applied training in the skills corresponding to the models; and (3) an opportunity for students to engage with and expand upon the models and applications as they continue their exploration of self as therapist. Each theory is considered critically with regard to multicultural application. This course is part of a two-quarter sequence of MAP510D and MAP510E. Courses are not to be taken concurrently. CCFT students need to take only one of these and should choose the one that most interests them.

**Prerequisite:** *Communication and Counseling Skills and Theories of Personality*

### **MAP510E Theories and Practice of Counseling: Humanistic, Transpersonal, and Eastern (3)**

This course links the theoretical foundations of humanistic, transpersonal, and Eastern theories to their application in the practice of counseling. The course is comprised of three components: (1) a review of several models of human functioning; (2) applied training in the skills corresponding to the models; and (3) an opportunity for students to engage with and expand upon the models and applications as they continue their exploration of self as therapist. Each theory is considered critically with regard to mul-

ticultural application. This course is part of a two quarter sequence of MAP510D and MAP510E. Courses are not to be taken concurrently. CCFT students need to take only one of these and should choose the one that most interests them. **Prerequisite:** *Communication and Counseling Skills and Theories of Personality*

### **MAP512C Research in Family Practice (1)**

This course addresses special topics in research concerning child/couple/family studies and therapy. An overview of basic research issues in the field is presented and students then develop and pursue a relevant research question for themselves. **Prerequisite:** *Introduction to Research or can take concurrently with same instructor. (If Introduction to Research was waived at admission, students are encouraged to complete this course concurrently with Research in Family Studies and/or Therapy.)* Note: Beginning fall quarter 2005, CCFT students must take Research in Family Practice concurrently with Introduction to Research.

### **MAP512D Research Methods: Introduction to Research (3)**

This course provides an overview of research perspectives and methods employed in the social sciences, as well as an introduction to the fundamental strategies of inquiry in psychology. The course covers quantitative methods: descriptive and inferential statistics, the logic of hypothesis development and testing, and the fields of qualitative methodology. **Prerequisite:** *Students who have not had an introductory social science research course in the past 10 years must take Introduction to Research. MHC students who have completed an introductory research course in the past 10 years should take Tests and Measurements, and CCFT students who have completed an introductory research course in the past 10 years must take Research in Family Studies*

*and/or Therapy*

### **MAP514K Historical and Socio-Cultural Perspectives In Psychology Explorations in Psychology and Spirituality (3)**

People of different cultures and historical periods have experienced the connections between spirit and psyche in a variety of ways. Although Western psychology often has ignored this subject, there is a resurgence of interest that raises challenging questions: What is the self? What are the connections between self and spirit, and between psychological and spiritual development? How do both ordinary and non-ordinary states of consciousness relate to psycho-spiritual health and transformation? How can spiritual perspectives and practices contribute to psychotherapy? Class participants draw on the wisdom of diverse spiritual traditions as well as on transpersonal psychology as they live with and investigate such questions. Each student also explores a particular tradition/approach in more depth.

### **MAP514O Historical and Socio-Cultural Perspectives in Psychology: Social Justice, Advocacy and Practice (3)**

This course explores the multiple dimensions of change that are occurring in our society and culture, particularly in relationship to the field of psychology. As transformations occur in institutions, behavioral metaphors and psychological structures, psychologists also must attend to the implications of how people negotiate personal identity and live out their self-concept. Course participants attempt to synthesize wide-ranging and multidisciplinary perspectives, including the environmental, cultural, social, economic and political contexts within which individual and community behavior is shaped. How these perspectives affect the form and shape of coun-

seling and psychology is also examined

### **MAP535C Case Management in Mental Health (1)**

This course enhances students' understanding of case management in mental health, including the history and philosophical basis 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 that case management may provide in a collaborative approach to treatment.

### **MAP540A Techniques and Practice of Art Therapy (3)**

This class provides students with a comprehensive framework of the use and practice of art therapy. Students delve into the fascinating world of visual and non-verbal techniques through the use of various media and experiential exercises. They explore uses of art therapy applications for diagnosis, therapeutic intervention, and treatment, as well as multidisciplinary teamwork. Students are expected to complete all assigned readings, participate in weekly experiential exercises, and bring a variety of materials for use in class. Case studies are used to illustrate specific AT applications.

### **MAP540B Ethical Issues in Art Therapy (1)**

This course provides an historical, philosophical, and practical context for ethical, clinical, and professional issues in art therapy. By the end of the course, students recognize the rationale for sound ethical practice, are familiar with pertinent resources and literature on ethical practice, are cognizant of appropriate responses to ethical dilemmas, can apply theory to clinical situations, are aware of confidentiality specific to art therapy, and are aware of ethical research practice. Class participants prepare a file

of relevant ethical codes with a glossary, bibliography, and related material. They review procedures related to practical experience and job searches, prepare an appropriate personal resume, and have a consistent perspective accommodating personal and professional standards. *Prerequisite: History and Theory of Art Therapy and Techniques and Practice of Art Therapy. Open only to art therapy students.*

### **MAP540C History and Theory of Art Therapy I (3)**

This course provides a comprehensive overview of the history and founders of the field of art therapy. Therapeutic approaches, philosophical frameworks, theoretical emphasis, and the formation of the American Art Therapy Association (AATA) are examined. This course gives students a comprehensive knowledge of pioneers and founders of the art therapy field, as well as theoretical approaches in clinical art therapy practice.

### **MAP540D Developmental and Treatment Models in Art Therapy (3)**

This class presents the stages of psychological development and the treatment models most effective with each. It also focuses on use of those models with differing populations. This class emphasizes individual and group art therapy formats. Role plays are used to demonstrate different models and stages. Students research and apply these models of art therapy with diverse clients, as well as write critiques and reaction papers to the experiences. *Prerequisites: History and Theory of Art Therapy and Techniques and Practice of Art Therapy. Open only to art therapy students.*

### **MAP540F Art Therapy in Diverse Settings: Individual and Group Therapy (3)**

The purpose of this class is to provide

background and preparation for prospective art therapists to practice art therapy in a variety of settings. Students learn the basic theories of individual and group dynamics, how to adapt them for special needs groups, and how to integrate theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings. This course includes theoretical lectures, readings, and papers, as well as experiential role plays. **Prerequisite:** *History and Theory of Art Therapy I*

### **MAP540G Art Therapy Practicum (1-3)**

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of internship hours. This is designed as a precursor to the larger internship experience and is decided on a case-by-case basis.

**Prerequisite:** *Adviser's approval*

### **MAP540H History and Theory of Art Therapy II (3)**

This course is a continuation of and further development of History and Theory of Art Therapy I. Offered spring quarter only. **Prerequisite:** *History and Theory of Art Therapy I*

### **MAP596 ISP Application Project Literature Review (3)**

The application project literature review is a comprehensive survey of the literature relevant to an integrative studies student's application project. The student compiles an annotated bibliography of 15 to 20 sources and submits the completed bibliography to his or her evaluator for review. This literature review forms the foundation for further work in the student's area of interest.

**Prerequisite:** *Core integrative studies courses*

### **MAP597 ISP Application Project (1-9)**

The application project is the culminating project for students in the Integrative Studies in Psychology Program. Students design a project in collaboration with their degree committee and project evaluator. The application project can be a creative project, a formal research thesis, or an internship. The student's academic adviser must approve the project design prior to the student registering for application project credits. **Prerequisite:** *Core integrative studies courses and approval of adviser*

### **MAP598A Internship Preparation (0)**

These meetings assist students in identifying their 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. This course must be taken two quarters before starting the internship.

### **MAP600 Internship Child Couple and Family Therapy (1-3)**

For students in the existing track of the CCFT program, the internship focuses on applying their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, and youth and family service agencies. Internships last four quarters and require a minimum of 600 on-site hours. At least 300 of the internship hours must involve direct face-to-face client contact, and at least 150 hours of these direct client hours must be with couples and families. **Prerequisite:** *Minimum of 39 credits of the CCFT required core courses*

### **MAP600B COAMFTE Internship Child Couple and Family Therapy (1-3)**

*Note To be taken concurrently with Case Supervision*

This learning activity focuses on helping students apply their academic learning and skills in practical settings such as mental health centers adolescent treatment facilities and youth and family service agencies CCFT students in this track must complete their internships over a minimum of four quarters At least 500 hours must involve direct face to face client contact and at least 250 hours of these direct client hours must be with couples and families

**Prerequisite** *Minimum of 41 credits of the CCFT required core courses*

### **MAP600 Internship Child, Couple and Family Therapy/Art Therapy (1 3)**

*Note To be taken concurrently with Case Consultation*

Students apply their academic learning and skills in practical settings such as mental health centers adolescent treatment facilities and youth and family service agencies with an added emphasis on the use of art therapy in the therapeutic arena CCFT/AT students must complete their internships during four quarters for a minimum of 700 on site hours At least 350 of the internship hours must involve direct face to face client contact and at least 150 hours of these direct client hours must be with couples and families Please note that in an ideal internship placement direct AT and CCFT contact hours overlap if students are able to use art therapy techniques and interventions in their clinical work However if this condition is not met students should be prepared to complete more than the 350 hours of direct client contact in order to meet both AT and CCFT direct service requirements **Prerequisite** *Core CCFT and art therapy classes*

### **MAP600C COAMFTE Internship Child Couple and Family Therapy/ Art Therapy (1 3) (S)**

*Note To be taken concurrently with Case Supervision*

Students apply their academic learning and skills in practical settings such as mental health centers adolescent treatment facilities and youth and family service agencies with an added emphasis on the use of art therapy in the therapeutic arena CCFT/AT students in this track must complete their internship over a minimum of four quarters At least 500 of the internship hours must involve direct face to face client contact at least 250 hours of these direct client hours must be with couples and families and 300 direct client hours must use art therapy Please note that in an ideal internship direct AT and CCFT contact hours overlap when students use art therapy techniques and interventions with couples and families However if this condition is not met students should be prepared to complete more than the 350 hours of direct client contact in order to meet both AT and COAMFTE direct service requirements

