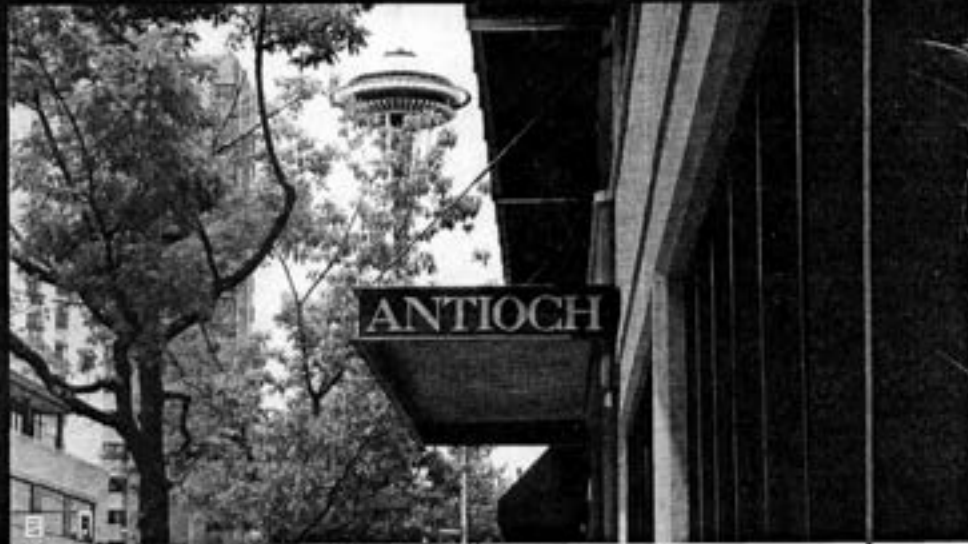


2007-08 Catalog



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

Horace Mann

First president of Antioch College

Excerpt from commencement address, 1859

(Psy.D.) • Graduate Teacher Preparation • Master's in Education • First Peoples' program • Bachelor's in Liberal Studies with teacher preparation • Bachelor's in Liberal Studies (completion program) • Master's in Environment and Community • Master's in Whole Systems Design • Master's in Strategic Communication • Master's in Management • Master's in Organizational Psychology • Graduate Certificates • Continuing Education • Master's in Psychology • Child, Couple and Family Therapy • Mental Health Counseling • Art Therapy • Integrative Studies program • Doctor of Psychology (Psy.D.) • Graduate Teacher

antioch
UNIVERSITY SEATTLE

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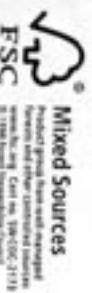
Antioch Seattle does not discriminate on the basis of race, color, sex, ancestry, national origin, religion, age, sexual orientation, family status or disability in recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and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

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

Antioch University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 1, 2008, and authorizes Antioch University to offer the following programs: Bachelor of Arts in Liberal Studies; Master of Arts in Education; Master of Arts in Environment and Community; Master of Arts in Organizational Psychology; Master of Arts in Strategic Communication; Master of Arts in Psychology; Master of Arts in Whole Systems Design; Master of Science in Management; Doctor of Psychology in Clinical Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Selected 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.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@ospi.wa.gov to determine whether this education program is approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district about whether this program may qualify for salary advancement.



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Message From the President

Dear Student,

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

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

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

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

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

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

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



Sincerely,

A handwritten signature in cursive script that reads "Cassandra Manuelito-Kerkvliet".

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

Academic Calendar

Summer 2007

Financial Aid Filing Date	April 15
Registration Begins	May 25
Tuition Payment Deadline	June 29
Late Registration (Late Fee Assessed)	June 15-July 6
First Day of Classes	July 2
Last Day to Receive Full Refund	July 10
Fall Registration Begins	Aug. 27
Last Day of Classes	Sept. 9
Evaluator Assessments Due	Sept. 21
Commencement Ceremony	June 8, 2008
Independence Day Holiday	July 4
Labor Day Holiday	Sept. 3

Fall 2007

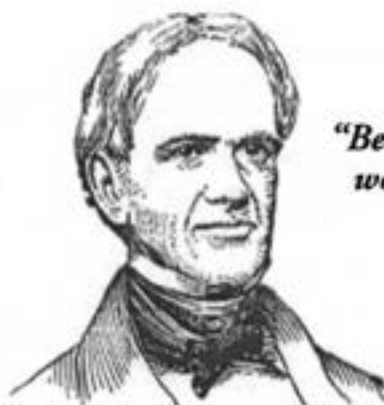
Financial Aid Filing Date	Aug. 15
Registration Begins	Aug. 27
Tuition Payment Due	Sept. 28
Late Registration (Late Fee Assessed)	9:01 p.m. Sept. 16
First Day of Classes	Oct. 1
Last Day to Receive Full Refund	Oct. 9
Last Day of Classes	Dec. 9
Winter Registration Begins	Nov. 26
Evaluator Assessments Due	Dec. 21
Commencement Ceremony	June 8, 2008
Thanksgiving Holiday	Nov. 22-23
Holiday Break (campus closed)	Dec. 22-Jan. 1

Winter 2008

Financial Aid Filing Date	Nov. 15
Registration Begins	Nov. 26
Tuition Payment Due	Jan. 4
Late Registration (Late Fee Assessed)	9:01 p.m. Dec. 16
First Day of Classes	Jan. 7
Last Day to Receive Full Refund	Jan. 15
Last Day of Classes	March 16
Spring Registration Begins	Feb. 25
Evaluator Assessments Due	March 28
Commencement Ceremony	June 8, 2008
Martin Luther King, Jr., Day Holiday	Jan. 21
Presidents' Day Holiday	Feb. 18

Spring 2008

Financial Aid Filing Date	Feb. 15
Registration Begins	Feb. 25
Tuition Payment Due	March 28
Late Registration (Late Fee Assessed)	9:01 p.m., March 16
First Day of Classes	March 31
Last Day to Receive Full Refund	April 8
Last Day of Classes	June 8
Summer Registration Begins	May 19
Evaluator Assessments Due	June 20
Commencement Ceremony	June 8, 2008
Memorial Day Holiday	May 26



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

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

About Antioch University Seattle

Antioch University has a 150-year tradition of excellence, innovation and leadership among American colleges and universities. Founded in 1852 as Antioch College, a small liberal arts institution in Yellow Springs, Ohio, with the famed social reformer, abolitionist and educator Horace Mann as its first president, it has never wavered in its commitment to high quality education, social justice and inclusiveness. For all its years, Antioch has provided student-centered programs that recognize the diversity of individual backgrounds.

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. We meet you where you are personally, professionally and academically.

Antioch's Mission

"Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The multiple campuses of the University nurture in their students the knowledge, skills and habits of reflection to act as

lifelong learners, democratic leaders and global citizens who live lives of meaning and purpose."

Antioch University Seattle (AUS), in concert with its institutional mission, seeks "to provide transformative education that engages adult learners in lifelong development and agency in a changing world." In its bachelor's, master's and doctoral programs, Antioch Seattle 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. Innovation, responsiveness and an unwavering commitment to excellence is Antioch's pledge to its students. The University's pride in

upholding these standards is surpassed only by pride in the students, whose efforts, dedication and accomplishments are, in the end, the final measure of Antioch's success.

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. They also understand students need to integrate classes with other responsibilities and adjust their teaching to students' needs. Other benefits for students:

- Evening and weekend class schedule
- Integration of theory and real-world practice
- Emphasis on leading and managing change
- Recognition of the diversity of individual backgrounds

Truly Innovative Higher Education

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

- Independent study
- Interdisciplinary study
- Self-designed degree plans
- Narrative student assessment in lieu of 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

Based on the principles of lifelong learning, the University was formed to recognize the diversity of individual backgrounds and experience by meeting learners where they are personally, professionally and academically. While providing sound undergraduate and graduate educational programs, Antioch Seattle, with the dedication of committed faculty and staff, assists students in overcoming traditional barriers to completing a university degree. Based on the belief that all learning is most effective when it is student-focused, Antioch Seattle is committed to expanding educational opportunities with economy, flexibility and responsiveness. Ultimately, Antioch Seattle offers services and programs of study that are current, relevant and non-repetitious of the learner's previous educational experience. The University ensures academic quality through personalized evaluation, faculty-approved, learner-centered programs and demanding program requirements.

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. Today, Antioch Seattle is a recognized leader in making higher learning accessible to populations who have often been denied such opportunities in the past. Antioch

Seattle maintains a diverse faculty, staff and student body, and expects its students to become adept in working with people from a variety of cultural backgrounds. An important example of Antioch Seattle's work today is its collaboration, in a 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 Antioch Seattle campus is conveniently located in two modern buildings in the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. In the main building are classrooms, faculty and staff offices, a library, computer facilities, an art studio, lounge and study spaces, a bookstore and a café. Metered and other paid parking is available adjacent to the campus, along with easy access to Metro bus lines. The campus is designed to be accessible to everyone, regardless of physical ability.

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

The campus bookstore, located on the first floor, stocks textbooks, general

reading material likely to be of interest to students, school supplies, snacks, greeting cards, clothing and other items.

Disability Support Services (DSS)

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

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

All students requesting accommodations must submit documentation, dated within the past three years, from a professional (medical doctor, psychologist, psychiatrist, neuropsychologist 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 individual needs can be determined and accommodations are provided in a timely manner. All information is confidential.

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

Library and Computer Services

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

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

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

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

The Admission Process

Admission to Antioch University is based on an applicant's background, education, accomplishments and goals. It is not based on test scores or grade point averages. 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 admissions advisers also are available. These meetings offer an overview of Antioch's programs, its 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. 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 Admissions Office at 206-268-4202 (toll free 888-268-4477), or admissions@antiochseattle.edu. Prospective students also may apply online at 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 coursework and the interview process.

Admission Decisions

Ideally, admission decisions 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 admissibility of each applicant. Admission is selective, and often takes into account judgments of faculty members about the ultimate suitability of the candidate for professional work in the chosen field. The Director of Enrollment Services 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 accepted automatically as degree credits if the applicant is accepted to a program.

International Admission

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

- Official certified educational records, including official translations if educational records are not in English

- Evaluation of international transcripts as noted in the International Transfer Credit section on page 10
- 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 550 (paper-based) or 213 (computer-based) or 79 (Internet) 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 Antioch Seattle (institution code #4146). The TOEFL exam must have been taken within the past two years.
- Documentation of the applicant's ability to pay for educational and living expenses. Antioch University is approved by the Department of Citizenship and Immigration Services to issue INS Form I-20 so 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

Antioch Seattle accepts college-level credit earned at regionally accredited institutions. Credits for college-level courses normally are accepted if the transfer credit carries a grade of C or better. Developmental or remedial courses are not accepted in transfer, nor are continuing education courses. 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 below a 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

Antioch 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.

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

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:

- 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).
- Credits must be earned in graduate-level courses that can count toward an advanced degree.
- Transfer credits may not be used in lieu of core knowledge area courses.
- 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 that does not originate 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 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 an official 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 2007-08

Tuition and fees are in effect through spring quarter 2008. Antioch reserves the right to change tuition and fees at any time without prior notice. Tuition and fees are subject to approval of the Antioch University Board of Trustees. All rates shown are in U.S. dollars.

B.A. in Liberal Studies

One credit..... \$600
Two or more credits \$445/credit
Prior Learning credits \$111.25/credit

Education Programs

Undergraduate Teacher Preparation

One credit..... \$600
Two or more credits \$420/credit

M.A. Education

Graduate Teacher Preparation Graduate Teacher Prep with M.A.

One credit..... \$600
Two or more credits \$450/credit

Psychology Programs

M.A. Psychology

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

Psy.D. Clinical Psychology

All credits \$625/credit

Center for Creative Change

M.A. Environment and Community
M.S. Management
M.A. Organizational Psychology

**M.A. Strategic Communication
M.A. Whole Systems Design
CCC Graduate Certificate Programs**

One credit.....	\$600
Two or more credits.....	\$520/credit

Visiting Students

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

Student Services Fee

In addition to tuition, a student services fee is charged to each matriculated student who registers for credit. The fee supports several academic and student services, including career workshops and services, personal counseling offered through the Community Counseling and Psychology Clinic, the Student Life Office, transcripts and graduation, as well as writing tutors and other academic support services offered through the Learning and Teaching Cooperative. This fee is non-refundable after the fall refund period.