**Prerequisites** *Core CCFT and art therapy classes*

### **MAP600 Internship Mental Health Counseling (1 3)**

Students apply their academic learning and skills in practical settings such as community mental health centers inpatient facilities college counseling centers and other public or private agencies that serve the mental health needs of individuals groups and families MHC students must complete their internships during a minimum of four quarters for a minimum of 600 on site hours At least 300 of the internship hours must involve direct face to face client contact **Prerequisite** *Minimum of 42 credits including the MHC core required courses*

### **MAP600 Internship Mental Health Counseling/Art Therapy (1 3)**

Students apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups and families, with an added emphasis on the use of art therapy in the counseling arena. These are settings such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies. MHC /AT students must complete their internships during a minimum of four quarters for a minimum of 700 on site hours. In a perfect placement, direct AT and MHC hours overlap by using art therapy techniques and interventions in sessions. However, students should be prepared to complete more than the 350 hours of direct client contact in order to meet both AT and MHC direct service requirements. *Prerequisite: Core MHC and art therapy classes.*

### **MAP600 Internship Post Masters Art Therapy (1 3)**

This course allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups and families, with an added emphasis on using art therapy in the counseling environment. These are settings such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies. This course allows students to complete their internships during a minimum of four quarters, for a total of 700 hours with 350 direct client contact hours. *Prerequisite: Core art therapy courses.*

### **MAP601J Case Consultation Art Therapy/Child Couple and Family Therapy (1)**

The purpose of Art Therapy Case Consultation is to progressively improve the students counseling skills. Each quarter builds on the prior quarter. The first quarter focuses on individual assessment. The second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice. The fourth quarter focuses on the demonstration of ones competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisites: Core required course work and be concurrently enrolled in Art Therapy internship.*

### **MAP601L Case Consultation Mental Health Counseling (1)**

The purpose of Mental Health Counseling Case Consultation is to progressively improve the student's counseling skills. Each quarter builds on the prior quarter. The first quarter focuses on individual assessment. The second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of ones competence in assessment, diagnosis and counseling/psychotherapy. *Prerequisites: Core required coursework and be concurrently enrolled in MHC internship.*

### **MAP601N Case Consultation Child Couple and Family Therapy (1)**

The purpose of Child Couple and Family Therapy Case Consultation is to progressively improve the students counseling skills. Each quarter builds on the prior quarter. The first quarter focuses on individual assessment. The second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration

of theory and practice and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. **Prerequisites:** Core required coursework and be concurrently enrolled in CCFT internship.

### **MAP605S Case Supervision COAMFTE Child, Couple and Family Therapy (1)**

The purpose of COAMFTE Child, Couple and Family Therapy Case Consultation is to progressively improve the student's counseling skills. COAMFTE Child, Couple and Family Therapy Case Consultation involves group consultation of cases and is seen as an interactive process between students and instructor. Videotaping, audio taping and/or direct observation is required. Expectations are cumulative and build upon the prior quarter. For example, the first quarter focuses more on individual assessment whereas the second quarter focuses on relational/family assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. **Prerequisites:** Core required coursework and be concurrently enrolled in internship.

### **MAP605B Case Supervision Child Couple and Family Therapy/Art Therapy (1)**

The purpose of Child, Couple and Family Therapy and Art Therapy Case Supervision is to progressively improve the student's counseling skills. Case Supervision involves intensive individual and group supervision of cases and is seen as an interactive process between students and supervisor. There will be a total of 25 hours of group supervision and five hours of individual supervision per quarter. Students will also receive

one hour minimum of supervision from the internship site supervisor. Videotaping, audio taping and/or direct observation is required. Expectations build upon the prior quarter. For example, the first quarter focuses more on individual art therapy and clinical assessment in a relational context whereas the second quarter focuses on relational/family art therapy assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice and the fourth quarter on the demonstration of one's competence in assessment, diagnosis and counseling/psychotherapy. **Prerequisites:** Core required coursework and be concurrently enrolled in CCFT internship.

### **MAP602B Abusive Relationships (3)**

This class provides an integrated perspective on several forms of abuse including sexual, physical and emotional. The course 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.

### **MAP603C Family of Origin Systems (3)**

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history, ethnicity, relationships and conflicts. This course is the first in a two-quarter sequence and is a prerequisite for the second course, *Multicultural Perspectives*. **Prerequisites:** First quarter clinical students or by program and

*instructor permission for students outside of the clinical programs*

### **MAP603D Family of Origin Systems and Art Therapy (3)**

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history, relationships and conflicts. In becoming a multi-culturally competent clinician, understanding our own family history and the origin of our belief systems is crucial. This particular section also incorporates a strong emphasis on the relationship between Family of Origin Systems and Family Art Therapy. This is the first course in a two-quarter sequence and is a prerequisite for the second course, Multicultural Perspectives and Art Therapy. **Prerequisite:** *Open to Clinical/AT students only*

### **MAP604 Group Counseling (3)**

This course introduces students to the theory and practice of group counseling. The class emphasizes integrating various theoretical approaches to group counseling, as well as learning basic skills needed to prepare for leading a variety of client groups. **Prerequisite:** *Communication and Counseling Skills*

### **MAP607E Integrative Process Therapy: The Virginia Satir Systemic Model (3)**

This course provides an analysis of the systems theory and therapy model developed by Virginia Satir. Students study and practice interventions such as the use of family maps to initiate change, sculpting, temperature reading, and reframing. Satir's communica-

tion/experiential growth model helps move clients from problem focus to solution focus. Topics covered are Satir's theory of change, levels of change, and her concept of the personal iceberg. Discussion will include the applicability of Satir's model to various cultural and gender issues. This course meets the Advanced Theories requirement for MHC students. **Prerequisites:** *Completion of Theories and Practice of Counseling, Humanistic, Transpersonal and Eastern for MHC students; Theories and Practice of Family Therapy I for CCFT students*

### **MAP607F Applied Couple Therapy (3)**

This course provides an integrated systems perspective for conducting couples therapy. Developmental, interactional, and multicultural aspects of assessment and intervention are amalgamated into a working model of couples therapy. Emphasis is on the application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow up to treatment. **Prerequisites:** *Systems Perspectives in Family Therapy and either Theories and Practice of Counseling, Humanistic, Transpersonal and Eastern or Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior*

### **MAP608B Addictions and Substance Abuse (3)**

This course covers assessment, referral, and intervention in addictions and substance abuse, based on current theories of etiology and treatment. It includes special topics such as children of alcoholics, women and addiction, family dynamics of addiction, and family intervention, community resources, and prevention.

**MAP609C Counseling Sexual Minorities Issues and Interventions (3)**

This class addresses a range of clinical cultural and developmental issues related to sexual minorities in light of theory intervention and practice. A variety of approaches serves to heighten participants awareness of problems such as homophobia and heterosexism as they affect the counseling relationship and process. *Prerequisite* Multicultural Perspectives

**MAP609E Multicultural Perspectives (3)**

The second course in a two quarter sequence (following Family of Origin Systems) for entering clinical students this course 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 psychology. Further it enhances students abilities to apply their knowledge in this area to their professional work. *Prerequisite* Family of Origin Systems (for CCFTIMHC students) space may be available for other students during late registration

**MAP609H Counseling Native Americans (3)**

This course explores psychosocial/cultural considerations relevant to assessment and treatment issues with urban and reservation based American Indians extended families and communities. *Prerequisite* Multicultural Perspectives

**MAP609I Counseling Hispanic/Latino(a) Clients (3)**

This course explores the cultural considerations necessary in providing relevant assessment and treatment. Students are expected to complete assigned readings prior to the class. More specific course content and assignments are provided in

the syllabus. *Prerequisite* Multicultural Perspectives

**MAP609L Multicultural Perspectives and Art Therapy (3)**

The second course in a two quarter sequence (following Family of Origin Systems in Art Therapy) for entering clinical art therapy students this course provides an introduction and framework to aid students in gaining a heightened awareness of a variety of cultures in art therapy treatment and research. Given the language barriers that may inhibit conventional verbal psychotherapy the non verbal aspects of art therapy can be extremely effective with numerous cultures. The course provides an opportunity for students to comprehensively evaluate their own ethnic belief systems and to expand knowledge of numerous cultures and their potential views of therapy and treatment. *Eligibility* Art therapy major others by permission of liaison

**MAP609N Therapeutic Practice with Culturally Diverse Elders (1)**

Despite the persistence of negative assumptions regarding older adults therapeutic practice with elders offers many rewards. Elders often bring with them strengths such as a sense of humor cultural identity survival skills and a spiritual perspective that can facilitate positive outcomes in therapy. This course calls attention to these strengths and offers suggestions for building upon them. Specific strategies are described for increasing the effectiveness of assessment diagnosis using the DSM IV TR and individual and family therapy with elders of diverse cultural identities. *Prerequisite* Multicultural Perspectives

### **MAP611D Creative Modalities Bodily Knowing and Movement**

This course introduces students to the use of dance/movement therapy through an experiential study emphasizing the theory and practice of Authentic Movement. Students develop skills applicable to both verbal and creative therapy modalities as they learn to listen with their bodies, to witness and observe nonverbal cues and communication existing in the space between two individuals. The developmental theory of D.W. Winnicott is studied to support the understanding of psychic and somatic development and the complex tasks of maturation and human expression. The course includes movement-based learning, assigned readings, imaginative and thoughtful discussion, and a paper/project demonstrating integration of learning.

### **MAP611E Creative Modalities Music Self Exploration and Therapy (3)**

This class provides an overview of the field of music therapy. Taught by a registered music therapist and involving several guest speakers from the community, it offers varied perspectives of therapeutic approaches in this creative modality. Through experiential exercises, this class offers hands-on opportunities for exploration into the uses of music in therapy.

### **MAP611J Creative Modalities Writing and Therapy (3)**

This course explores multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Students incorporate stream of consciousness approaches such as journal writing and free verse, and the more structured medium of dramatic story. Current theories on the use of these tools in therapy are covered. The format provides opportunity for individual

and group projects that challenge the students to expand imaginative powers and clinical strategies. Students examine the relationship of writing, emotion, and the imperative to create.

### **MAP611L Clinical Treatment of Children (3)**

This course provides an overview of clinical techniques in the treatment of children, from early childhood to puberty. Techniques used with individual children are examined, as well as those incorporating family, group, or larger systems. Topics include play therapy, parent education, family therapy, working with collateral parties, transference/counter transference, the use of expressive media, and discussion of diagnostic issues and the use of medications.