Student Services Fee.....	\$95
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Other Fees

Application Fee	\$50
Enrollment Maintenance Fee	\$600
Late Payment Fee	\$50
Late Registration Fee	\$50
Payment Plan Fee (per quarter)	\$35
Registration Reinstatement Fee	\$50
Returned Check Fee	\$30
Audit Fee (per course).....	\$400

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

**Antioch University Seattle
Financial Policies**

The purpose of these policies is to inform students of their financial obligations and tuition payment options. The Student Accounts Office administers these policies. For more information, stop by or contact this office at studentaccounts@antiochseattle.edu or 206-268-4009.

All tuition and fees are due at the time of enrollment and/or registration. All exceptions to this policy are outlined in what follows. Failure to attend classes or provide appropriate notification of withdrawal to the Registrar's Office does not exempt the student from a tuition payment obligation.

Antioch University Seattle reserves the right to cancel enrollment of any student who fails to meet financial obligations incurred by enrollment. Such an action may not, however, cancel the financial obligations the student incurred by virtue of enrollment. The University further reserves the right to withhold assessments, official transcripts or diploma, or withhold the right of registration for a subsequent term or course until all outstanding charges have been paid and the student's account has been cleared.

Tuition Payment Options

Antioch offers several options for paying tuition. Students must complete one of the following options by the tuition payment deadline to avoid late payment fees and any possibility of registration cancellation due to non-payment of tuition:

- 1) Payment in full by check, debit or credit card (Discover, MasterCard or VISA) or cash. A payment plan also is available (option 4).

- 2) Proof of certified financial aid package. Tuition not covered by aid also must be paid in full or a payment plan arranged (option 4) by the payment deadline. Financial aid packages are arranged through the Financial Aid Office.
- 3) Agency- or employer-paid tuition payment authorizations may be submitted to the Student Accounts Office in lieu of tuition payment. Tuition not covered by the authorization also must be paid in full or a payment plan arranged (option 4) by the payment deadline.
- 4) The Tuition Payment Plan allows payment of each quarter's tuition in three monthly installments. The cost is \$35 per quarter, but there are no interest charges. The plan is not available to students registered not-for-credit or to visiting students.

Where to Pay Tuition

Payments may be sent or made in person at the Student Accounts Office, Antioch University Seattle, 2326 Sixth Ave., Seattle, WA 98121. Credit and debit card payments may be called in during business hours (M-F, 9-5) at 206-268-4009. There is a night drop at Enrollment Services for after-hours payments. Online payment service will soon be available through myAntioch.

Tuition Payment Deadlines

Payment of tuition for students registered during open registration is due by the dates shown in the payment schedule that follows. Currently, a 10-day payment grace period also is in effect. After open registration, unregistered students must pay tuition (or have evidence of a completed financial aid package) and the late registration fee

at the Student Accounts Office before clearance for registration will be granted.

Tuition Payment Schedule

	Payment Deadline	Payment Grace Period Ends
Summer 2007	June 29, 2007	July 9, 2007
Fall 2007	Sept. 28, 2007	Oct. 8, 2007
Winter 2008	Jan. 4, 2008	Jan. 14, 2008
Spring 2008	March 28, 2008	April 7, 2008

Late Payment Fee

Student accounts not fully paid or lacking an approved payment arrangement by the end of the payment grace period are assessed a \$50 late payment fee monthly until the account is brought to-date. Late payment plan installments are also subject to the fee. Accounts with balances \$50 or less are not assessed the fee, but the student account is subject to a Student Accounts Hold (see next page).

Registration Cancellation/Reinstatement

Antioch University Seattle reserves the right to cancel a student's registration for non-compliance with financial policies. Students with cancelled registrations have seven days to submit a Registration Reinstatement Form to the Registrar to be re-registered. The form must be accompanied with payment for the full tuition for the quarter. The Registrar cannot guarantee seats in classes that have filled. If the Registrar denies rein-

statement because the student is on academic or financial hold or if classes are filled, payment will be returned to the student. Students who do not file for registration reinstatement will be placed either on leave of absence, if eligible, or withdrawn from the University.

Student Accounts Hold

Past due accounts are subject to a hold restricting registration and processing of graduation applications and transcript requests. Holds are removed when the student's account is brought to-date. Students who exhibit a history of late payments or previously were in collections are subject to a permanent hold at the discretion of the Student Accounts Office. The hold requires the student to satisfy payment arrangements with the Student Accounts Office before clearance for registration is granted.

Returned-check Fee

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

Collections

Accounts with balances 120 days past due are subject to collection actions and will be assigned to an outside collections agency. 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.

Financial Aid Refunds

Aid that exceeds student account balances is refunded to students. Checks are generally available for pickup on the first Friday of each quarter and at additional times as announced by the Student Accounts Office. Most aid is electronically credited to students' accounts to pay all charges before refunds are made. When possible, the University will apply credit back to a credit card previously used to pay tuition before a refund check is issued for any remaining credit balance on an account.

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

Tuition Credit and Refunds

Tuition for courses dropped within the first 40 calendar days of the quarter is prorated and credited to the student's account based on the schedule on page 14. The credit is calculated from the date the Registrar's Office receives the student's completed add/drop form. Fees are not refunded after the 100% refund period.

For courses of three or more credits that begin after the first week of the quarter, the 100% deadline is extended to the business day following the first session of class. For all courses dropped that begin more than one week prior to the official start of the quarter, the refund percentage is calculated from the first day of class. Students who drop courses prior to disbursement of financial aid may be liable for paying prorated tuition.

Tuition Refund Schedule

Calendar Days From Start of Quarter to Date Class Dropped	Percentage Tuition Refunded
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

Refunds

Refunds of tuition for reduced credit loads generally are made within 14 days to the student or original payer of the tuition. When possible, refunds for tuition originally paid by credit card are returned to the credit card, up to the amount originally charged, before a check is issued for any remainder.

Refunds for students dropping below financial aid eligibility after aid has been released are subject to the terms and conditions of the student's financial aid.

Financial Aid

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

Programs available to all eligible students include:

- Perkins Loan
- Federal 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 noncitizen
- Not be in default on previous loans or owe an overpayment on previous financial aid

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

Programs Not Based on Financial Need

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

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

Scholarships

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

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

Other Financial Assistance

Assistantships are available to help graduate students meet their educational expenses. Students gain valuable experi-

ence in working closely with members of the Antioch faculty and staff.

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

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

Veterans Administration Benefits

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

Financial Aid Withdrawal And Refund Policy

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

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

aid) is equal to the percentage of the term completed, up to 60 percent. If the termination occurs after 60 percent, the earned percentage is considered equal to 100 percent.

The amount of Title IV aid that a student must return is based on the percentage of unearned aid. That percentage is computed by subtracting earned aid from 100 percent. Antioch is required to return to federal sources the lesser of (1) the unearned aid percentage applied to the institutional charge, or (2) the unearned aid percentage applied to the total Title IV aid received.

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

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

- Unsubsidized 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

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

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

Academic and Student Life Policies

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

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

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

Enrollment Status

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

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

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

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

- Post-doctoral certificate students enrolled for preceptorship

Credit Load Limits

Graduate students may take a maximum of 12 credits per quarter. Undergraduate students may take a maximum of 15 credits per quarter, excluding prior learning credits. Students who wish to exceed the maximum quarterly course load must get approval from their faculty adviser and the program chair or director. If approval is granted, up to three additional credits may be taken (that is 15 and 18 respectively). These load limits include courses taken concurrently at other institutions.

Attendance

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

Academic Progress

Student Satisfactory Academic Progress Policy

Maintaining Satisfactory Progress

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

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

Minimum Cumulative Percentage of Credits

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

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

Unfinished Credits

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

Academic Action for Unsatisfactory Progress

First Quarter: Academic Concern

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

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

Second Quarter: Academic Warning

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

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

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

Third Quarter: Academic Hold

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

After the mandatory absence, students' eligibility to continue will be reviewed by the Academic Appeals Committee. If approved, they will not be permitted to register until they have met with their advisers and center directors to determine and document program conditions of continued enrollment. A student may appeal an academic hold and request immediate re-enrollment by submitting a written request to the Academic Appeals Committee. See *Appeals Process on page 20*.

Satisfactory Progress and Financial Aid Eligibility

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

Minimum Cumulative Percentage of Credits

To maintain their eligibility for financial aid, students must have completed a minimum of 75% of the credits for which they registered. For financial aid eligibility, credits accepted in transfer from other institutions may be counted toward the 75%.

Minimum Cumulative Credits and Maximum Time Frame

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

- B.A. – 270, including transfer credits
- M.A. Psychology – CCFT or MHC – 108
- M.A. Psychology – CCFT or MHC with Art Therapy – 135
- M.A. Psychology – Integrative Studies – 90
- Psy.D. in Clinical Psychology – 225
- M.S. Management – 99

- M.A. Environment and Community – 99
- M.A. Organizational Psychology – 99
- M.A. Whole Systems Design – 99
- M.A. Strategic Communication – 99
- Certificate programs – Center for Creative Change – 27
- M.A. Education – 72
- M.A. Education with Graduate Teacher Preparation – 111
- Graduate Teacher Preparation without M.A. – 87

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

Additional Standards for Washington State Financial Aid

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

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

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

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

Appeals Process

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

Continuous Enrollment

Students must notify the University if they want to take any quarter off from coursework by requesting a Leave of Absence, if eligible, or Enrollment Maintenance status.

Leave of Absence

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

leave. Leaves of absence can be requested only one quarter at a time.

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

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

Withdrawal

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

In Progress Policy

The University expects a student will complete all coursework by the end of the quarter. In exceptional circumstances, a student may request an exception and negotiate with the instructor for an In Progress (IP). An In Progress may be granted solely at the discretion of the instructor. Classroom courses* may be allowed up to one addi-

tional quarter. Other courses may be allowed up to two additional quarters.

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 for the course. If the work is not complete by the final deadline set by the instructor and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course.

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

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

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

Non-matriculated (Visiting) Students

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

Grades

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

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

Due Process and Student Grievances

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

Students who believe they have grievances about their treatment in an academic program have recourse with the academic dean and with a review process in which grievances may be heard and ruled on by an impartial faculty panel. A detailed statement of applicable policies and procedures is available in the Academic Dean's Office.

Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA)

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

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

Directory Information

In accord with the Family Educational Rights and Privacy Act of 1974, as amended, Antioch University Seattle ensures students access to their official academic records and prohibits the release of personally identifiable information, other than directory information, from these records without the student's permission except as specified by law.

Antioch University Seattle has defined directory information to include a student's name, address, FirstClass e-mail address, telephone number, major course of study and concentration, dates of attendance and degrees or certificates earned.

If a student withholds directory information, the University cannot release any information, including verification of attendance or degree(s) earned without the student's explicit written request.

Communication Protocol

FirstClass (FC) e-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their FC e-mail 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 record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the 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 securely through First Class e-mail, by letter or by using 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 or on the last day of classes of a term to be eligible to graduate that term.

Antioch Seattle Plagiarism Policy

Plagiarism is defined as the presentation of an idea or work product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

Antioch expects its graduate and undergraduate students to know and observe appropriate conventions of source citation, so that any use students may make of others' work is duly attributed to the originators of that work. Student work should leave no ambiguity about those ideas, words, images, performances etc. that originate with the student and those that have been taken from other sources. This expectation applies regardless of whether or not the source material used is protected by copyright.

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

When student work includes unintentional errors in source citation, such that doubt may arise about the source or originality of ideas, words or work products

used, Antioch Seattle faculty members normally call those errors to students' attention, with due warning about the hazards of plagiarism. Normally, in such cases, students are required to correct and resubmit their work following such warning.