### **MAP611N Clinical Treatment of Adolescents (3)**

In this course, students explore the many facets and issues involved in the psychotherapeutic treatment of adolescents.

### **MAP611P Clinical Treatment of Older Adults and Families (3)**

Older adults will be the fastest growing age group over the next twenty-five years. This course provides an introduction to the major issues and topics in the area of mental health and aging. Topics addressed include common myths about growing older, developmental implications, dementia, assessment, and psychotherapy with the older adults. Cultural aspects of aging are also examined.

### **MAP611Q Clinical Treatment of Infancy and Early Childhood (3)**

This class introduces students to the richness and complexity of infancy and early childhood, with particular emphasis on emotional development in the first two years of life. It draws on object relations, developmental psychol-

ogy and multicultural perspectives to understand infant development within the family context and to emphasize the importance of relationships in normal development. Attention is also given to assessment and intervention and to the importance of observation as a clinical skill. While directly relevant to clinical work, it is not a skills-focused class.

**MAP612J Human Development in Context: Gender — A Lifespan Perspective (3)**

This course provides an overview of current theories and a variety of perspectives regarding the development of gender identity and gender role from infancy through old age. Drawing from sources ranging from psychology, sociology, and social biology to politics and literature, students explore the psychological, interpersonal, and societal issues related to the interface of gender with Western culture. Particular attention is given to the students' individual experiences of their own developing gender identity. This course helps the beginning clinician to recognize how issues related to gender impact the developmental tasks throughout all stages of one's life. *Prerequisite:* Lifespan Development

**MAP613C Career Development and Counseling (3)**

This course examines the practical and personal issues involved in making career choices and transitions. Students explore the meaning of work in people's lives and how family, society, and economic change impact it. This exploration includes an opportunity to experience resources to help people through this process, as well as look at ways to address these issues with diverse populations. *Prerequisite:* Communication and Counseling Skills

**MAP614A. Human Development in the Family Life Cycle (3)**

This course focuses on the basic developmental tasks of individuals throughout their lifespan, as well as how these tasks impact and are impacted by the developmental cycles of the family of origin and family of choice. This course explores how individual and family development is affected by interpersonal, interactional, and cultural components. This course also examines how the family life cycle is affected by a number of stressors common to contemporary American families. *Prerequisite:* Lifespan Development

**MAP615B Human Sexuality (3)**

This course focuses on the psychological aspects of human sexuality and the development of interpersonally intimate relationships. The content includes sexual attitudes and values, sexual issues in counseling, intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

**MAP616B Loss and Grief (3)**

This course explores the experience of loss and grief from a variety of perspectives — personal, socio-cultural, psychological, therapeutic, symbolic, and spiritual. The emphasis is 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.

**MAP618E Art Practice and Application of Meditation (1)**

This course takes place in two sessions. The practice of meditation is an important part of both sessions. During the first session, students explore and discuss various meditations, as well as aspects of being that are importantly

related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions takes place during the second session. Practice of the meditations is integral to both sessions. In the weeks between sessions students engage in a regular meditation practice.

#### **MAP619 Ethics in Family Practice (1)**

This course provides an overview of special topics in family law, ethics and professional issues related to the practice of child, couple and family therapy. Case focused presentation is integrated with review of the relevant ethical codes and principles. *Prerequisite: Beginning fall quarter 2005 CCFT students must take Ethics in Family Practice concurrently with Ethics and Professional Issues.*

#### **MAP626D Advanced Theories Jungian (3)**

This course is an overview of Jung's theory, emphasizing its impact on counselors' attitudes and values in working with clients. This course introduces the use of dreams in therapy and the role of imagination, symbols, creative processes and typology in understanding personality. It also traces the development of Jungian thought up to current integrations of object relations theory and archetypal psychology. *Prerequisite: Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior or by instructor permission for students outside of the Clinical Programs.*

#### **MAP626E Advanced Theories Feminist Perspectives (3)**

This course explores feminist perspectives concerning the theoretical and experiential approaches to counseling and psychotherapy with women. Specific issues that particularly affect women are examined and discussed, including

depression and other mental disorders, sexual abuse, sexual harassment, domestic violence and changing roles in families. In addition, counseling specific populations of women such as lesbians, older women and non dominant ethnic and cultural groups is covered.

*Prerequisite: Theories and Practice of Counseling, Humanistic, Transpersonal and Eastern or by instructor permission for students outside of the clinical programs.*

#### **MAP631G Tests and Measurements (3)**

This course is an introduction to psychological testing. It surveys the most widely used tests, emphasizing the basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. This is a hands on course with opportunities to take administer or observe the administration of a sample of tests.

#### **MAP631L Research Methods Research in Family Studies and/or Therapy (3)**

This course provides students with the opportunity to pursue particular methods and topics of interest in the research literature pertaining to family studies and/or family therapy. The specific methods and topics selected for study are determined by mutual agreement between the student and course instructor. This course is for CCFT students who have met the Introduction to Research requirement (usually by waiver when admitted) and who may therefore take an advanced level research class. Since the course does not meet on a regular basis, students must be willing and able to work independently. Note: This course is not the same as, nor can it be substituted for Research in Family Practice.

*Prerequisite: Theories and Practice of Family Therapy I. Also note that after fall*

quarter 2005 this course will be a 4 credit course

### **MAP640A Advanced Art Therapy Assessment (3)**

This course provides an overview of pertinent assessment tools in the art therapy field. Students practice using existing assessment tools and/or develop their own. They write critical reviews on assessments and participate in class discussions. Further, several art therapy assessments are explored through role playing in which the student writes a review from the viewpoint of the observer, clinician or client. Those conducting role plays present an overview of the assessment and author. Students complete papers related to art therapy assessment with a specific population.

*Prerequisite: Art Therapy in Diverse Settings, Individual and Group Therapy*

### **MAP640B Art Therapy Research I (3)**

This course covers advanced research design and implementation in the art therapy field. Existing literature in the art therapy field is explored and discussed. The class reviews research terminology and concepts, formats for proposals for research problems in art therapy and research design. Students gain an understanding of current research pitfalls in research, ethics and multicultural considerations. With assistance from the instructor, they complete a literature search and design a research project.

*Prerequisite: Art Therapy in Diverse Settings, Individual and Group Therapy*

### **MAP640D Art Therapy Research II (3)**

This class is a continuation of Art Therapy Research I in which students implement the research proposal completed in Art Therapy Research I. At the conclusion of the research, students document their study in a paper that

includes a literature review, methodology and results section, and future research options.

*Prerequisites: All other art therapy classes and Art Therapy Research*

### **MAP650A. Art Therapy Master's Project (1-5)**

In the art therapy master's project with guidance from the art therapy faculty, students design, implement and document an art therapy project which will expand scholarship in and make a contribution to the field of art therapy. This may be done through various media, e.g. film, presentations, visual imagery, etc.

*Prerequisite: Core art therapy coursework*

### **MAP650B Art Therapy Thesis (1-5)**

The art therapy thesis is 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 decide upon a research topic, timeline, design and process of completion.

*Prerequisite: Core art therapy coursework*

# Doctor of Psychology

## — Clinical Psychology

### Program Design

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

### Features of the Program

- Flexibility to pursue the doctoral program full or part time (fulltime takes four years)
- Rotating concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States
- Many elective course options that round out the program are available
- Practical experiences integrated throughout the program, including a full year internship
- Clinical focus with flexibility to choose an applications oriented doctoral paper or research dissertation

### Concentration Options

Concentrations provide the student with a spectrum of theoretical perspectives and concomitant practical experiences supported through professional seminars. Concentrations are offered on a three year rotating basis. Students may choose more than one. The concentration areas are:

- Art Therapy
- Family Systems
- Forensics
- Humanistic/Existential Psychology
- Psychodynamic

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

- Completion of academic prerequisites  
A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10 year requirement may be granted on a case by case basis.)
  - OR- A bachelor's degree in psychology within the last 10 years
  - OR- A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of C:
    - Theories of Personality
    - Abnormal Psychology
    - Developmental Psychology
    - Introduction to Statistics(If these courses were completed more than 10 years ago, they must be retaken)
- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting
- Three 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; and the third from either of the above
- Documentation of relevant professional and volunteer experience

- Documentation of professional affiliations, publications and licensure

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

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

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology and developmental psychology plus other elective psychology courses
- Art coursework (23 quarter/15 semester hours) including work in both two- and three-dimensional media such as ceramics, metal, smithing, painting, drawing, print making and sculpture
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.

An applicant may apply to the Psy D art therapy concentration with some art studio coursework in progress. If accepted into the program, the student must complete these credits during the first year.

### **Admission Essay Instructions**

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

### **Prior Graduate Work**

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

### **Master's Degree in Mental Health Field**

- Applicants who have completed a master's degree in a mental health related field receive 51 quarter credits

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.

- Accepted credits may be applied toward both core course requirements and elective credits.
- The Psy D faculty will complete a detailed course evaluation after the applicant's admission to the Psy D program and prior to initial course registration.

### **Other Master's Degrees**

- Applicants with a master's degree in a field other than an approved mental health related field may request a course 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 to the Admissions Office by the application deadline.
- Students must have earned a grade of B or better.
- A maximum of 25 graduate level quarter credits may be accepted.

### **Transfer into Psy D Program**

- Applicants who started a Psy D program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation.
- Courses are reviewed for equivalent content on a course by course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Courses must carry a grade of B or better.
- For applicants with a master's degree earned in a mental health related field, 51 quarter credits will be awarded. Antioch may award up to 15 additional quarter credits for

doctoral courses completed beyond a masters degree

- For applicants entering from another Psy D program without a masters degree in a mental health related field up to 25 quarter credits may be awarded
- Courses from an institution that is regionally accredited but not APA approved will be considered on an individual basis

### **International Transfer Credit**

To receive credit for coursework completed at an institution outside the United States or 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.iceeval.org](http://www.iceeval.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 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 reflecting a minimum score of 600 (paper based) or 250 (computer based). An applicant who has completed education in the United States

or Canada may request that this requirement be waived.

- Financial certification — Documentation of the applicant's ability to pay for the educational and living expenses for the duration of the program must be submitted.

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

As a doctor of psychology student at Antioch University students are required to take all courses that follow. Courses required for each area of concentration also are listed.

### **Graduation Requirements**

*Total Credits to Graduate: 150*

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

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral/dissertation paper
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

### **Course Descriptions**

#### **PSD701 Assessment Intelligence Testing (3 credits)**

This course focuses upon assessment theory and technique as it applies to cognition and intelligence. Students are introduced to a variety of cognitive and intellectual measures. Primary focus is given to the Wechsler Scales, both child

and adult. In addition to becoming competent with the Wechsler scales, this course addresses the fundamentals of test construction, psychometric properties, the history and future of assessment, contemporary controversies, diversity, and special populations. The course is designed as a hands-on, pragmatic primer that provides a beginning framework for all subsequent psychological testing endeavors. *Prerequisite: PSD175 Psychopathology*

### **PSD702 Assessment Neuropsychology (3)**

This seminar examines the structure and function of the central nervous system, brain-behavior relationships, and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction, including visual, auditory, memory, and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and dysfunction is addressed. *Prerequisite: To be taken concurrently with Neuropsychology*

### **PSD703 Assessment Personality Inventories (3)**

This course introduces widely used instruments of self-reporting personality assessment, predominantly pencil and paper tests of personality. It covers rationale, administration, scoring, and interpretation of these measurement tools, and includes information on the use of automated procedures, the appropriate application of these tests, and the ethical considerations in their use in both clinical and non-clinical settings. Students are encouraged to make a critical assessment of these tests in light of reliability and validation studies, appropriateness of item selection in terms of language, gender, and cultural bias, etc., and the applicability to tests

for the specific use stated. *Prerequisite: PSD175 Psychopathology*

### **PSD704 Assessment Projective Testing (3)**

This course focuses on projective testing, specifically on the Rorschach. Core objectives are for students to be able to score the Rorschach using the Exner System and to gain experience in qualitative interpretation of the scores, analysis of the content and sequence analysis into personality description. The class also includes analysis and scoring of other projective tests, such as TAT.

### **PSD705 Communication and Counseling Skills (3)**

In this course, students 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. Reading assignments are supplemented with in-class role plays and practice, and additional out-of-class practice assignments.

*Eligibility: For students entering without an MA in a mental health related field.*

### **PSD706 Community Psychology (3)**

This course examines 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.

### **PSD707 Ethics (3)**

This course provides a thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their

application to daily practice are used to deepen students' understanding of how these principles are applied.

#### **PSD708 Family of Origin (3)**

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history, ethnicity, relationships, and conflicts.

#### **PSD709 Group Therapy and Practice (3)**

Students deepen and broaden their knowledge and experience of group therapy and group theory. This course focuses on specific applications of different types of therapeutic groups, e.g., short-term and long-term, psycho-educational and support, with particular populations such as women, men, children, adolescents, the medically ill, and ethnically and racially diverse populations.

#### **PSD710 Historical and Socio-Cultural Perspectives in Psychology (3)**

This course sets the field of psychology in a larger socio-cultural context, exploring questions regarding its historical roots and development, its place in the contemporary world, and its potential future in response to the needs of the 21st century. The intent is to foster in students an ability to think creatively about the possibilities and to act as informed change agents in the world.

#### **PSD711 Learning Theory (3)**

This course examines fundamental learning principles, their integration into various theoretical approaches, and relevant applications to therapy.

#### **PSD712 Lifespan Development I: Child (3)**

This class is the first of a two-course series on human development. This course studies psychological development from prenatal life through adolescence and focuses primarily on the theories and application of normal development within a socio-cultural context. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive, and moral growth. Students learn about clinical and theoretical problems in development through required readings and case material.

#### **PSD713 Lifespan Development II – Adult (3)**

The second of a two-course series on human development, this course studies development from young adulthood to geriatric life and focuses primarily on the theories and application of normal development within a socio-cultural context. Social, cultural, biological, and psychological issues of adulthood and aging are presented. Cognitive functioning, adult life transitions, psychosocial aspects of adulthood, coping and adaptation, work and retirement, bereavement, and related issues are explored. Students learn about clinical and theoretical problems in adult life development through required readings and case material.

#### **PSD714 Multicultural Perspectives (3)**

This course studies principles and concepts of social psychology to increase understanding of stereotyping, prejudice,

and discrimination directed toward various target groups. Racism, sexism, heterosexism, classism, and ageism are examined. Multicultural and social constructionist perspectives are used to facilitate learning how to perform effective clinical work with individuals of different cultures, ethnicities, genders, sexual orientations, socioeconomic status, ages, and abilities. **Prerequisite:** *Family of Origin*

### **PSD715 Psychopathology (3)**

This course introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the Diagnostic and Statistical Manual—IV (DSM-IV-TR). It is designed to give students the knowledge needed to identify behavioral patterns for diagnostic categories presently used by the medical system in the United States.

### **PSD716 Psychophysiology (3)**

Focused on the biological bases of behavior, this course provides foundational knowledge in the areas of neuroanatomy, neurophysiology, and neurochemistry. Students become knowledgeable about the issues surrounding research concerning the biological basis of behavior so that they can become critical consumers of new information in this area.

### **PSD717 Neuropsychology (3)**

This course begins with an overview of the central nervous system in terms of its structure and function, then studies the connections between neurophysiological processes and behavior. Behavioral dysfunctions and related mechanisms, and approaches used by clinical neuropsychologists are reviewed. Students present case material they have researched on neuropsychological dysfunctions.

### **PSD718 Research Seminar I (2)**

During this first of four related courses, students are assisted in selecting a topic that touches upon a theme or area of genuine interest or concern to them. Students then decide upon a realistic doctoral paper or dissertation question, consider appropriate methodology, and develop a literature review.

### **PSD719 Research Seminar II (2)**

A continuation of Research 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.

### **PSD720 Research Seminar III (2)**

Research Seminar III facilitates students in the data collection phase of their dissertation, or drafting of their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress of the data collection.

### **PSD721 Research Seminar IV (2)**

This final section of the Research Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper.

### **PSD722 Social Psychology (3)**

This course studies the behavior of individuals within the context of social interactions, and the impact of social psychological forces on the individual. Topics covered include social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation, and ethnic conflict.

### **PSD723 Theories, Systems Perspectives in Family Therapy (3)**

This course provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a wide variety of family structures regarding a diverse range of presenting problems. Clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multicultural perspectives are also addressed.

#### **PSD724 Theories Cognitive Behavioral (3)**

This course introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive behavioral treatments for some personality disorders such as Dialectical Behavioral Therapy.

#### **PSD725 Theories Psychodynamic (3)**

This course covers post-classical models that depart radically from Freud's drive structural model, including relational (Mitchell), control mastery theory (Weiss & Sampson), object relations (Modell), social constructivist (Hoffman), intersubjective self psychology (Stolorow), and cyclical psychodynamic (Wachtel) models. Classical analytic concepts such as unconscious transference, counter transference, resistance and self are reconstructed and applied to clinical case material presented in class.

#### **PSD726 728 Practicum Seminar I, II and III (3 each)**

This is a three-quarter linked seminar to support students in the first year of practicum placement by providing

- Additional faculty and peer support for students working in their practicum.

- Additional resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts.
- An opportunity to learn about the consultation process including presentation of one's work to a group.

#### **PSD755 Theories Humanistic**

(3) This course provides an overview of the basic theory of humanistic thought focusing on humanistic ideas such as self-actualization, internal congruence, self-disclosure, awareness of the here and now, interpersonal encounters and irrationalism. Students are introduced to the works of a variety of seminal theorists including Gordon Allport, Garner, Murray, Charlotte Bühler, Carl Rogers, Abraham Maslow and Rollo May.

#### **PSD770 Research I Strategies of Inquiry (3)**

This is the first course of the research methods and data analysis series. It is designed to bring students up to speed rapidly on critical thinking skills about psychotherapy research. Students will apply these skills in an in-depth analysis of current scientific debates about evidence-based practice. This course explores the philosophical underpinnings of a variety of methodological and analytic approaches, allowing students to adopt a knowledge claim and inquiry strategy for their dissertation projects. Students will apply their understanding of what constitutes scientific vs. pseudoscientific approaches to the research literature they collect on their dissertation topic.

#### **PSD726 Quantitative Methods and Analysis I**

This course is the first of two on approaches to and methods used in quantitative research in psychology. Students will study how research questions are operationalized, how

appropriate designs are chosen the ethical and validity issues in research and experimental and survey designs Data analysis methods appropriate for these designs will be learned concurrently Students will carry out a self experiment and design and begin data collection for a survey research project

### **PSD727 Quantitative Methods and Analysis 2**

In the second course on approaches to and methods used in quantitative research in psychology students study quasi experimental design quantitative descriptive methods program evaluation and analogue research plus the data analytic strategies used with them Students complete the survey study started in the previous term analyze the data and create an APA style report  
*Prerequisite* PSD726 *Quantitative Methods and Analysis 1*

### **PSD728 Qualitative Methods and Analysis 1**

The first in a two course series on approaches to methods used in and data analytic strategies for qualitative research in psychology this course focuses on the theoretical basis of qualitative traditions such as grounded theory case studies biography phenomenology and ethnography Particular methods will be presented by means of student presentations A qualitative study will be designed and data collection begun in this course Computer aided qualitative data analysis will be introduced

### **PSD734 Qualitative Methods and Analysis 2**

In the second course on approaches to methods used in and data analytic strategies for qualitative research in psychology additional methods from theoretical traditions of qualitative inquiry will be presented The qualitative study

will be completed data analyzed and an APA style report created  
*Prerequisite* PSD728 *Qualitative Methods and Analysis 1*

### **PSD776 Practicum (0 credit)**

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

### **PSD777-780 Professional Seminar I II III and IV (3 each)**

This is a four quarter linked seminar to accompany students in a specific concentration The purpose is to provide

- An ongoing group that focuses on the application of a concentration/theoretical perspective
- Additional faculty and peer support for students working in their practicum placements
- Additional resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts
- An opportunity to learn about the consultation process including presentation of one's work to a group

## Family Systems Concentration

### PSD729 Theories and Practice of Family Therapy I (3)

The first part of a two quarter sequence this course introduces the major theories of child couple and family therapy and the different therapeutic practices associated with them. Students are encouraged to explore the effectiveness of these different approaches. The history and development of the fields of child couple and family therapy are discussed. *Prerequisites: Family of Origin Systems and Systems Perspectives in Family Therapy*

### PSD730 Theories and Practice of Family Therapy II (3)

The second part of a two quarter sequence this course examines the different approaches to the theory and practice of child couple and family therapy. Students continue to build their knowledge of these different approaches as well as investigate various levels of clinical treatment (individual couple family and extended family). Professional practice issues also are addressed. *Prerequisite: Theories and Practice of Family Therapy I*

### PSD733 Couple Therapy (3)

This course provides an integrated systems perspective for conducting couples therapy. Developmental interactional and multicultural aspects of assessment and intervention are combined into a working model of couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples including defining relevant problems establishing the therapeutic contract implementing treatment strategies and homework and facilitating closure and follow up to treatment. *Prerequisite: Systems Perspectives in Family Therapy*

## Humanistic Existential Psychology Concentration

### PSD750 Existential Humanistic I

After a brief overview of the main tenets of Existential Humanistic theories the major focus of this course is the paradox of Choice (Freedom) and Responsibility studying of how this paradox emerges in both healthy and unhealthy ways as well as how one might approach treatment. Towards the end of this quarter the paradox of Isolation and Desire for Connection is studied. Major writers read during this quarter may include Yalom Nietzsche Sartre Horney Farley and Suzuki.