If errors persist following warnings of this kind, or if failures of proper source citation are clearly a result of deliberate deceptive intent, faculty members normally deny credit for the course or learning activity in which the suspect work was generated. Where there is evidence of deceptive intent, faculty members are asked to refer the case to the full faculty of the center or program involved, and the full program faculty may recommend to the center or program director that the student be dismissed or suspended from the program, or that the director issue a written reprimand and/or warning to the student, a copy of which would be filed in the student's record.

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

Other than what has been noted here, no reference to charges or suspicions of plagiarism or academic dishonesty shall be included in the student's course assessment or official academic record.

Antioch University Seattle Commons

Antioch, as its mission statement proclaims, is "founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship." All three of these principles imply breadth of perspective. Thus an Antioch education, undergraduate or graduate, encourages systems thinking, reflective practice and awareness of the social context of one's professional, community and personal roles. Accordingly, Antioch provides its students with opportunities to participate in a University Commons - a shared intellectual territory not identified exclusively with any one discipline or Antioch program, but touching all of them. This Commons encompasses Antioch's library services, its Learning and Teaching Cooperative, and its student life programs. It also includes selected course offerings, addressing such questions as: What are the qualities, the attributes and the characteristics we seek as learners at Antioch? In what areas can we best enhance our capabilities for collaboration? What special skills and perspectives are required for that purpose?

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

AUS401/601: Digital Storytelling (3 grad/4undergrad credits)

Instructors: Burke/Wochrlin; WI

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

AUS602: Intro to Geographic Information Systems (GIS) (3)

Instructor: Magdasy; FA

GIS is a computer system capable of storing and manipulating information about areas of the Earth. In this class, students master the basic GIS concepts and methods relating to the capture, display, storage and analysis of geographic information and learn how to apply GIS to their field.

AUS603: Foundations of the Great Turning (3-4)

Instructor: Morris; FA

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

AUS404/604: The Writing Process (3)

Instructor: Alcorn, FA; Hall/Starbuck, WI; TBA, SP

Introduces students to the generative and recursive nature of reading and writing. Through critical reading and writing, students develop their writing and thinking skills. A critical understanding of the writing process develops as students learn to generate ideas, compose, proofread and revise for focus, support, organization and conventions.

AUS405/605: Writing in Academic Contexts (3)

Instructor: Hall/Maxham, FA; Hudsick, WI; TBA, SP

Offers students a critical exploration of reading and writing intrinsic to the university. Students compose a variety of genres, from personal narratives to more formal, academic writing incorporating outside research. The writing workshop approach includes tutorials supporting their writing process, peer editing and successful revising and proofreading techniques.

AUS406/606: Inquiry and Research (3)

Instructor: Adler, FA, WI; TBA, SP

Inquiry and Research approaches academic inquiry and research as discrete, manageable tasks. The class emphasizes critical reading and thinking, the development of technical and library skills, the integration of primary and secondary sources, and the development of a personal stance in relation to the material studied.

AUS407/607: Technical and Professional Writing (3)

Instructor: TBA, FA; Burke, WI; TBA, SP

Technical and Professional Writing examines the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

AUS400A/600A: Writing Tutorial (1)

Instructor: Varies; FA, WI, SP

Offers Antioch students small group tutorial experiences that support the students' writing in their academic program. Through structured, weekly meetings with a tutor, students process their writing: from generating ideas, composing, proofreading to revising.

B.A. in Liberal Studies Completion Program

Introduction

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

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

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

Studies was created for the adult learner who has a specific career goal and is planning, among other things, to:

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

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

All these students share:

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

- Strong desire to make a significant contribution to society and create social change

Conceptual Framework of the B.A. Completion Program

Customization is Key

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

Portfolios

All students create either paper or electronic portfolios that show their progress through the program. Although portfolios have a series of documents students create as they go through the program, and although the structure of the portfolios is pre-established, each student portfolio is unique, reflecting the experiences, interests and intellectual decisions each student makes. Both in classes and with their academic advisers, students learn how to create these portfolios and they present them at the end of the degree process to qualify for graduation.

Core Curriculum

To support students in designing their undergraduate education, the B.A. faculty has developed a core curriculum in liberal studies. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their

own interests, needs and goals. Throughout their time at Antioch, students also pursue liberal studies chosen from offerings both at Antioch and at other institutions. They study the diversity of the human community, evaluate and demonstrate their own personal academic strengths and work collaboratively with other students. They share the results of their own studies and express their creativity in peer group settings. All students do a project in the community during their time at Antioch. Students finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

Areas of Concentration (AoC)

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

Prior Learning

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

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

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

Core Competencies

The faculty identified several core competencies or skills of a liberal arts education that students must demonstrate at a college-level of

competence to complete their degrees. They include such skills as: critical thinking, writing, research, using technology and doing presentations; the mastery of such ideas as diversity and social justice; and the abilities to self reflect, work collaboratively and apply theory to practice. Students assess their strengths and weaknesses in these areas, and are assessed by their advisers and teachers. They create a plan to bring their competencies to a B.A. level and demonstrate these competencies to their faculty advisers and, where appropriate, their degree committees. Using papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate their accomplishments in each of these areas.

The current competencies require students to:

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

Graduation Requirements

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

Credit Requirements

Students must complete at least 180 quarter credits, of which at least 60 must be upper division. These can include

coursework at Antioch and elsewhere and prior learning credits.

Residency Requirements

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

Other Graduation Requirements

- The completion of a paper or electronic portfolio
- Progress through a core curriculum
- Creation of an area of concentration
- Demonstration of competencies in several areas

B.A. Degree Completion Requirements Summary

Students satisfy the requirements for graduation when they:

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

Going Through the Program

Introduction

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

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

Core Curriculum

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

All students take the following required courses:

BAC300E: Liberal Studies I (3-4)

BAC300F: Liberal Studies II (3-4)

BAC391: Educational Design I (1-2)

BAC398: Community project (2)

BAC445: Senior synthesis (2-10)

In addition, the structured option students take:

BAC300G: Liberal Studies III (1-2)

BAC300H: Liberal Studies IV

- Capstone Project (1-2)

The individualized degree committee option students take:

BAC392: Educational Design II (1)

BAC393: Educational Design III (1)

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

A Typical Timeline

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

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

Fall 2007

Liberal Studies I (3-4 credits)
Educational Design (1)
Other coursework

Winter 2008

Liberal Studies II
(Individualized) First degree committee meeting
Other coursework/prior learning

Spring 2008

Coursework/prior learning
(Individualized) Educational Design II (1) and second degree committee meeting
Community Project (2)

Summer 2008

Coursework/prior learning

(Individualized) Educational Design III (1) and third degree committee meeting
(Structured) Liberal Studies III (1-2)

Fall 2008

Coursework
(Individualized) Fourth degree committee meeting
(Structured) Liberal Studies IV (1-2)
Senior synthesis (2 or more credits)

Graduation

Structures and a Sample Area of Concentration

Introduction

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

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

Individualized Areas of Concentration

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

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

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

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

Example: Sociology

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

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

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

It is my goal not only to understand institutions of socialization to benefit my own functioning but also, ultimately, to teach others. I would like to teach others in an effort to provide better opportunities for them, to understand there are systems in place that either promote or deny access and

to motivate change within those institutions. By understanding these institutions and systems, one can improve his/her opinion of self and become a better functioning person in daily interactions. If blame can be removed from the individual to the overall system, guilt and shame associated with the stigmas of one's situation will not carry as much weight to prevent movement and change. The examination of how race, class and gender manifest themselves in the justice system will be the area of further focus in both undergraduate and graduate work.

Current credits that contribute to my area of concentration:

Transcribed Courses

Community College

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

A State University

Sociology of Deviance.....	5
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Antioch Courses

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

Independent Learning Projects

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

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

Total Area of

Concentration Credits.....	79
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Structured Areas of Concentration

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

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

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

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

Sample Contracts

Sample contracts based on actual B.A. student contracts follow each structured area of concentration. Students may have taken courses at several community colleges and universities before enrolling



at Antioch. These are listed generically as Univ 1 or CC 1. Antioch courses featured in sample contracts reflect those offered in past years as well as the current one.

Arts and Literature (The formal structure)

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

Core courses, including those offered in 2007-08

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

- Advanced Writing Fiction (Summer)
- Writing for Stage and Screen (Fall)
- Writing Poetry and the Pursuit of Memory (Winter)

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

- Ceramics (Summer, Winter)
- Solo Performance and Presentation (Summer)
- Acting Fundamentals (Fall, Winter, Spring)
- Acting With Text (Fall, Winter, Spring)
- Figure Drawing (Fall)
- Collage and the Creative Process (Spring)

3. Literature/Literary Theory/Art History 1

4. Literature/Literary Theory/Art History 2

5. Literature/Literary Theory/Art History 3

- The African American 20th Century (Fall)
- The Literature of Displacement (Fall)
- Literary Criticism: Many Voices of Short Fiction (Winter)
- Comics and Graphic Novels: Literary Techniques in Sequential Art (Spring)

6. Professional Skills: The following course, an independent study or transfers

- The Making of a Literary Journal (Fall, Winter, Spring)

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

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

1. Six Required Courses

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

Subtotal: 20

2. Area of Concentration Electives

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

Subtotal: 23

3. Community/Field-based Learning Experience

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

Subtotal: 2

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 47

Global Studies (The formal structure)

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

Core courses

1. Globalization and its Discontents
 - Women’s Health in Developing Countries (Spring)

2. Post-colonial Narratives
 - Immigrant Experience (Summer)
3. Narratives of Displacement
 - Literature of Displacement (Fall)
4. World Ideologies Today
 - Palestine-Israeli Conflict (Winter)
5. Translating Gender
 - Women and Mental Health (Fall)
6. War, Peace, Terrorism, Democracy and Nonviolence
 - Climate Change Activism (Fall)
 - International Activism (Winter)

Electives

- The African American 20th Century (Fall)
- History of Mindfulness: East and West (Fall)
- Violence and culture (Winter)
- Community Organizing in History (Spring)

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

1. Six Required Courses

	title	quarter	school	credits
☐ 1.	Globalization and Its Discontents <i>Globalize, Develop Grassroots Movements</i>	Fall 06	AUS	4
☐ 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 07	AUS	4
☐ 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 07	AUS	4
☐ 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Sum 04	Univ 1	5
☐ 5.	Translating Gender <i>Women’s Studies - Cross Cultures</i>	Winter 97	CC 1	5
☐ 6.	War and Peace, Terrorism, Democracy and Nonviolence <i>Creating Just/Peaceful/Sustainable Societies</i>	Winter 07	AUS	3

Subtotal: 25

2. Area of Concentration Electives

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

Subtotal: 34**3. Community/Field-based Learning Experience**

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

Subtotal: 2**4. Senior Synthesis**

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

Subtotal: 6**Total Area of Concentration credits: 67**

Human Services (The formal structure)

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

Core Courses

1. Personal and Professional Development Seminar in Human Services
 - Human Services Seminar (Spring)
2. Lifespan Development
 - Lifespan Development (Summer, Fall, Winter, Spring)
3. The Counseling Role
 - The Counseling Role (Fall)
4. Community Organizing and Social Movements
 - International Activism (Winter)
 - Community Organizing in History (Spring)

5. Literature Focused on the Human Experience
 - The African American 20th Century (Fall)
 - Literature of Displacement (Fall)

6. Social Issues
 - The Immigrant Experience (Summer)
 - Service Learning: The Homeless Women's Project (Fall Winter, Spring) (Credits vary 2 to 4)
 - Climate Change Activism (Fall)
 - Women and Mental Health (Fall)
 - Domestic Violence in the Family (Fall)
 - Palestine-Israel Conflict (Winter)
 - Children and Social Policy (Winter)
 - Violence and Culture (Winter)
 - Homelessness: The Deepening Scandal (Winter)
 - Domestic Violence Survivors (Spring)
 - Women's Health in Developing Countries (Spring)

Electives

- Vision and World-making (Summer)
- Interdisciplinary Perspectives on Loss and Grief (Summer)
- Freedom Project Community Service (Fall, Winter, Spring) (credits 2 to 6)
- Facilitating Democratic Participation (Winter)
- Leadership and Conflict Resolution (Spring)



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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 35

3. Community/Field-based Learning Experience

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

Subtotal: 4

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 64

Leadership and Organizational Studies (The formal structure)

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

Core Courses

1. Organizational Studies
 - Readings in Organizational Theory (Summer)

2. Systems Change 1
 - Far from Equilibrium: Systems Perspectives on Change (Spring)
3. Systems Change 2
 - Turning the Ship: Organizational Change (Fall '08)
4. Multicultural Competence
 - Creating a Culturally Competent Organization (Fall)
5. Leadership
 - Leadership and Conflict Resolution (Spring)
6. Facilitation
 - Facilitating Democratic Participation (Winter)

Electives

- Vision and World Making (Summer)
- Climate Change Activism (Fall)
- The Counseling Role (Fall)
- International Activism (Winter)
- Community Organizing in History (Spring)
- Human Services Seminar (Spring)
- Social Science Research (Spring)

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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 47**3. Community/Field-based Learning Experience**

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

Subtotal: 2**4. Senior Synthesis**

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

Subtotal: 4**Total Area of Concentration credits: 76**

Psychology (The formal structure)

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

Core Courses

1. Theories of Personality
 - Theories of Personality (Summer, Fall, Winter, Spring)
2. Abnormal Psychology
 - Abnormal Psychology (Summer, Fall, Winter, Spring)
3. Life Span Development
 - Life Span Development (Summer, Fall, Winter, Spring)
4. The Counseling Role
 - The Counseling Role (Fall)
5. Literature Focused on the Human Experience
 - The African American 20th Century (Fall)
 - Literature of Displacement (Fall)
6. Social Science Research
 - Social Science Research (Spring)

Electives

- Interdisciplinary Perspectives on Loss and Grief (Summer)
- Psychology and Spirituality (Fall)
- Women and Mental Health (Fall)
- Domestic Violence in the Family (Fall)
- Eco-psychology (Winter)
- Depth Psychology (Winter)
- Children and Social Policy (Winter)
- Violence and Culture (Winter)
- Spiritual psychology (Winter)
- Domestic Violence Survivors (Spring)

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

1. Six Required Courses

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

Subtotal: 18

2. Area of Concentration Electives

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

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Hospice Training	Fall 06	AUS	1

Subtotal: 1

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 68

Social Justice Studies **(The formal structure)**

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

Core Courses

1. Social Movements and Democracy
 - Climate Change Activism (Fall)
 - International Activism (Winter)
2. Organizing and Building Social Movements
 - Community Organizing in History (Spring)
3. Civic Engagement, Policy Making and Government
 - Children and Social Policy (Winter)

4. Leadership and Development
 - Facilitating Democratic Participation (Winter)
 - Leadership and Conflict Resolution (Spring)
5. Social Issues 1
6. Social Issues 2
 - The Immigrant Experience (Summer)
 - Domestic Violence in the Family (Fall)
 - Violence and Culture (Winter)
 - Homelessness: The Deepening Scandal (Winter)
 - Women's Health in Developing Countries (Spring)
 - Domestic Violence Survivors (Spring)

Electives

- Vision and World-making (Summer)
- Women and Mental Health (Fall)
- Literature of Displacement (Fall)
- The African American 20th Century (Fall)
- The Palestine-Israel Conflict (Winter)
- North American History (Winter, Spring)



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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 22

3. Community/Field-based Learning Experience

title	quarter	school	credits
Homeless Women's Project	SpSu/fa 06	AUS	6

Subtotal: 6

4. Senior Synthesis

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

Subtotal: 6

Total Area of Concentration credits: 57

Spiritual Studies (The formal structure)

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

Core Courses

1. Psychology and Spirituality
 - Psychology and Spirituality (Fall)
2. Depth Psychology
 - Depth Psychology: History of the Unconscious (Winter)
3. Transpersonal Psychology
 - Transpersonal Psychology (Fall 08)
4. Religious Studies
 - The Divine Feminine (Spring)
5. Comparative Religion
 - Mindfulness: East and West (Fall)
6. Spiritual Practices
 - Dreams and the Earth (Winter)
 - Ritual Process (Spring)

Electives

- Theories of Personality (Summer, Fall, Winter, Spring)
- Vision and World-making (Summer)
- Pilgrimage: Walking with Intention (Summer)
- Foundations of the Great Turning (Fall)
- Eco-psychology (Winter)
- Collage and the Creative Process (Spring)

What follows is a *Sample Spiritual Studies Area of Concentration Contract*

1. Six Required Courses

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

Subtotal: 24

2. Area of Concentration Electives

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

Subtotal: 35**3. Community/Field-based Learning Experience**

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

Subtotal: 4**4. Senior Synthesis**

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

Subtotal: 6**Total Area of Concentration credits: 69**

Core Coursework

BAC300E-1: Liberal Studies I (3-4)

Instructor: Core Faculty
Liaison: Harris; FA, WI, SP

Students formulate an understanding of the purposes of a liberal arts education. They explore ways of thinking, knowing and learning required by such an education and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. Students explore the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts.

BAC300F-1: Liberal Studies II: Diversity, Power & Privilege (3-4)

Instructor: TBA
Liaison: Harvey; WI, SP

This American studies focus has an emphasis on issues of diversity, power and privilege in American history and culture. Students bridge theory and practice by applying what they are learning from their readings and videotapes to their real world. Students explore the historical and contemporary American construction of race, gender, social class and sexual orientation.

BAC300G Liberal Studies III: Competency Demonstration (1-2)

Instructor: Core Faculty; SU, FA, WI, SP

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Participants enter into reflective conversation about the meaning of a liberal arts education as seen from their current vantage point. Additionally, students envision their senior synthesis project and write a formal proposal.

BAC300H: Liberal Studies IV: Senior Synthesis Seminar (1-2)

Instructor: Core Faculty; SU, FA, WI, SP

Graduating students complete senior synthesis/capstone projects in a learning community context. Students learn dynamic and professional presentation skills in preparation for and presentation to the senior symposium. In addition, the seminar provides a reflective forum for degree completion.

BAC391B: Educational Design I (1-2)

Instructor: Marshall; SU, FA, WI, SP

Through this workshop/independent study, the student chooses an area of concentration and learns to self-direct her/his own educational planning process. *Required for all entering B.A. in Liberal Studies students.*

BAC392: Educational Design II (1)

Evaluator: Core Faculty Adviser; SU, FA, WI, SP

Through this workshop/independent study, the student continues to develop self-directed learning skills. Working closely with a core faculty adviser, the student develops a plan for how to meet the requirements of the area of concentration, articulates preliminary program goals and formulates a plan for achieving the program's liberal arts competency outcomes. *Required for all B.A. in Liberal Studies students.*

BAC393I: Educational Design III (Individualized pathway) (1)

Evaluator: Core Faculty Adviser; SU, FA, WI, SP

Through this independent study, the student deepens her/his ability to syn-

thesize, present and self-assess program learning. Working closely with a core faculty adviser, the student prepares for and convenes the second degree committee to demonstrate achievement of the liberal arts core competencies and area of concentration goals. In addition, she/he develops a senior synthesis proposal. *Required for individualized area of concentration pathway students.*

BAC426A: Special Topics in Liberal Studies

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

BAC445: Senior Synthesis (2-10)

This includes an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

Foundational Coursework In Writing

See the Antioch University Seattle Commons section of the catalog on page 25.

Math & Science

BAC301I: Ecopsychology: Studying the Psyche with the Earth in Mind (3-4)

Instructor: Fish; WI

Students consider the human relationship with the natural environment through Western history and the human split from nature. They explore how nature shapes childhood development and how new scientific paradigms inform the field. The class examines the

importance of acquiring a sense of place, consumerism and addiction, the role of spirituality and activism in healing, and various professional ways in which Ecopsychology is applied in the therapeutic process.

BAC307X: Math & Logic: Deduction from the Ground Up (3-4)

Instructor: Elliott; FA

Formal deductive systems and their place in human life – both historically and in students' own lives – are the focus. Students solve problems using sentential logic, algebra, Euclidean geometry and categorical logic. Reading from source texts (e.g., Aristotle, al-Khwarizmi and others), students become familiar with the origins of these ways of approaching thought. Students inquire into the relationship between math and science and the natural world, and compare modern experience with ancient understandings of the significance of math.

BAC310F: Health Research: Fact or Fiction? (3-4)

Instructor: Nielsen; WI

Students become grounded in the basics of how researchers attempt to investigate questions such as: Do pesticides cause brain tumors? Do 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 explore how flaws in some studies, or even errors in reporting by the media, occasionally lead to false conclusions. Class provides students with insight into the intricacies of such studies, as well as tools to begin to evaluate them critically.

**BAC312Y: Environmental Studies
(3-4)**

Instructor: K. Turner; FA

This is an exploration of the physical, biological and social environment from a variety of perspectives. Special emphasis is on the role of science in solving complex environmental issues and governmental policies intended to provide solutions. Students research and analyze a complex environmental issue and present their findings to the class.

**BAC315O: Women in the
Wilderness (3-4)**

Instructor: Harvey; SU

In this intellectual and experiential examination, students examine the emotional, spiritual, physical and mental dimensions of women's experience in the wilderness through exploration in aspects of ecofeminism, ecopsychology and the relationship between human and environmental health. The course includes two days in the wilderness.

**BAC333M: Social Science Research
(3-4)**

Instructor: TBA; SP

Students are introduced to the theory and methods of social research. Students learn and practice skills needed to evaluate research others have conducted and to design research projects to answer questions about social issues.

**BAC426B: Special Topics in
Environmental Studies**

These course offerings are of special interest within or across areas of concentration.

Arts & Literature

**BAC305Z: Writing for Stage and
Screen (3-4)**

Instructor: Nesenger; FA

Characteristics of plays and films are examined from the writer's perspective. The principles of dramatic technique such as conflict, character as action, rising crisis and spectacle are made clear through class discussion, analyzing scenes from both classic and contemporary films and plays, and writing exercises that focus on specific elements of craft.

**BAC319H: Pilgrimage: Walking
With Intention (3-4)**

Instructor: Woehrlin; SU

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, research and present one of the traditional historical pilgrimages, and design and complete a personally meaningful journey.

BAC320D: Acting Fundamentals (3)

Instructor: Toutonghi; FA, WI, SP

The study of acting is a dynamic process of self-discovery. Through a progression of improvisation and sound-and-movement exercises, students develop the fundamental acting techniques: Living truthfully under imaginary circumstances, deep listening and emotional availability to the scene partner. Students are encouraged to take risks in a safe and supportive environment. (Taught through Freehold Studio)

BAC320E: Acting with Text (3)

Instructor: Kaminski; FA, WI, SP

Working with text and given circumstances, students apply the tools learned from Acting Fundamentals to the crafting of scenes. Students learn how to make strong choices that put the actor at the heart of the conflict and how to keep the spark of spontaneity alive in scripted work. (Taught through Freehold Studio)

BAC320F: Writing Poetry and the Pursuit of Memory (3-4)

Instructor: Healy; WI

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

BAC321S: Literary Criticism: Many Voices of Short Fiction (3-4)

Instructor: Balint; WI

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

BA322F: Ceramics I (3-4)

Instructor: Turner; WI

This course provides an overview of the basic principles of ceramics. Students learn a variety of skills and ways to handle clay. They create work using hand-building techniques and become acquainted with wheel-throwing techniques. Students learn the basic techniques of glazing and firing.

BA322G: Ceramics II (3-4)

Instructor: Turner; WI

Students learn advanced, hand-building and glazing techniques while focusing on techniques they wish to explore further. Students complete an assignment using the potter's wheel. Self-guided and motivated students may wish to make proposals regarding special projects.