### PSD751 Existential Humanistic II

This quarter continues the study of the ways in which Isolation and The Desire for Connection can result in healthy or neurotic anxiety and the possible symptoms that may emerge. The focus moves on to explore the Meaning and Meaninglessness paradox and the ways in which suffering might emerge as a result of a failure to embrace the healthy anxiety that this paradox raises. Writers explored may include Yalom Frankl Heidegger Horney Farley and Moustakas. *Prerequisite: Existential Humanistic I*

### PSD752 Existential Humanistic III

This final quarter completes the study of the Meaning and Meaninglessness paradox as well as exploring the Death (Non Being) and Striving for Life paradox. As with previous quarters the focus is on both how to understand the etiology of psychological symptoms and various ways to understand an Existential Humanistic approach to the therapeutic process. Writers explored may include Yalom Kierkegaard Nietzsche Farley Suzuki and Becker. *Prerequisites: Existential Humanistic I and II*

## **Forensic Psychology Concentration**

### **PSD760 Forensic I Integration of Law and Psychology (3)**

Students are prepared to build a practice in either the civil or criminal forensic psychology arenas. This first quarter covers the details of 1) conducting custody evaluations or co-parent therapy with high conflict litigants in the family law cases and 2) pre-trial evaluations to determine competency to stand trial or forensic mental health outpatient treatment. During the subsequent three quarters, students will be closely supervised while conducting evaluations or treatment services in either of these two areas of practice.

### **PSD761 Forensic II Theory/Practice Integration (6)**

This is a three-quarter linked seminar for students who are in the forensic psychology concentration. The seminar provides 1) an ongoing group that focuses on the forensic applications of psychology, 2) faculty and peer support for students conducting evaluations and working with cases, and 3) supervision skills practice through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

### **PSD762 Forensic III Theory/Practice Integration (6)**

The purpose of the second quarter seminar is to provide 1) an ongoing group that focuses on the application of forensic psychology, 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration, and 3) supervision skills

practice through peer review of video tapes of their evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

### **PSD763 Forensic IV Theory/Practice Integration (3)**

The purpose of the second quarter seminar is to provide 1) an ongoing group that focuses on the application of forensic psychology, 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration, and 3) supervision skills practice through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

# The Center for Creative Change

The Center for Creative Change (CCC) is a dynamic and innovative graduate center that prepares students to become effective systems thinkers and leaders in facilitating positive sustainable change in the world around them. CCC faculty believes that creating change depends on understanding the world as a system and managing multiple relationships and perspectives. CCC provides a learning community for working adults: a combination of experience, theory and applied research, real casework, on the job challenges and community based projects. Whether students focus on businesses, nonprofits, community organizations, the environment or other application areas, the degrees in CCC help them develop the knowledge and practical skills necessary to be successful change agents.

CCC offers five degree and six certificate programs in an integrated model of graduate education.

## The five degrees are

- **M A in Environment and Community (E&C)**
- **M S in Management (GMP)**
- **M A in Organizational Psychology (OPP)**
- **M A in Whole Systems Design (WSD)**
- **M A in Strategic Communication (SCP)** *beginning spring quarter 2006*

## The six certificate programs are

- **Business Leadership and Change Management**
- **Ecological Planning and Design**
- **Integrated Skills for Sustainable Change**
- **Organizational Dynamics**
- **Systems Thinking and Design**
- **Effective Communication Strategies** *beginning winter quarter 2007*

Students may enroll in either a master's or a certificate program. Those completing a CCC master's degree concurrently earn two certificates. Integrated Skills for Sustainable Change and the certificate associated with their specialization.

Each degree requires specialized courses but permits students to cross boundaries in their elective coursework, research, community projects and internships and benefit from learning and practicing with students from other degree programs within the center.

## Time Requirements

Classes are offered one weekend per month in 4 day modules running Friday through Monday. The masters programs are designed to be completed in seven quarters (22 months). Certificate programs generally take nine months to complete.

## Admission Requirements

### Candidate Competencies

- Ability to work collaboratively with other students and faculty in a learning environment.
- Ability for reflection, self awareness, critical thinking and sustained inquiry.
- Demonstrated evidence of organizational, conceptual and expressive skills, including writing and oral communications.

- Competence in using computerized communication tools and access to a computer with Internet connection
- At least two years of practical work experience relevant to your program of interest

### Program Requirements

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

- 18 credits of required core classes
- 12 credits of Reflective Practicum 1 Simulation and Case Study
- 12 credits of Reflective Practicum 2 Capstone Change Project and thesis
- 24 credits of CCC degree specialization and elective courses

In addition, students are required to attend:

- An initial new student retreat at an off-campus site
- An on-campus orientation prior to the beginning of the first quarter
- An extended residency at the conclusion of their course of study

### Required Core Courses (18 credits)

#### CCC540 Communication Design (3)

This course introduces students to the deep structure of effective communication. They learn how to design communication strategies appropriate for various contexts and gain proficiency in writing, speaking, and presenting complex information and concepts. Through extensive writing, peer reviewing, and revising, students develop for final evaluation a portfolio of polished work and deliver at least one oral presentation.

#### CCC545 Systemic Thinking for a Changing World (3)

This course examines the questions that run deep in systemic traditions: How do our perceptions affect our engagement with the world, our responses to change, and approaches to change-making? How may we understand the complex dynamics we experience in that world? And how can we responsibly and effectively create strategies for change? Focus is on conceptual frameworks and analytic and integrative skills for understanding complex dynamic patterns in human and natural systems. As students become familiar with a variety of systemic traditions, they learn to distinguish among mechanism, reductionism, and holism, and to understand the relationship between such paradigms and the actions that flow from them. Participants gain skills in describing complex systems and framing strategies with an understanding of mutual causality.

#### CCC520 Critical Inquiry (3)

This course introduces students to different ways of knowing and of learning about the self, others, and the natural world. It is an introduction to inquiry that supports creative change. Students develop their capacity for critical inquiry by practicing and critically comparing different ways of knowing and learning. Students are introduced to different epistemologies and inquiry practices, and engage in empirical research, personal and social reflection, textual analysis, and action research. Coursework includes extensive reading, on-line and in-class dialogue, small team inquiry projects, and reflective writing. Upon completion, students are able to employ several practices of inquiry, critically appraise each of them from the perspective of the others, align their inquiry with their objectives, and link these with strategies for social change.

**CCC560 Ecological Sustainability (3)**

This course examines the key challenges and opportunities associated with ecological sustainability. It provides an overview of regional, national, and global socio-environmental issues and considers the design of communities, institutions, and businesses that exemplify the characteristics of sustainability. Students use social/natural science and philosophical perspectives to explore historical contexts, tools, and techniques and integrative designs relative to their respective areas of personal interest and professional focus.

**CCC550 Global Pluralism (3)**

This course is designed to stimulate creative insights in seeking opportunities for harnessing the potential of pluralism for universal benefit. Social, economic, political, and environmental dynamics serve as a global context for exploring the role of pluralism in securing the future of humanity. Students gain (a) deep understanding of implications of diversity in human and social identities, (b) skills in identifying the relationship between policies and actions and the social/conceptual constructs which underpin them, (c) awareness of the role of both temporal and transcendent consciousness in human evolution, and (d) perspectives on the potential inherent in pluralism.

**CCC555 Transformative Leadership (3)**

Leading, following, authority, and power are upfront and personal throughout this course. Transformative leadership is fundamentally about creating the personal capacity and inclusive awareness to affect profound, human-scale change in our own lives, businesses, organizations, and communities. Through this course, students further develop their leadership abilities and the group and systemic perspectives necessary to engage, catalyze, and lead effective adaptive work.

**Reflective Practicum Seminars (Two courses, 12 credits each)****CCC691 Reflective Practicum 1 Simulation and Case Study (12) three consecutive quarters**

In Reflective Practicum 1, students explore diverse practices for facilitating sustainable social change in communities, organizations, and cultures. Throughout the year, students develop frameworks and principles for understanding social change by critically examining real-life examples, participating in simulation exercises, and conducting an in-depth case study. Key elements of the course include collaborative learning and the practice of reflecting on lived experience as a pedagogy for adult learning. Guest presenters and other CCC faculty provide multiple perspectives on social change. Program caucuses are part of Reflective Practicum 1 coursework, and students are required to attend.

**CCC692 Reflective Practicum 2 Capstone Change Project (12) three consecutive quarters**

In this required course, students design, develop, and execute projects either in teams or individually and attend a practicum seminar in which they engage in reflective inquiry, theoretical analysis, and skills sharing with classmates from across the center's programs. A master's thesis is generally based on the change project and requires the student to apply theoretical knowledge to a topic of inquiry appropriate to the degree specialization. Students will make a presentation of their change projects at a public symposium at the end of the three-quarter RP2 sequence.