BAC322J: Collage and the Creative Process (3-4)

Instructor: Grant; SP

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

BAC322O: Comics and Graphic Novels: Literary Technique in Sequential Art (3)

Instructor: Hudsick; SP

Comics have evolved from escapist newspaper comic strips to contemporary graphic novels that address complex themes. Students become familiar with the

formal literary qualities present in comics by identifying and understanding the structure and application of panel arrangement and page design, camera angles and composition, word balloons and out-of-balloon texts, traditional themes and common script preparation processes.

BAC322P: Introduction to Figure Drawing (3-4)

BAC337C: Intermediate Figure Drawing (3-4)

BAC482C: Advanced Figure Drawing (3-4)

Instructor: Place; FA

Focus is on learning to manipulate traditional and modern material, establishing an understanding of terminology and exploring personal styles of expression. The live figure is used to develop observation skills. Focus on composition mass and line becomes the foundation to explore personal style. The class participates in group and individual discussions related to the aesthetics and impact of student work. Open to students with all levels of artistic ability.

BAC322S: Ceramics – Raku and Related Techniques (3-4)

Instructor: Turner; SU

Kindling the creative spirit in each student through various hands-on assignments, ceramics can foster creative self-awareness. Students develop a working knowledge of ceramic studio vocabulary, while learning the basic principles of hand building. Special emphasis is given to Raku firing and spin-off techniques. Included is experiential learning at the instructor's studio with required participation in firings.

BAC325A: The Making of a Literary Journal (3-4)

Instructor: Tomasovich; FA, WI, SP

Students grow as writers and editors by learning the history of literary journals, surveying a number of current journals and practicing several key factors of literary journal production: design and layout, editing, publicity, distribution, fulfillment, fundraising etc. Focus is on KNOCK, Antioch's literary journal, and includes production of the current issue as well as plans for expanding key features of the magazine and website.

BAC412H: The African American 20th Century (3-4)

Instructor: Elia; FA

The 20th century is unique in Black American history, in that many African Americans entered it as freed slaves. This extends from the most vibrant cultural and artistic movement in all of American history – the Harlem Renaissance through Jim Crow segregation, lynching, the great migration to the Industrial North, urban ghettos and the Civil Rights movement – to a close with Toni Morrison winning the Nobel for her writing on the psychological impact of slavery and racism on her community.

BAC415C: Anti Art for Artists (3-4)

Instructor: Place; WI

Students learn about the Fluxus and Dada art movements and how they were a reaction to the world and art establishment of their times. Students explore the principles of each art movement, why each continues to be important and still influences current artists. Students immerse themselves in the style of the Dadaists and Fluxists and produce work as an artist of the time period.

BAC430A: Solo Performance and Presentation (3)

Instructor: Kaminski; SU

Students learn to find the spine of a story and draw heavily from their own lives. This intensive class explores all the various elements of performance techniques, music, character work, movement and storytelling. Through improvisation and writing exercises, students create an outline and begin looking at the staging of a show. Students learn a repeatable technique of how to conceive, develop and produce a solo performance. (Taught through Freehold Studio)

BAC446B: Advanced Fiction Writing (3-4)

Instructor: Balint; SU

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

Global Studies

BAC306T: The Palestine-Israel Conflict (3-4)

Instructor: Elia; WI

Students explore the root causes and historical developments through an analysis of original historical documents, recent memoirs, political reporting and documentaries by a number of Arab, Israeli and American writers. Specific issues structure the discussion: the merging of religion and state, racism, genocide, occupation, resistance, propaganda, human rights and international responsibility.

BAC412F: Literature of Displacement (3-4)

Instructor: Elia; FA

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

BAC443F: International Activism (3-4)

Instructor: Elia; WI

Students look at various transnational solidarity movements (e.g. Nonviolent Peace Force, International Solidarity Movement, Greenpeace, Amnesty International) to examine how one can put one's privileged position to use to the benefit of others without exporting and imposing ethnocentric perceptions and values.

Human Services

BAC315E: Women and Mental Health (3-4)

Instructor: Harvey; FA

Students utilize multiple perspectives to explore definitions and treatment of "madness," poverty, racism, social norms and expectations; and how socialization, genetic predisposition and body-mind connections influence women's mental health. Students examine at least one mental health issue and consider the

implications of at least one current mental health policy.

**BAC327G: Service Learning:
Women's Education Project (2-4)**

Instructor: TBA; **Liaison:** Harris; FA,
WI, SP

This is an opportunity to participate in Antioch's Women's Education Project. Learn about the lives of homeless women in the community and find ways to assist participants who seek to improve their lives during a difficult time. All students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects, discussion and writing groups.

**BAC328A: Domestic Violence
Treatment (4)**

Instructor: Wight; FA

Many professionals are required to report domestic violence. By focusing on one abusive family, participants are challenged to identify problems, suggest solutions and learn the best practice standards for domestic violence screening interviews and reporting. The goal is to be able to assess an evaluation where domestic violence is an issue.

**BAC328B: Violence and Culture
(3-4)**

Instructor: Wight; WI

Participants' experiences with and ideas about violence, the roots of violence and its connections with culture are explored from specific examples to theories and suggested solutions. This systematic examination brings together anthropology, sociology and psychological theory with law and culture to grapple with the problems of and suggested solutions for human violence.

**BAC 328C: Domestic Violence
Survivors (3-4)**

Instructor: Wight; SP

Taught by a community/legal advocate with training and experience in a survivor agency, focus is on individuals who are attacked physically and psychologically by a perpetrator of domestic violence. Topics include safety planning for survivors, survivor assessment and agencies and programs and techniques available to assist with survivors' physical and psychological safety and healing.

**BAC333V: Homelessness: The
Deepening Scandal (3-4)**

Instructor: Bloom; WI

Focusing on homelessness in local manifestations, students examine the organized response of Seattle and King County social service and social action groups. Students examine local causes of homelessness, how these have changed over time and strategies in the community to help ameliorate the problem. Local activists and guest speakers with many years of experience enliven the discussion.

**BAC404A: Human Services
Seminar: Personal and Professional
Development (3-4)**

Instructor: TBA; **Liaison:** Harvey; SP

This is an examination and critique of the human services delivery system and an overview of models of service. Students explore various perspectives on human behavior, health and healing including indigenous approaches, how to maintain boundaries and attention to self care, trends in human services in Washington state, with an in-depth examination of one specific sector of human services in Seattle.

BAC345B: Community Organizing in History (3-4)

Instructor: Bloom; SP

Community organizing is a practice that involves affected groups and people at the grassroots level, democratic efforts for social, economic and/or political change aimed at improving the quality of their lives and building stronger communities. Students examine individuals and the accomplishments of their movements as well as the various methods and strategies that make community organizing effective today.

Leadership & Organizational Studies

BAC404F: Leadership and Conflict Resolution (3-4)

Instructor: Birdsall; SP

Well-managed conflict can bring communities and individuals closer together, be resolved nonviolently and make for a richer and more diverse community experience. There is emphasis on skills that help students understand and influence community conflict, manage interpersonal conflict and better understand their own relationship with conflict. Includes an outdoor ropes course component.

BAC405E: Far-From-Equilibrium: Systems Perspectives on Change (3-4)

Instructor: Woehrlin; SP

Properties of complex living systems are brought to life – wholism, purposefulness, interdependence and self-organization, with a special emphasis on patterns of emergence. Inquiry focuses on what it means for group, organizational and

community systems to embrace instability and uncertainty; that is, to live creatively as participative, adaptive and self-renewing systems far-from-equilibrium at the edge of chaos.

BAC405G: Turning the Ship: Organizational Change

Not offered 2007-08

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 (3-4)

Instructor: Cato; FA

Students focus on developing and sustaining a culturally competent organization through experiential and meta-cognitive activities, multicultural theories and open space technology. In addition, students learn how to develop and sustain healthy change within themselves.

BAC405L: Readings in Organizational Theory (3-4)

Instructor: Hormann; SU

Humans live, work and play in organizations. Students sample some of the many current theories of organizational behavior, jumping off from a shared text. Additionally, student interests guide how the class evolves. Students explore how the ways they engage with organizations have deep implications for how they participate in organizations and co-create organizational behaviors.

BAC434H: Facilitating Democratic Participation (3-4)

Instructor: Woehrlin; WI

Informed by theoretical perspectives in the democratic literature, students examine numerous case examples of contemporary participatory practice, such as self-managed work teams or Seattle neighbors who dialogue in "conversation cafes" about world issues. Students also have multiple opportunities to observe, experience and facilitate participatory processes and explore applications of individual interest.

Psychology

BAC324A: The Counseling Role (3-4)

Instructor: Wicks; FA

Students have the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing clients. In-class role-playing and practice, as well as additional practice assignments, supplement the readings.

BAC332A: Interdisciplinary Perspectives of Loss and Grief (3-4)

Instructor: Wicks; SU

The focus is physiological, psychological, social and ethical perspectives on dying and bereavement. Students identify different coping styles with each developmental stage in the life cycle as a response to attachment and loss, and examine the individual in the context of gender, family, culture and spirituality. Class time includes an off-campus weekend retreat.

BAC400C: Abnormal Psychology (3-4)

Instructor: TBA; Liaison: Harvey; WI

This 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.

BAC411F: Life Span Development (3-4)

Instructor: Archer; SU

Students trace major phases of human development from a variety of perspectives. Life span is viewed as a continuum on which crises and changes, coping and adjustment occur within a social context. The emphasis is on addressing how developmental perspective informs us of important life span issues.

BAC414: Theories of Personality (3-4)

Instructor: TBA; Liaison: Harvey; SP

The major Western and Eastern personality theories, and theorists within their cultural and historical contexts, provide students with a broader understanding of the evolution of ideas concerning human nature. Students learn about the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Social Justice, Social Science & History

BAC300L: North American History to 1500 C.E.: Foundations in the Liberal Arts I: (3-4)

Instructor: TBA; **Liaison:** Finley; WI

The development of human self-understanding from earliest times to 1500 C.E. is expressed in history, philosophy, religion, politics, science and art. Themes include variations in human, cultural, economic, ecological and gender relationships. The major aim is to develop students' critical thinking capabilities for constructing a long view of human experience.

BAC300M: North American History 1500 C.E. to Present: Foundations in the Liberal Arts II (3-4)

Instructor: TBA; **Liaison:** Finley; SP

Students explore developments in philosophy, religion, politics, the economy, science and art in U.S. history from about 1500 C.E. to the present. Major themes include variations in human cultural, economic, ecological and gender relationships. Students develop their critical thinking skills and begin to construct an imaginary map onto which they can situate their understanding of the large currents that have shaped the contemporary world.

BAC306S: Empire, Evil and Evolution: Historical and Psychological Inquiries (3-4)

Instructor: Forisha; SP

Examining human behavior among both the conquered and the conquerors, the course fluctuates between a bird's eye view of historical events, particularly

those related to worldwide conquests by European societies since 1500 C.E., and individual case analyses. In both instances, particular psychological lenses are introduced to examine positive and negative effects of such conquests on the evolutionary course of human progress.

BAC315I: Women's Health in Developing Countries (3-4)

Instructor: Finley; SP

In developing countries, women's health is linked to many dimensions: work, access to food, family status, cultural practices regarding pregnancy and childbirth, and access to health care practices. Topics include the role of midwives and traditional birth attendants, the impact of education on women's health, violence against women, the health effects of poverty and underdevelopment, special problems in the health of girls and specific health problems such as maternal mortality and AIDS.

BAC333K: Children and Social Policy (3-4)

Instructor: Finley; WI

Students examine key social policy issues affecting children, such as the debate over welfare reform, policies affecting at-risk children, controversies about approaches to child abuse and issues affecting public education. The goals are to strengthen understanding of political processes important to policy decision-making and to explore how lobbying, lawsuits, demonstrations, projects and the legislative process impact social policy at the state and federal levels.

BAC404D: Vision and World Making (3-4)

Instructor: Elliot; SU

Understand and tap into human beings' innate world-making powers through the function of vision and the power of imagination. The goal is for this experience to function as a launching pad for change-makers from disparate communities and spheres of concern. Students unravel the limited inherited visions and attempt to weave new visions of community service and activism through study of philosophers and social activists.