### **New student Retreat**

The degree program begins with a three day new student retreat. The retreat provides an overview of the curriculum, exposes students to underlying learning philosophies, and introduces the basic leadership, team dynamics, and systems theories that underpin the entire experience. Each exercise and activity is designed to assist students in learning about each other and to begin the formation of a learning community. The program typically takes place at an off site retreat center. This retreat will be a chance for new CCC students to get to know one another and their faculty members, as well as to engage in an intensive weekend of learning. There is an additional charge to cover retreat lodging and meals.

## M.A. in Environment and Community

The Environment and Community program (E&C) is designed for professionals, activists, educators, volunteers, and others interested in the interdependence of environmental and social issues, and who want to strengthen their abilities to work for meaningful change. Emphasizing social science perspectives and natural science literacy, the E&C program focuses on the relationships among values, ideas, theory, practice, social and institutional structures, constructive engagement, and modalities of socio-environmental change.

The program is designed to integrate knowledge gained in an academic setting with learning acquired through work, personal experience, and the experiences of others. The development of the whole person, the equal emphasis on social values and creativity, and a recognition that community involvement is necessary for individual growth and enrichment of our society, underpin the mission of the E&C program. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Ecological Planning and Design.

### **Features of the E&C Program approach**

- Integration of theory and practice between the classroom and the community
- A holistic approach honoring intellectual, emotional, and spiritual growth
- Collaboration and community rather than competition
- Emphasis on ethics, values, and social responsibility

## **E&C Degree Requirements (66 credits)**

To complete an E&C degree students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser approved courses from other degree programs.

## **Required E&C Degree Courses (12 credits)**

### **ENC622 Theories and Practices of Social environmental Change (3)**

This class focuses on developing both a deeper understanding of environmental issues and the skills needed to address them in communities. Issues covered include (1) the historical and institutional contexts of environmental issues (2) the dominant role of scientific rationality in framing environmental issues and decisions (3) the role of social theory in understanding current conditions and creating lasting changes and (4) the nature and quality of public discourse with respect to environmental issues.

### **ENC658 Integrative Environmental Science (3)**

This course uses natural and social science perspectives to explore human ecosystem interactions and sustainability. It enables students to become more familiar with the concepts and language of the environmental sciences and to strengthen their capacity for understanding and critically evaluating scientific information. Specific environmental issues are used as examples throughout the course.

### **ENC670 Economics and the Environment (3)**

This course addresses the economic context of the environmental crisis. Students first understand and then challenge the economic models that constrain environmental decisions. Students learn and apply environmental microeconomics and macroeconomics as well as emerging models of regional and community economies.

### **ENC680 Environmental Policy and Decision making (3)**

This course explores the development and implementation of public sector environmental policy focusing on US federal and international environmental policy. Students also develop their capacity to accurately assess environmental policies, identify practical environmental policy options and understand strategies that can be used to influence environmental policy.

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

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. E&C elective offerings vary from quarter to quarter and have included the following:

### **ENC610 Philosophical Perspectives on Environment and Community (3)**

This course familiarizes students with a variety of contemporary philosophical stances on the relationship between the human community and the more than human environment including environmental ethics, communitarianism, deep ecology, environmental justice, bioregionalism, ecofeminism and earth based spiritualities.

### **ENC630 Natural History and Culture of the Pacific Northwest Environment (3)**

In this course students study the historical and cultural context for the environmental issues facing communities in the Pacific Northwest. This class enables students to gain a richer understanding of how environmental, cultural and social issues are deeply intertwined with one another.

### **ENC635B Strategic Leadership (3)**

This course helps students develop the insights and foresight to anticipate and envision strategic transformation in their organizations. The class covers organizational strategic inflection points, purpose, vision, mission, values, alignment and strategies for moving intention to action. Students learn how to engage, empower and lead people in the midst of chaos, complexity and change toward a shared future.

### **ENC671 Ecology and Community-based Economics (3)**

This course prepares students to use alternative economic models to achieve environmental and community sustainability. Three viewpoints—a no-growth macro-economy, ecological market economics and local community economics—underlie most discussions of economic and environmental sustainability today. Economic models from each of these paradigms are studied, compared and used to address social and environmental issues selected by students. This is the second of a two-course sequence in environmental economics.

### **ENC681 Ethics and Environmental Justice (3)**

This course offers an in-depth look at the ethical issues raised in other courses. It also provides students an opportunity to work with environmental justice issues and organizations in the Pacific Northwest.

## M.S. in Management

The graduate Management program (GMP) is designed for professionals from a wide variety of professional backgrounds who are interested in learning to succeed as managers in business, government, public agencies and/or the nonprofit sector. The curriculum blends theory and practical application in traditional core business disciplines with added emphasis on leadership development, reflective practice, systemic thinking and skills in group and organizational dynamics. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Business Leadership and Change Management.

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

To complete a GMP degree, students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser-approved courses from other CCC degree programs.

### **Required GMP Degree Courses (12 credits)**

#### **MGT617 Finance: Stakeholders and the Bottom Line (3)**

This course teaches the basic skills and perspectives needed to manage budgeting, forecasting, accounting and financial analysis effectively. Starting with an overview of the institutions, actors and rules that investors and lenders use to assess the value of firms, students learn how financial statements are constructed, analyzed and interpreted. They become familiar with cash flow, income

statements and balance sheets and learn how to calculate the time value of money and use some ratio analysis to evaluate the financial health of an institution

### **MGT618 Marketing Creating Customer Value (3)**

This course explores creating and satisfying customer demand. Marketing topics include defining customer value, creating and forecasting demand, channel management and effective operations. The major team assignment for the quarter is a marketing consultation project for an organization in the community. At the conclusion of this quarter, students will understand and be able to apply basic marketing vocabulary, key concepts and analytical tools. In addition, they will have a grasp of emerging issues and areas of debate and be able to cast business issues in terms of their impact on customer value.

### **MGT625 Strategic Thinking and Planning (3)**

This class explores various planning concepts and methodologies for strategic thinking and planning. Instruction and exercises focus on Tostis model, scenario planning, search conference, action learning and action technology. Students are introduced to the fundamentals of systems theory and practice through understanding of the evolution of organizational systems, diverse paradigms, spiral dynamics, self-organizing systems and systems dynamics.

### **MGT632 Leadership in Business and Organization Systems Inquiry (3)**

In this course, students address specific personal, organizational and global issues related to management and leadership. Recent topics explored in collaborative teams have included: (1) complex social systems, (2) personal goals and creativity in groups, (3) entrepreneurial teams, (4)

spiral dynamics and (5) action research. The content and emphasis of the collaboratively designed topics change each year to reflect the rapidly developing needs of the world of manager leaders.

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

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. GMP elective offerings vary from quarter to quarter and have included the following:

### **MGT624 Innovation and Creativity in Turbulent Times (3)**

This course explores the diverse paradigms associated with the study of creativity. It also presents the concepts of similarities and differences from both Eastern and Western traditions that underlie all creative thinking. It offers various convergent and divergent processes for solving puzzles including synectics, provocations, metaphors, paradoxes and humor. It enables the students to seek options that transcend the dominant analytical paradigm.

### **MGT628 Executive Coaching (3)**

This highly interactive course is intended for a wide audience, from managers seeking to improve their own leadership abilities and employee development skills to individuals seeking to begin or develop an effective coaching practice. Students explore coaching theories and best practices. The participatory nature of the course encourages rapid skill development regardless of experience level. Topics include: methodology and process, overview of different coaching types, available resources, the value of coaching (the business case), critical issues in developing a coaching practice, practical tools and skills for managers and leaders.

### **MGT631 Harnessing Human Diversity (3)**

Most organizations, institutions, and governments recognize the importance of managing diversity in their workforce in order to enhance creativity, morale, and productivity. Most diversity management programs, however, introduce interventions that principally address a few of the outward symptoms of social disparity and fail to explore the complex dynamics of underlying forces and value systems in different conditions of space and time. This course explores the interdependence of personal, interpersonal, and transpersonal identities with a mind to unveil the base psyche and harness the immense richness of diverse human identities. The students work in groups to complete given assignments by the end of the course.

### **MGT633 Spirit in the Workplace (3)**

This course explores the human spirit as the core of all learning experience. It helps students of all disciplines and persuasions enrich their multi-disciplined knowledge beyond the exoteric reality and to probe into the higher levels of consciousness where duality and multiplicity of our created world disappear. The principal objectives of the course are to create awareness of the conditioning of our thoughts by diverse paradigms — ranging from the reductionist to the holistic — to jolt us out of our conventional thinking and to rethink our everyday reflections and practices from mystical and mythological perspectives.

## M.A. in Organizational Psychology

The Organizational Psychology program prepares graduates to understand and facilitate positive human relationships within organizations and to promote healthy, sustainable workplaces. Students develop psychological and systemic perspectives for working with individuals, teams, and organizations. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Organizational Dynamics.

AUS students in Organizational Psychology gain

- A deep understanding of self
- The ability to nurture interpersonal relationships
- An appreciation of the role of spirit in work
- Practical understanding of organizations as systems
- Innovative skills to intervene effectively

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

To complete an OPP degree, students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser-approved courses from other CCC degree programs.

## **Required OPP Degree Courses (12 credits)**

### **OPP631 Systems level Intervention and Change (3)**

Focusing on technologies such as Future Search Real Time Strategic Change SimuReal and Open Space students learn about the history philosophy theory and practice of large group interventions. In doing so they recognize current conditions that call for these methods understand the principles that underlie them and become familiar with some of the models in use. Students also gain design skills by helping an organization decide whether or not to use a large group intervention strategy.

### **OPP536 Organizational Theory (3)**

This course focuses on creating and maintaining sustainable high performance organizations. Using a systems approach to understanding organizations students examine the interdependent components of organizations and study the relationship of the organization to its environment. Other key topics include strategy structure culture human systems leadership change and methods of measurement and feedback.

### **OPP536B Human Behavior in the Workplace (3)**

This course provides a comprehensive study of organizations as systems stressing the significance of this perspective compared to traditional views of organizations. They learn to identify interdependent components and describe their relationships to one another and to the whole. They learn to analyze and assess organizational effectiveness from a systems perspective and to apply organizational behavior concepts and theories to business issues. Students deepen their awareness of self as a major sub system in organizational behavior and explore their

own leadership competencies. They build competence through team participation.

### **OPP638D Group Dynamics and Facilitation (3)**

The purpose of this course is to increase students' theoretical and practical understanding of the role of the facilitator. Course content includes the role of facilitator diagnostic and intervention models and styles of facilitation and leadership. Students have regular opportunities to observe and practice facilitation/leadership skills.

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

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. OPP elective offerings vary from quarter to quarter and have included the following:

### **OPP622B Conflict Management (3)**

In this course students gain understanding skills and confidence in managing conflict. Students focus on both theoretical and practical understanding of conflict in interpersonal relationships groups and organizations. In addition they use systems concepts to explore how these varieties of conflicts interconnect and to expand their understanding of conflict dynamics in human systems.

### **OPP532 Trauma and Healing of Organizations (3)**

This class focuses on organizational trauma—the nature and effect of providing care—the impact of a disaster upon or within the organization—and significant shifts in the workforce such as downsizing. Through an exploration of organizational culture students are exposed to sources of organizational

trauma and the resulting internal dynamics. Using a systemic perspective, students learn ways to address these dynamics and heal organizations.

### **OPP536C Overview of Organization Development (3)**

This introduction to the discipline of Organizational Development (OD) gives students a simple yet effective lens to view organizational change, diagnose issues, and build momentum for improving organizations from a holistic management approach. In addition, students learn the theoretical bases, operating principles, terminology, and concepts used in creating an OD perspective within various organizational contexts, as well as practical applications and implementation tools.

### **OPP613 Personal Wellness in Organizational Systems (3)**

This course explores the concept and experience of personal wellness within organizational life. Using a systems framework and emphasizing the intersection of the personal and the organizational, students gain knowledge and skills to enhance their own wellness and to use as a practitioner in organizations. Over the quarter, participants develop models of personal and organizational wellness and assess an actual organization using their organizational wellness model.

### **OPP636B Management of Change (3)**

The purpose of this course is to prepare students to lead and manage change on a personal, organizational, and societal level. This course is designed to give students an understanding of change issues and processes and experience in applying and assessing change models.

### **OPP638B Training Design (3)**

This course explores approaches to training design as well as current theories, practices, and issues relevant to the design and production of training. Students and faculty collaborate as a learning laboratory in which small subgroups create a training design with personal and professional relevance to the students. Through this experience, students gain increased competence as effective training designers and developers and increased experience working with organizational client systems.

# M.A. in Whole Systems Design

Whole Systems Design (WSD) is a master's degree for adults wanting to bring wisdom, clarity, skill, and creativity to their work for positive change — in their organizations, communities, cultures, and personal lives. Founded in 1982, the WSD program begins with the holistic/systemic assumptions that the world is radically interconnected, interdependent, and evolving.

WSD integrates inquiry and practical engagement in new and exciting ways, informed by work in a wide range of disciplines including philosophy, the new sciences of chaos and complexity, natural and social science, literature, and the arts. Going beyond the mere inclusion of ideas from the various disciplines, it seeks out patterns that connect across the fields, creating new syntheses. It engages learners in an exploration of the profound implications of these notions and in the development of skills and awareness necessary for effective action in our complex, rapidly changing world.

WSD is organized around the three closely interrelated dimensions of systemic thinking: holistic perspectives and design praxis. Through a combination of coursework, community-based projects, and individualized study, learners develop and synthesize competence in all three areas. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Systems Thinking and Design.

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

To complete a WSD degree, students must take the 42 CCC core credits plus 9 credits (three courses) in this degree specialization area and 15 credits (five courses) of electives. Electives may include adviser-approved courses from other CCC degree programs.

## **Required WSD Courses (9 credits)**

### **Holistic Perspectives (3)**

Through a choice of holistic perspectives courses, students explore selected expressions and qualities of holistic insight and experience. Some of these expressions offer participatory, non-dual, or systemic outlooks; some come from process philosophy; others consider the holistic idea of irreducibility, a relational whole not reduced to subjects and objects. Topics for study include social and natural systems as well as the evolution of thought in art, science, and philosophy.

### **Design Theory and Practice (3)**

In these design courses, students learn to engage effectively with clients, developing clarity around purpose, creating and implementing new possibilities, as well as offering more specialization in setting or mode. Recent offerings have included Design Languages, Designing With/In Community, Visual Literacy, and Participatory Design.

### **Advanced Systems Theory and Philosophy (3)**

These classes are more specialized systemic courses that deepen the student's conceptual understanding as a means for more effective engagement with human and natural systems. Recent courses included Systems Dynamics, Systemic Thinking, The Art of Making Distinctions, and Autopoiesis, Myth, and Science of Self-organization.

### **Elective Courses (15 credits)**

Five elective courses (15 credits) are required for graduation and may be chosen from any CCC program with adviser approval. WSD elective offerings vary from quarter to quarter and have included the following:

#### **WIN503H Systemic Thinking: The Art of Making Distinctions (3)**

This course explores systemic thinking and concepts as a means for making more meaningful and useful distinctions in the service of improved communications, conflict resolution, collective design, and decision making. Course materials draw from an array of fields including mathematics, anthropology, communications, and philosophy. The class includes pragmatic skills for integrating these ideas into daily life and work. Students explore notions of interconnectedness and interdependence, how these notions are moving from the leading edge into the mainstream, and how we continually perceive difference and create distinctions.

#### **WIN507E Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)**

This studio explores the nature and significance of visual thinking and communication as an essential path to creativity and innovation. The purpose of this studio is two-fold: to look at sketching, drawing, and painting as visual communication skills versus talents, and to honor the mystical quality of self-expression as a way of visual stimulation for enhancing creative thinking. Students participate in experiential and theoretical exploration of signs and symbolic meaning in the field of visual culture and their application to design communication.

#### **WIN508B Design Approach: The Art and Science of Creative Change (3)**

Creative change demands a different approach than problem solving. The intention of this course is to explore and experience design approach as an intentional co-creating process of being and acting in the world. Students explore creative change in conjunction with the notion that participants are able to facilitate personal transformation, societal change, and organizational renewal. The course provides the theoretical framework for imagining, conceptualizing, and bringing into existence a desirable future appropriate for human purposes. Participants become aware of the client/designer relationship and gain practical knowledge, design skills, and techniques that are of instrumental value to successful whole systems designers.

#### **WIN513C Evolutionary Theory and Self-organizing Systems (3)**

This interdisciplinary seminar focuses on the theories and principles of both contemporary evolutionary theory and theory of self-organization with respect to cosmology, natural and social systems, and the growth of consciousness and culture. Selected themes of myth and early science provide a (pre) historical backdrop, but contemporary refinements and extrapolations of evolutionary and systems thinking and elements of the philosophy of science are the centers of discussion as they engage learners' varied interests. This seminar emphasizes systems thinking and the thematic area of inquiry and scholarship.

#### **WIN616C Mary Parker Follett (3)**

This class focuses on Mary Parker Follett's (1868-1933) notions about democratic society, organizations, management, conflict, and creative experience. In the early years of the last century, she spoke of self-organization as a fundamen-

tal characteristic of life of power with rather than power over strategies of cross functional teams and the importance of coordination and integration as compared to control. This course delves deeply into the epistemological premises of her philosophy and how they connect with her ideas on power freedom responsibility democracy conflict design and individual/group relating.

### **WIN602C Systems Dynamics and Modeling (3)**

In this course students explore systems dynamics as pioneered by Jay Forrester and popularized by Peter Senge to understand complex systems — social environmental or organizational — in terms of feedback processes. These processes reveal the specific causal structure that gives rise to a systems dynamic behavior. Modeling such dynamics provides an excellent method for learning and understanding about the behavior of complex systems. It also allows students to experiment with how changes in any system result in intended and unintended consequences for other parts of the system. Simulating various options and exploring their resultant effects allows for more effective design and planning.

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

*(beginning spring quarter 2006)*

The Strategic Communication program (SCP) is designed for professionals who are interested in learning how to design and implement successful communications objectives strategies and tactics. Through classroom instruction group participation professional work personal experience and the experiences of others the program integrates theory and practice that has immediate impact on students careers. The curriculum emphasizes communication as a systemic process and practical skills for facilitating changes in business as well as nonprofit and public sectors. In addition to a masters degree students earn certificates in Integrated Skills for Sustainable Change and Effective Communication Strategies.

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

To complete a SCP degree students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser approved courses from other CCC degree programs.

### **Required SCP Degree Courses (12 credits)**

- Communications Media and Technologies
- Communicating across Cultures
- Legal and Ethical Issues in Communication
- Communicating to Influence Change

## Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. SCP elective offerings vary from quarter to quarter and may include the following:

- Assessing and Benchmarking Communication
- Proposal Writing
- Risk Communication
- Organizational Communication
- Dealing with the Media
- Innovation and Creativity

## Center for Creative Change Graduate Certificate Programs

The six CCC graduate certificate programs all consist of six courses (18 credits) and are designed to be completed in nine months.

### Integrated Skills for Sustainable Change

This certificate program provides foundational courses for people wanting to implement change in their organizations or communities. Recommended for community leaders and professionals seeking specialized education.

Requirements are: Transformative Leadership and Change, Systemic Thinking for a Changing World, Ecological Sustainability, Global Pluralism, Critical Inquiry and Ways of Knowing, and Communication Design.

### Business Leadership and Change Management

In this certificate program, professionals learn the business and people skills necessary to manage change in their companies. Recommended for mid-level managers.

Requirements are any three of the following required courses (9 credits): Finance, Stakeholders and the Bottom Line, Marketing, Creating Customer Value, Strategic Thinking and Planning or Leadership in Business and Organizational Systems Inquiry, plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

### **Organizational Dynamics**

In this certificate program organizational development experts hone techniques for facilitating healthy sustainable workplaces. Recommended for human resource personnel organizational development specialists and professional consultants.

Requirements are any three of the following required courses (9 credits): Organizational Theory, Human Behavior in the Workplace, Group Dynamics and Facilitation, or Systems level Intervention and Change, plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

### **Systems Thinking and Design**

This certificate program develops an understanding of the systemic nature of problems and design solutions for the whole rather than just the parts. Recommended for visionaries in corporations, nonprofits, governmental and nongovernmental agencies.