BAC435A; ENC683: Climate Change Activism (3-4)

Instructor: Finley; FA

Grassroots activism is critical in the fight to prevent global warming. Students examine the science of climate change and explore the kinds of changes needed to avert the worst consequences of global warming. Students and faculty explore grassroots efforts to bring about changes in the U.S. and elsewhere. Students work collaboratively to develop climate change action projects, informed by existing theories about social movements and social change.

Spiritual Studies

BAC310I: Ecopsychology: Studying the Psyche with the Earth in Mind (3-4)

Instructor: Fish; WI

Students consider the human relationship with the natural environment through Western history and the human split from nature. Other topics include: how nature shapes childhood development; how new scientific paradigms inform the field; the importance of

acquiring a sense of place; consumerism and addiction; the role of spirituality and activism in healing; and the various professional ways in which Ecopsychology is applied in the therapeutic process.

BAC319T: History of Mindfulness: East and West (3-4)

Instructor: Meinz; FA

Mindfulness techniques designed to treat suffering and spiritually transform consciousness have been around for more than 2,500 years. Students experientially explore both East and West mindfulness approaches, including those from Zen and Vipassana Buddhism, to Socrates, Plato, the Stoics, the Desert Fathers and Pseudo-Dionysius.

BAC324D: Transpersonal Psychology

Not offered 2007-08

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

BAC324O: The Divine Feminine (3-4)

Instructor: Hart; SP

Students learn about the personal, archetypal and absolute manifestations of the Divine Feminine principle. They explore qualities of the Divine Feminine such as longing, nurturing, divine eminence, wisdom and emptiness, and what transpires through initiation into Her secrets. Finally, the class examines the role of women in our collective spiritual evolution.

BAC413D: Seminar in Spiritual Psychology (3-4)

Instructor: Morris; WI

Students consider the 12 communal virtues through which soul life finds its spiritual direction and brings devotion of will into daily action in the world. They consider ways of practicing the virtues as well as the particular attributes of soul pleasure associated with them. Particular emphasis is on the virtue of hope as one of the most needed creative acts of soul for the present world.

BAC413O: Depth Psychology: History of the Unconscious (3-4)

Instructor: Joram; WI

Topics include ancient approaches to healing, encounters with the unconscious, the connection between the individual soul and the soul of the world, and soul making through literature and mythology. Overviews of Jungian, Archetypal and Spiritual Psychology are provided, as well as ideas regarding depth psychology's future in the new millennium.

BAC413P: Psychology and Spirituality: An Introductory Exploration (3-4)

Instructor: Hepburn; FA

The relationship between psychology and spirituality is a subject of growing interest as the field of psychology increasingly is open to spiritual perspectives and spiritual practitioners realize the potential value of Western psychological perspectives. Factors such as culture, worldview and personal style shape the many ways in which a relationship between psychology and spiritual practice is understood and experienced.

BAC416F: Dreams and the Earth (3-4)

Instructor: Morris; SP

Students entertain the possibility their dreams can connect them not only to their personal shadow and the archetypes of the collective unconscious, but also to the intention of nature herself, to the anima mundi or "soul of the world." Emphasis is on learning techniques of "dream tending," enactment of ritual and dream incubation. This course requires a high level of self-disclosure and psychological maturity.

Experiential Learning

BAC301E: Learning from Experience: Documenting Life Learning (1)

Instructor: TBA; Liaison: Harris; FA, WI, SP

Learn the skills necessary to translate life experience into potential prior learning credit through the concrete steps needed to accomplish the translation and integrate prior learning into a liberal studies degree. Required for all students who intend to document prior learning credits. Attendance at all classes is required.

BAC301G: Writing Prior Learning Experience (2-3)

Instructor: Estelle; Liaison: Harris; SU, FA, WI, SP

Designed for students actively documenting life learning for college credit, emphasis is on discrete disciplinary categories, class titles, learning competencies and coherent, articulate and comprehensive learning narratives. Students engage

the necessary stages of development, receive constructive feedback on their writing and complete prior learning packages that are ready for evaluation by the completion of the class.

BAC327H: Service Learning and Reflective Practice Seminar (variable credit)

This seminar supports students who are doing service learning or social action projects in the community or engaging workplace internships. 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. Students also develop an increased clarity about their values, motivations and commitments regarding human empowerment, social justice, environmental stewardship and/or organizational health.

BAC396: Student Leadership (variable credit)

There are many opportunities for B.A. students to gain leadership skills through involvement in campus activities and initiatives. Examples include: organizing quarterly performance salons or educational forums; advertising/marketing student events; participation in campus governance system as an elected or appointed representative; and involvement in program development or strategic planning initiatives.

BAC397: Service Learning (variable credit)

This intentional educational experience centers on a volunteer/service project in the community. Emphasis is on the student's service.

BAC397A: Freedom Project Community Service (2)

Liaison: Morris and Harvey; FA, WI, SP

The Freedom Project teaches nonviolent communication and mindfulness skills to inmates in both men's and women's prisons as well as those recently released from prison (returnees). Project volunteers receive similar training and then can volunteer to train inmates and returnees or can volunteer to work with Freedom Project staff doing coordination, office management or computer and website design.

BAC398: Internship/Practicum (variable credit)

Students develop practitioner skills, either through participation in their current workplace or a new professional role they are considering or preparing to enter. They earn credit based on meeting the goals of the learning contract used to target specific learning competencies.

BAC399: Independent Study (variable credit)

Independent study includes all manner of independent learning beyond the scope or format of B.A. program curriculum offerings. It can include, but is not limited to, guided readings, independent research, special writing projects, studio work in the fine arts, music and theater or completion of an individualized course syllabus. It also can be arranged with other students as a group independent study with a shared evaluator.

The Center for Creative Change

The Antioch University Seattle Center for Creative Change (CCC) embodies values of social justice, collaborative learning, diversity and sustainability. These values are reflected in the Center's learning strategies as well as its mission, which is to prepare students to envision and lead effective, sustainable change in organizations, businesses and communities.

Students and faculty in the Center for Creative Change enjoy learning in a rather different way than in many other colleges and universities. Antioch University has a long and rich history of commitment to experiential learning for community action and social justice. The Center is dedicated to continuing and expanding this commitment to a just and sustainable world. Classes not only address interdisciplinary topics that are relevant to this vision but also encourage democratic ways of learning and living.

The Center has five master's degree programs: Environment and Community, Management, Organizational Psychology, Strategic Communication and Whole Systems Design. These degree programs come together in an integrated multicultural model of graduate education, a model with a foundation in systems thinking and respect for both natural and social systems. Each degree program maintains a rigorous, specialized curriculum within the interdisciplinary model, allowing students and faculty to collaborate across program lines in research, coursework, community projects and internships.

Because no one can create change alone, every course and every cohort becomes a learning community where students and faculty are jointly responsible for outcomes. Many assignments are completed in groups that address both

the academic content of the course and the skills of interdisciplinary and collaborative learning. Faculty members counsel these groups about both what and how they are learning.

The Center's approach to learning and change reflects the belief that broadening participation in the construction of knowledge will be the foundation for a just and sustainable society.

Whether students focus on communities, businesses, nonprofit organizations, the environment or one of several other application areas, CCC degree programs help them develop knowledge and practical skills necessary to envision and lead effective, sustainable change. Grounded in substantive knowledge and experience of their discipline and skilled at working collaboratively, students are competent and confident leaders of social change efforts.

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

The five degrees are:

- M.A. in Environment and Community (ENC)
- M.S. in Management (MGT)
- M.A. in Organizational Psychology (OPP)
- M.A. in Strategic Communication (STC)
- M.A. in Whole Systems Design (WSD)

The seven certificate programs are:

- Business Leadership and Change Management
- Ecological Planning and Design

- Environmental Education
- Effective Communication Strategies
- Integrated Skills for Sustainable Change
- Organizational Dynamics
- Systems Thinking and Design

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

Time Requirements

Classes are offered one weekend per month in four-day modules running Friday through Monday. The master's programs are designed to be completed in seven quarters (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 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:

- Initial 2-3 day new student retreat at an off-campus site
- On-campus orientation prior to the beginning of the first quarter
- Extended residency at the conclusion of their course of study

M.A. in Environment and Community

The Environment and Community program (ENC) is designed for students who want to help build an ecologically sustainable society. Emphasizing social science perspectives and natural science literacy, the ENC program focuses on the relationships among values, ideas, theory, practice, social and institutional structures, constructive engagement

and modalities of socio-environmental change. The program integrates knowledge gained in an academic setting with learning acquired through work, personal experience and the experiences of others. The development of the whole person, equal emphasis on social values and creativity, and recognition that community involvement is necessary for individual growth and enrichment of society underpin the mission of the ENC program. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Ecological Planning. Students who choose the environmental education option earn certificates in Integrated Skills for Sustainable Change and Environmental Education.

Features of the ENC Program

- Commitment to ecological and social sustainability
- Integration of theory and practice between the classroom and the community
- Wholistic approach honoring intellectual, emotional and spiritual growth
- Collaborative and community approaches and learning

ENC Degree Requirements (66 credits)

M.A. Core Requirements (18 credits)

- CCC540: Communication Design (3)
- CCC545: Systemic Thinking for a Changing World (3)
- CCC520: Critical Inquiry (3)
- CCC560: Ecological Sustainability (3)
- CCC550: Global Pluralism (3)
- CCC555: Transformative Leadership (3)

M.A. Reflective Practicum Requirements (24 credits)

- CCC691: Reflective Practicum I – Simulation & Case Study (12)
- CCC692: Reflective Practicum II – Capstone Change Project (12)

M.A. in Environment and Community (ENC) (12 credits)

- ENC620: Theories and Practices of Social-environmental Change (3)
- ENC658: Integrative Environmental Science (3)
- ENC670: Economics and the Environment (3)
- ENC680: Environmental Policy and Decision-making (3)

M.A. Elective Requirements (12 credits)

With adviser approval, choose from among the following:

- ENC610: Philosophical Perspectives on Environment and Community (3)
- ENC630: Natural History and Culture of the Pacific Northwest Environment (3)
- ENC656: Healthy, Sustainable Communities (3)
- ENC657: Healthy Environments, Healthy People (3)
- ENC665: The Political Ecology of Food and Eating (3)
- ENC681: Ethics and Environmental Justice (3)
- ENC696: Permaculture and Sustainable Systems Design (3)

(See elective offerings attached to the Center's other degree offerings)

M.A. in Environment and Community with Environmental Education Certificate Option

Students may elect to complete an M.A. in Environment and Community with an Environmental Education certificate. This option requires the following courses (13 credits) be taken for elective credit:

- EDU506A: Foundations of Environmental Education (3)
- EDU506B: Methods of Environmental Education (3)
- EDU658: Environmental Interpretation (3)
- EDU507A: Human Development and Learning Theory (3)
- CCC599: Capstone Applied Project (1)

The remaining courses (9 credits) required for an Environmental Education certificate are completed as requirements for the M.A. in Environment and Community degree. They are CCC555: Transformative Leadership; CCC560: Ecological Sustainability; and ENC658: Integrative Environmental Science.

M.S. in Management

The Graduate Management program (MGT) is designed for professionals from a 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.