Requirements are two courses (6 credits) in Systems Theory and Philosophy, two courses (6 credits) in design theory and practice, and one course (3 credits) in holistic perspectives, plus one elective course (3 credits) in any CCC program approved by the student's adviser.

### **Ecological Planning and Design**

In this certificate program professionals study how to enable the natural environment and human communities work together productively. Recommended for urban planners, architects, builders and environmental stewards.

Requirements are any three of the following courses: Theory and Practice of Socio-environmental Change, Economics and the Environment, Environmental Policy and Decision-making Processes, or Integrative Environmental Science, plus three elective courses (9 credits) taken

in any CCC program approved by the student's adviser.

### **Effective Communications Strategies**

*(beginning winter quarter 2007)*

In this certificate program professionals study how to anticipate communication issues and respond to them. Recommended for professionals in the business, nonprofit and public sectors.

Requirements are any three of the following courses: Communications Media and Technologies, Communicating across Cultures, Legal and Ethical Issues in Communication, or Communicating to Influence Change, plus three elective courses (9 credits) taken in any CCC program approved by the student's adviser.

# Center for Continuing Education

Antioch's Center for Continuing Education (CE) offers professional development opportunities to meet the changing continuing education needs of teachers, leaders and other professionals. Through certificate programs, courses, workshops and special events, CE promotes learning as a way of life and Antioch as a center for professional growth. Students learn from active professionals in the field who know what's happening now – and what's on the horizon. They work on projects that draw on real life situations and develop a network of instructors and classmates they can rely on. Students leave their classes and programs ready to put into action what they've learned.

CE collaborates with a variety of educational partners who bring additional resources to the community: Heritage Institute, Staff Development for Educators, Education Development Center, Heinemann Publishing Academy for Coach Training and the Dispute Resolution Center of Snohomish and Island Counties. These partnerships, as well as other CE certificates and courses, extend Antioch's strengths into the community and further serve the needs of alumni. Courses and programs offer either continuing education units or credits, neither of which may be applied to a degree at Antioch. Because CE offerings are responsive to community needs, they change often.



Antioch's website is the best way to learn about CE programs: [www.antiochseattle.edu/ce](http://www.antiochseattle.edu/ce). Or call 206 268 4111, e-mail [ce@antiochseattle.edu](mailto:ce@antiochseattle.edu) or stop by the CE office.

# Academic and Student Life Policies

By registering for courses at AUS students acknowledge that they are familiar with the regulations and policies of the university and accept them. The full text of the regulations and policies are available in the following:

- AUS student handbook
- Individual program handbooks distributed when students first enroll
- AUS website ([www.antiuchseattle.edu](http://www.antiuchseattle.edu))
- Quarterly Schedule of Classes

Below are some of the most frequently consulted academic and student life policies:

## Enrollment Status

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

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

This status is the basis for determining eligibility for financial aid, loan deferment and all other types of enrollment verification. Students enrolled for graduate psychology internship and case consultation are considered to be full time for academic purposes.

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

## Attendance

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

## Academic Progress

### Student Satisfactory Academic Progress Policy

#### Maintaining Satisfactory Progress

AUS is committed to helping students achieve their academic goals and ensuring students make satisfactory progress toward a graduate degree or certificate. Graduate students must meet the following two standards to maintain satisfactory academic progress:

#### *Minimum Cumulative Percentage of Credits*

Graduate students must have completed or have in progress a minimum of 67% of the total credits for which they register. Completed or in progress courses include those with earned credits or current in progress status. Not included are credits for any courses dropped prior to the 10th calendar day of a quarter.

#### *Maximum Number of Unfinished Credits*

Graduate students are limited to a cumulative total of eight unfinished credits of study at AUS. Undergraduate students

are limited to 12 Unfinished credits include those recorded as IP or IPX

### **Academic Action for Unsatisfactory Progress**

#### ***First Quarter Academic Concern***

After the first quarter in which students do not meet either or both of the above academic progress standards they are placed on academic concern

#### ***Second Quarter Academic Warning***

After a second consecutive quarter of unsatisfactory progress students are placed on academic warning and will not be permitted to register again until they have met with their advisers to develop an appropriate strategy for improvement. Elements of such a strategy may include

- Schedule for completion of coursework
- Continued enrollment limited to a maximum of six credits
- Leave of absence
- EMF registration status
- Withdrawal from the program

#### ***Third Quarter Academic Hold***

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

A student may appeal an academic hold and request immediate re-enrollment by submitting a written request to the Academic Appeals Committee. See *Appeals Process*

### **Satisfactory Progress and Financial Aid Eligibility**

Students must make satisfactory academic progress to be eligible for financial aid. Students who have not previously attended AUS are considered

to be in good academic standing. For students who have attended AUS but did not receive financial aid, the university will determine eligibility by reviewing their past AUS records.

### **Minimum Cumulative Percentage of Credits**

To be eligible for financial aid, students must have completed a minimum of 75% of the credits for which they registered. For this purpose, credits accepted in transfer from other institutions may be counted toward the 75%.

### **Minimum cumulative credits and maximum time frame**

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

- B.A. – 270 including transfer credits
- M.A. Psychology – CCFT or MHC 108
- M.A. Psychology – CCFT or MHC with Art Therapy 135
- M.A. Psychology – Integrated Studies 90
- Post-master's Certificate in Art Therapy 90
- M.S. Management 99
- M.A. Environment and Community 99
- M.A. Organizational Psychology 99
- M.A. Whole Systems Design 99
- Certificate programs: Center for Creative Change 27
- M.A. Education 72
- M.A. Education with Graduate Teacher Preparation 111
- Graduate Teacher Preparation without M.A. 87
- Professional Teacher Certificate 23

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

### *Additional Standards for Work study*

Students receiving work study funding must complete each quarter the following number of credits

	Grad	Undergrad
■ Full time students	8	12
■ Three quarter time students	6	9
■ Half time students	4	6

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

Students are not eligible for further financial aid if they earn less than half of the credits for which they have previously received aid awards.

A student may regain eligibility if all credits enrolled for in one quarter are completed.

### **Appeal Process**

Students placed on academic hold may appeal in writing to the Academic Appeals Committee. Generally an appeal should be based on a student's unusual circumstances. An appeal request must be supported and signed by both the adviser and program director.

Appeals must be submitted to the Academic Deans Office no later than the fifth day of the quarter.

If an academic appeal to continue is granted, the student nevertheless remains ineligible for federal, state and institutional financial aid until one quarter is completed with all courses finished and/or all unfinished credits completed.

### **Continuous Enrollment**

Students must notify the university if they want to take any quarter off from coursework by requesting a Leave of Absence or Enrollment Maintenance status.

### **Leave of Absence (LOA)**

A LOA is a period of time during which a student has officially notified the school that he or she will not be affiliated with AUS, e.g. taking classes, seeking faculty advice, taking part in internships or holding degree committee meetings. To be on a leave, a student must submit a LOA registration card to the Registrar's Office by the end of the first week of the quarter of absence. The card must be signed by both the student and the adviser and be submitted for each consecutive quarter the student intends to be on leave. Filing can only be done one quarter at a time unless an exception is granted in advance and approved by the student's adviser. *Note: taking a LOA may cause financial aid loans to go into repayment; contact the Financial Aid Office for further information.*

If an LOA registration is not submitted and the student has not registered for the current quarter, the student will be withdrawn. To return, the student must apply for readmission. Students are limited to four consecutive LOA quarters. After that, unless the student registers for credit or enrollment maintenance (EMF), he or she will be withdrawn.

### **Withdrawal**

According to the LOA and other policies, the university can withdraw students; a student can withdraw or a program may initiate withdrawal. In all cases, the registrar is notified. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office. Readmit

ted students must comply with university policies and program requirements in effect at the time of readmission and with any specific program/adviser conditions imposed.

### **In Progress Policy**

If coursework is not completed by the end of the quarter for which it was registered, the student may negotiate with the evaluator for additional time for completion, up to two additional quarters. Such a contract is granted solely at the discretion of the evaluator/instructor. If the work is not finished by the deadline the instructor has set, the instructor can approve another deadline up to the maximum time permitted. If the work is not complete then, a permanent incomplete will be assigned, not subject to change. After that time, in order to receive credit, students need to reenroll and repay for the course. Note that enrollment maintenance quarters count as in progress quarters. LOA quarters do not count as in progress quarters. IP contracts are not available to non-matriculated students. Upon withdrawal from AUS, outstanding IPs are converted to IN (permanent incomplete).

### **Non Matriculated (Visiting) Students**

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

Non-matriculated students may not be granted in-progress contracts.

### **Grades**

AUS does not award letter or numeric grades for learning completed either prior to or during enrollment. However, at a student's request, the registrar will provide a letter outlining AUS's philosophy regarding evaluation of student learning and reporting the university's standards for the granting of credit (B or better for graduate students, C or better for undergraduate students).

### **Due Process and Student Grievances**

Antioch is committed to the fair and equal treatment of students in all areas. All members of the Antioch community are expected to conduct themselves honestly, responsibly, and in a manner that respects the rights of others. To this end, a student code of conduct, including a statement of student rights and responsibilities, is maintained and published in the student handbook. The student grievance policy is also outlined in the student handbook. Students who believe they have grievances regarding their treatment in an academic program have recourse to the academic dean and to a review process in which grievances may be heard and ruled on by an impartial faculty panel. A detailed statement of applicable policies and procedures is available in the Academic Deans Office.

### **Communication Protocol**

**FirstClass (FC)** email accounts and addresses are assigned for all AUS students. Students are required to check their FC email at least weekly and are responsible for being aware of information posted through FC to Official Announcements, programmatic folders, and bulletin boards.

To comply with student records confidentiality and security requirements, official email communication with AUS, including email between students and

instructors should originate from and be conducted within the FC system  
Students are required to report and maintain a current address with the university. Address changes should be reported to the Registrar's Office by letter or the address change form available on FC.

### **Degree Completion**

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

Students must complete all course and degree requirements prior to the end of a term to be eligible to graduate that term.

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## Principal Officers

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

Commercial pay parking lots are adjacent to the building. These lots are unattended, cost between \$7 and \$10 a day and between \$2 and \$5 for the evening, and require exact change or bills. There are also meter spaces on the street that are free after 6 p.m. and on Sundays.

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