MGT Degree Courses (66 credits)

M.S. Core Requirements (18 credits)

- CCC540: Communication Design (3)
- CCC545: Systemic Thinking for a Changing World (3)
- CCC520: Critical Inquiry (3)
- CCC560: Ecological Sustainability (3)
- CCC550: Global Pluralism (3)
- CCC555: Transformative Leadership (3)

M.S. Reflective Practicum Requirements (24 credits)

- CCC691: Reflective Practicum I – Simulation & Case Study (12)
- CCC692: Reflective Practicum II – Capstone Change Project (12)

M.S. in Management (MGT) (12 credits)

- MGT617: Finance: Stakeholders and the Bottom Line (3)
- MGT618: Marketing: Creating Customer Value (3)
- MGT625: Strategic Thinking and Planning (3)
- MGT632: Leadership in Business and Organization Systems Inquiry (3)

M.S. Elective Requirements (12 credits)

With adviser approval, choose from among the following:

- MGT621: Managing Change in a Changing Context (3)
- MGT624: Innovation and Creativity in Turbulent Times (3)
- MGT628: Executive Coaching (3)
- MGT631: Harnessing Human Diversity (3)
- MGT633: Spirit in the Workplace (3)
- MGT634: Globalization and Its Discontents: The Political Economy of the 21st Century (3)

(See elective offerings attached to the Center's other degree offerings)

M.A. in Organizational Psychology

The Organizational Psychology program (OPP) 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. Students in Organizational Psychology gain:

- Deep understanding of self
- Ability to nurture interpersonal relationships
- Appreciation of the role of spirit in work

- Practical understanding of organizations as systems
- Innovative skills to intervene effectively

OPP Degree Courses (66 credits)

M.A. Core Requirements (18 credits)

- CCC540: Communication Design (3)
- CCC545: Systemic Thinking for a Changing World (3)
- CCC520: Critical Inquiry (3)
- CCC560: Ecological Sustainability (3)
- CCC550: Global Pluralism (3)
- CCC555: Transformative Leadership (3)

M.A. Reflective Practicum Requirements (24 credits)

- CCC691: Reflective Practicum I – Simulation & Case Study (12)
- CCC692: Reflective Practicum II – Capstone Change Project (12)

M.A. in Organizational Psychology (OPP) (12 credits)

- OPP536: Organizational Theory (3)
- OPP536C: Overview of Organizational Development (3)
- OPP637: Practitioner Development (3)
- OPP638D: Group Dynamics and Facilitation (3)

M.A. Elective Requirements (12 credits)

With adviser approval, choose from among the following:

OPP510: Consulting Practice (3)

OPP530: Human Behavior in the Workplace (3)

OPP532: Trauma and Healing of Organizations (3)

OPP604: Executive Coaching (3)

OPP622B: Conflict Management (3)

OPP631: Systems-level Intervention and Change (3)

OPP639: Personal Wellness in Organizational Systems (3)

OPP640: Collaborative Team Creation (3)

(See elective offerings attached to the Center's other degree offerings)

M.A. in Whole Systems Design

Whole Systems Design (WSD) is a master's degree for adults who want 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 wholistic/systemic assumption that the world is radically interconnected, interdependent and evolving. Whole Systems Design integrates inquiry and practical engagement in new and exciting ways, informed by work in a 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 explo-

ration of the profound implications of these notions and in the development of skills and awareness necessary for effective action in this complex, rapidly changing world. The WSD program is organized around the three closely interrelated dimensions of systemic thinking, wholistic 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)

M.A. Core Requirements (18 credits)

CCC540: Communication Design (3)

CCC545: Systemic Thinking for a Changing World (3)

CCC520: Critical Inquiry (3)

CCC560: Ecological Sustainability (3)

CCC550: Global Pluralism (3)

CCC555: Transformative Leadership (3)

M.A. Reflective Practicum Requirements (24 credits)

CCC691: Reflective Practicum I – Simulation & Case Study (12)

CCC692: Reflective Practicum II – Capstone Change Project (12)

M.A. in Whole Systems Design (WSD) (9 credits)

To complete a WSD degree, students must take the 42 CCC core credits, plus one course within each of the following Special Topics (three courses total = 9 credits), and 15 credits (five courses) of electives.

Special Topics in Wholistic Perspectives (3)

Examples include:

WIN610H: Wholophilia: Design as Practice of Wholeness (3); or

WIN616C: Mary Parker Follett (3); or

New courses that are created throughout the year

Special Topics in Design Theory and Practice (3)

Examples include:

WIN508B: Design Approach: The Art and Science of Creative Change (3); or

New courses that are created throughout the year

Special Topics in Systemic Thinking (3)

Examples include:

WIN 503H: Systemic Thinking: The Art of Making Distinctions (3); or

WIN 636A: Advanced Systems (3)

New courses that are created throughout the year

WSD Electives (15 credits)

With adviser approval, choose from among the following:

WIN503H: Systemic Thinking: The Art of Making Distinctions (3)

WIN507E: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)

WIN508B: Design Approach: The Art and Science of Creative Change (3)

WIN607F: Notating Imagination: Advanced Design Communication (3)

WIN610H: Wholophilia: Design as Practice of Wholeness (3)

WIN616C: Mary Parker Follett (3)

WIN617B: Experience of Place (3)

(Courses in the Center's other degree programs and independent studies also may be taken as electives)

M.A. in Strategic Communication

The Strategic Communication program (STC) is designed for students interested in learning how to design and implement successful communication objectives, strategies and tactics. Through classroom instruction, group participation, professional work, personal experience and the experiences of others, the program integrates theory and practice for immediate impact on students' careers. The curriculum emphasizes communication as a systemic process and develops practical skills for facilitating changes in business as well as nonprofit and public sectors. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Effective Communication Strategies.

STC Degree Courses (66 credits)

M.A. Core Requirements (18 credits)

CCC540: Communication Design (3)

CCC545: Systemic Thinking for a Changing World (3)

CCC520: Critical Inquiry (3)

CCC560: Ecological Sustainability (3)

CCC550: Global Pluralism (3)

CCC555: Transformative Leadership (3)

**M.A. Reflective Practicum
Requirements (24 credits)**

CCC691: Reflective Practicum I
– Simulation & Case Study (12)

CCC692: Reflective Practicum II
– Capstone Change Project (12)

**M.A. in Strategic Communication
(STC) (12 credits)**

STC610: Communicating Across
Cultures (3)

STC630: Communication Media and
Technology (3)

STC640: Participatory
Communication for Social Change (3)

STC650: Using Media for Social
Change (3)

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

With adviser approval, choose from
among the following:

STC620: Legal and Ethical Issues in
Communication (3)

STC635: Documentary Films (3)

STC elective offerings vary from
quarter to quarter and may include the
following:

- Assessing and Benchmarking
Communication
- Proposal Writing
- Risk Communication
- Communication and Sustainable
Development
- Dealing with the Media
- Community Education through
Media

(See elective offerings attached to the
Center's other degree offerings)

Center for Creative Change Graduate Certificate Programs

Business Leadership and Change Management (18)

Learn the business and people skills
necessary to manage change in
companies. Recommended for mid-level
managers. Requirements are any three
of the following courses: MGT617:
Finance: Stakeholders and the Bottom
Line; MGT618: Marketing: Creating
Customer Value; MGT625: Strategic
Thinking and Planning; or MGT632:
Leadership in Business and Organiza-
tion Systems Inquiry; plus three elective
courses (9 credits) in any CCC program
approved by the student's adviser.

Ecological Planning and Design (18)

Study the systemic connection between
the natural environment and human
communities and how the two can work
together to solve inherent problems.
Recommended for urban planners,
architects, builders and environmental
stewards. Requirements are any three of
the following courses: ENC620: Theories
and Practices of Social-environmental
Change; ENC658: Integrative Environ-
mental Science; ENC670: Economics
and the Environment; or ENC680:
Environmental Policy and Decision-
making; plus three elective courses (9
credits) taken in any CCC program
approved by the student's adviser.

Effective Communication Strategies (18)

Study how to anticipate and respond
to communication challenges. Recom-
mended for professionals in the business.

nonprofit and public sectors. Requirements are any three of the following courses: STC630: Communication Media and Technology; STC610: Communicating Across Cultures; STC650: Using Media for Social Change; or STC640: Participatory Communication for Social Change; plus three elective courses (9 credits) taken in any CCC program approved by the student's adviser.

Environmental Education (22)

Increase knowledge of both natural and social systems and become better prepared to respond to change in environments through political, human resource and systemic lenses. Recommended for professionals in the fields of public policy, education and community development as well as environmental stewards. Requirements are: CCC555: Transformative Leadership; CCC599: Capstone Applied Project; CCC560: Ecological Sustainability; ENC658: Integrative Environmental Science; EDU506A: Foundations of Environmental Education; EDU506B: Methods of Environmental Education; EDU658: Environmental Interpretation; and EDU507A: Human Development and Learning Theory.

Integrated Skills for Sustainable Change (18)

Develop a foundation to implement change in organizations or communities. Recommended for community leaders and professionals seeking specialized education. Requirements are: CCC540: Communication Design; CCC545: Systemic Thinking for a Changing World; CCC520: Critical Inquiry; CCC560: Ecological Sustainability; CCC550: Global Pluralism; and CCC555: Transformative Leadership.

Organizational Dynamics (18)

Develop psychological and systemic perspectives for working with individuals and organizations and 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): OPP536: Organizational Theory; OPP536C: Overview of Organization Development; OPP637: Practitioner Development; or OPP638D: Group Dynamics and Facilitation; plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

Systems Thinking and Design (18)

Develop 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 and 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 wholistic perspectives; plus one elective course (3 credits) in any CCC program approved by the student's adviser.

CCC Courses and Descriptions

Required Core Courses

CCC520: Critical Inquiry (3)

Instructor: Comstock, SU; Lazarus & Bullert, WI

Learn social inquiry by completing and then critically reflecting on several small

research projects. While learning research methods, students address fundamental questions about the construction of knowledge as the foundation for action and about power as it relates to representation and communication in social change. The focus is on newer methods of qualitative social research.

CCC540: Communication Design (3)

Instructor: Geist & Maxham, FA; Geist, SP

Learn and share perspectives and skills for designing, presenting and evaluating effective communication. Students gain the ability to analyze rhetorical contexts including intention, audience and hoped-for outcomes as well as an understanding of the visual dimension of written and oral presentation.

CCC545: Systemic Thinking for a Changing World (3)

Instructor: Geist & Yamamoto, FA; Boga, SP

Develop conceptual frameworks and integrative and analytic skills for understanding complex, dynamic patterns in human and natural systems. Students gain an understanding of the relationships between world views (and mental models) and actions (including thoughts, behaviors, policies, social structures etc.) with particular attention to the influences of dualism, reductionism and wholism.

CCC550: Global Pluralism (3)

Instructor: Boga, SU; Spraker & Scherch, WI

Political, social, environmental, spiritual and economic forces interact to create a dynamic global system. Information technology and transportation technol-

ogy enable personal contact among people of different cultures, different political ideologies and different world views. Gain perspective of self in a global context and explore key forces that impact the world community.

CCC555: Transformative Leadership (3)

Instructor: Spraker, FA; Hormann & TBA, SP

Leadership is a process of influence, a dynamic process of interaction among individuals in relationship to achieve a result. Systemic in nature, leadership requires an increased awareness and ability to reflect critically on assumptions. Students gain a nuanced understanding of the dimensions of power, social organization and cultural diversity as applied to leadership opportunities and challenges.

CCC560: Ecological Sustainability (3)

Instructor: Scherch, FA; Scherch & TBA, SP

Examine a range of key issues facing both the Pacific Northwest and the world as a means of characterizing local through global sustainability performance and opportunities. Social/natural science and philosophical perspectives are used to explore historical contexts, tools, techniques and integrative designs.

CCC691: Reflective Practicum 1: Simulation and Case Study (12), three consecutive quarters

Instructor: TBA; SU, FA, WI, SP

Leading creative change requires thinking and reflecting in action. Reflective practice is about learning from action and for action. Over three quarters, students

learn how others have led and been involved in successful creative change. With emphasis on collaboration for social change, students improve their ability to learn from their own and others' experiences. *Required: Attendance at new student retreat at an off-campus site prior to first quarter residency.*

CCC692: Reflective Practicum 2: Capstone Change Project (12), three consecutive quarters

Instructor: TBA; SU, FA, WI, SP
Increase capacity to integrate theory, practice and reflection in a collaborative learning community. Across three quarters, students develop an approach to practice that incorporates core coursework as well as degree-specific theories and concepts and their own previous experience. Collaboration, design and social change come together in a capstone change project.

CCC521: Methods of Collaborative Inquiry (3)

Instructor: Yamamoto, SU; Comstock, WI

Explore methods of collaborative inquiry that engage members of organizations and communities in defining, designing and completing their own inquiries to initiate change. These participatory methods seek to eliminate the division between investigators and those studied by fostering collaboration in the creation of new knowledge.

CCC526: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

Environment and Community

The Environment and Community program (ENC) emphasizes social science perspectives and natural science literacy. Students and faculty study the relationships between values, ideas, theory, practice, social and institutional structures and various socio-environmental change processes. The program is designed to integrate knowledge gained in an academic setting with learning acquired through work, personal experience and the experiences of others and leads to a Master of Arts in Environment and Community.

ENC610: Philosophical Perspectives on Environment and Community (3)

Instructor: TBA; TBA

Become familiar with a variety of contemporary philosophical stances on the relationship between the human community and the more-than-human environment, including environmental ethics, communitarianism, deep ecology, environmental justice, bioregionalism, ecofeminism and earth-based spiritualities.

ENC620: Theories and Practices of Social-environmental Change (3)

Instructor: Scherch; WI

Explore how theories, perspectives, insights and innovations can be implemented and practiced with special attention on regional, national and international sustainability innovations. Study a variety of social, economic and environmental themes and issues; explore viable options and new directions.

ENC630: Natural History and Culture of the Pacific Northwest Environment (3)

Instructor: TBA; TBA

Students address an historical and cultural context for the environmental issues facing communities in the Pacific Northwest and gain a richer understanding of how environmental, cultural and social issues are deeply intertwined.

ENC656: Healthy, Sustainable Communities (3)

Instructor: TBA; TBA

Explore qualities that make communities healthy and sustainable including the natural and built environment; social capital and connectedness; cultural and ethnic diversity; vibrant local economies; and participatory, responsive governance. Grounded in appreciative inquiry and using a case study approach, students assess the health and sustainability of their own communities and develop practical strategies for enhancing them.

ENC657: Healthy Environments, Healthy People (3)

Instructor: TBA; TBA

Explore the role of the biophysical environment as a determinant of health at community, national and global levels. Consider how indoor and outdoor environmental quality – including toxic chemicals and microbiological organisms – affect population health. Learn how to research and evaluate environmental health information and how to use this information to effect social change.

ENC658: Integrative Environmental Science (3)

Instructor: Shield; SU

Use both natural and social science perspectives to explore the effects of

human activities on the environment. Learn the language of environmental science and strengthen your capacity to understand and critically evaluate scientific information. Examine scientific principles and concepts; natural resources and their sustainability; environmental quality; biodiversity and land use; and the role of environmental science in society.

ENC665: The Political Ecology of Food and Eating (3)

Instructor: Yamamoto; WI

Food choices have a significant impact on natural systems, cultural practices and political economic structures. Examine food production, distribution and consumption issues across political, social, cultural and economic dimensions and develop a more sophisticated understanding of the connection between how we eat and how we live.

ENC670: Economics and the Environment (3)

Instructor: Comstock; FA

Prepare to use both mainstream and alternative economic models to achieve environmental and community sustainability. Traditional and ecological market economics contend with bioregional and community economics as alternative approaches to sustainability. Economic assumptions and models from each of these paradigms are presented, compared and used to address local and regional social and environmental issues.

ENC680: Environmental Policy and Decision Making (3)

Instructor: Davies; SP

Examine social, political and scientific considerations inherent in environmental policy and regulation, and gain a deeper

awareness of how these factors interact with each other in environmental decision-making processes at all levels of government. Gain an understanding of federal and international environmental policy. Acquire skills as agents for creative change inside and outside environmental policy-making institutions.

ENC681: Ethics and Environmental Justice (3)

Instructor: TBA; TBA

Investigate the evolution of the environmental justice movement and its impacts on mainstream environmental thought. Develop more inclusive models of environmental practice and identify strategies for multiracial/class coalition building. Students consider the responses of environmental organizations and government to an indigenous people of color environmental agenda.

ENC696: Permaculture and Sustainable Systems Design (3)

Instructor: Scherch; SU

Examine principles and methodologies of restorative and sustainable ecological design, and combine various skills in permaculture, urban sustainability, natural building and community development in a wholistic approach. Develop the practical skills and knowledge to design and implement restorative and sustainable systems – at home, work and elsewhere – in harmony with the natural world.

ENC526: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

Management

The Management program focuses on the essentials of business operations, principles of change management and strategies for effective leadership. Learning activities cover the major fields of management such as organization, strategy, finance, leadership, economics, marketing and operations, while emphasizing the development of communications, cooperation, leadership and team skills. The program leads to a Master of Science in Management.

MGT617: Finance: Stakeholders and the Bottom Line (3)

Instructor: Mayberry; SU

Sustainable business practice requires knowledge about financial tools needed to manage budgeting, forecasting and accounting. Also required is commitment to the triple bottom line: people, profits and planet. Learn how to discern the financial health of an institution or business.

MGT618: Marketing: Delivering Customer Value (3)

Instructor: Nordell; FA

Learn the basic vocabulary, key concepts and analytical tools in the field of marketing to create and satisfy customer demand. Marketing topics include defining customer value, creating and forecasting demand, channel management and effective operations. Collaborate on a team and conduct a marketing consultation project for an organization in the community.

MGT621: Managing Change in a Changing Context (3)

Instructor: TBA; TBA

Students and faculty collaboratively address specific personal, organizational

and global issues related to management and leadership in the 21st century. Recent topics explored in collaborative teams have included: complex social systems; personal goals and creativity in group settings; entrepreneurial teams; spiral dynamics; and action research.

MGT624: Innovation and Creativity in Turbulent Times (3)

Instructor: TBA; TBA

Designed to familiarize students with diverse paradigms associated with the study of creativity, this course also presents the concept of similarities and differences from both Eastern and Western traditions that underlie all creative thinking. Examine various convergent and divergent processes for solving puzzles including synectics, provocations, metaphors, paradoxes and humor.

MGT625: Strategic Thinking and Planning (3)

Instructor: Boga; SP

Explore planning concepts and methodologies with focus on organizational life. Topics include understanding the evolution of organizational systems, diverse paradigms, spiral dynamics, self-organizing systems and systems dynamics.

MGT628/OPP604: Executive Coaching (3)

Instructor: TBA; TBA

Explore coaching theories and best practices in this highly interactive course, which 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)

Instructor: TBA; TBA

Most organizations recognize the importance of managing diversity in their workforce to enhance creativity, morale and productivity. The majority of diversity management programs, however, fail to explore the complex dynamics of underlying forces and value systems. Explore the interdependence of personal, interpersonal and transpersonal identities to harness the immense richness of diverse human identities.

MGT632: Leadership in Business and Organization Systems Inquiry (3)

Instructor: Boga; WI

Use a case-in-point method to learn and practice key concepts of effective leadership. Explore group dynamics and analyze how group interactions are a reflection of the adaptive challenges faced in organizations. Identify roles often played in organizations, learn reflection-in-action skills and develop a greater understanding of the many forces influencing group or team behavior.

MGT633: Spirit in the Workplace (3)

Instructor: Boga; SU

Explore the human spirit as the core of all learning experience. Probe higher levels of consciousness, where duality and multiplicity of the created world disappear. Become aware of the conditioning of thoughts by diverse paradigms – ranging from the reductionist to the wholistic. Rethink everyday reflections and practices from mystical and mythological perspectives.

MGT634: Globalization and Its Discontents: The Political Economy of the 21st Century (3)

Instructor: Comstock; SP

Examine contemporary economic globalization and some of its cultural, social and ecological impacts throughout the world. The culture of capitalism and the economic principles of the market economy are starting points in this study of both constructive and damaging effects of contemporary globalization.

MGT526: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

Organizational Psychology

The Organizational Psychology program provides students with a solid grounding in self-awareness, interpersonal skills and understanding of organizations as systems so they can effectively participate in, influence and provide leadership in organizations and communities. The program leads to a Master of Arts in Organizational Psychology.

OPP510: Consulting Practice (3)

Instructor: TBA; TBA

Learn the fundamentals of collaborative consultation based on principles of action research and process consultation and apply these concepts as you consult with local organizations. Students gain understanding of the consultant role in change efforts as well as insight into

themselves as practitioners through collaborative and individual exploration.

OPP530: Human Behavior in the Workplace (3)

Instructor: Hormann; SU

Students gain an understanding of key concepts from the field of psychology. The emphasis is on family systems theory, particularly individual behaviors and patterns of behaviors in organizations. Beginning with family of origin, students examine their own personal and professional development, including identifying the ways in which the generational family patterns impact their work as practitioners.

OPP532: Trauma and Healing in Organizations (3)

Instructor: Hormann; WI

Through an exploration of organizational culture, students are exposed to sources of organizational trauma – for example, the impact of a disaster upon or within an organization or significant shifts in the workforce, including downsizing – and the resulting internal dynamics. Using a systemic perspective, students learn ways to address these dynamics and heal organizations.

OPP536: Organizational Theory (3)

Instructor: Spraker; WI

Learn to create and maintain 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. Key components include strategy, structure, culture, human systems, leadership, change and methods of measurement and feedback.

OPP536C: Overview of Organizational Development (3)

Instructor: Singer; SP

This introduction gives students an effective lens to view organizational change, diagnose issues and build momentum for improving organizations. Students learn the theoretical bases, operating principles, terminology and concepts used to create an organizational development perspective within various organizational contexts as well as practical applications and implementation tools.

OPP604/MGT628: Executive Coaching (3)

Instructor: TBA; TBA

Explore coaching theories and best practices in this highly interactive course, which 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.

OPP622B: Conflict Management (3)

Instructor: Vivian; FA

Increase practitioner skills in managing conflict by practicing the application of concepts and models. Focusing on both theoretical and practical understanding of conflict in interpersonal relationships, groups and organizations, students utilize systems concepts to expand understanding of conflict dynamics and to explore the interconnection of various types and levels of conflict.

OPP631: Systems-level Intervention and Change (3)

Instructor: TBA; TBA

Students collaboratively explore large-group strategy in whole-organization and community change efforts. 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. Students gain design skills by helping an organization decide whether to use a large-group intervention strategy.

OPP637: Practitioner Development (3)

Instructor: Cato; SU

One of the most important resources to accomplish successful organization change is the "person-ness" of the consultant. In this course, students explore the impact of self in consultative relationship. The coursework is highly interactive and focuses on the skills and insights that accompany increased self-awareness and effectiveness in doing organizational change work.

OPP638D: Group Dynamics and Facilitation (3)

Instructor: Magill; FA

Deepen theoretical and practical understanding of group process and group roles. Examine models of group facilitation, identify the values and attitudes the facilitator brings to the role and practice facilitation within and outside the classroom setting.

OPP639: Personal Wellness in Organizational Systems (3)

Instructor: TBA; TBA

Explore 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 develop models and assess an actual organization using their organizational wellness model.

OPP640: Collaborative Team Creation (3)

Instructor: TBA; TBA

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

OPP526: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

Whole Systems Design

The Whole Systems Design program emphasizes context, values and relationships. It is grounded in living systems perspectives and creative design approaches applicable to a vast array of complex systems and areas of focus, including organizations, ecology, education and the arts. Learners develop understanding, skills and the courage to move from theory to design to action – a process that moves toward creating

preferred futures. The program leads to a Master of Arts in Whole Systems Design.

WIN536A: Special Topics in Systemic Thinking (1-3)

Instructor: TBA; TBA

Explore the world in terms of dynamic relationships. These courses offer pragmatic concepts for understanding change and sustainability and engaging in a variety of settings more effectively. Diverse systemic traditions also may be explored. Students may take up to three courses in this category and WSD master's students must take at least one. *Prerequisite: CCC545-1: Systemic Thinking for a Changing World.*

WIN536B: Special Topics in Wholistic Perspectives (1-3)

Instructor: TBA; TBA

Deepen the appreciation for wholism as a world view and explore the consequences of such a world view in a variety of applications. Students may take up to three courses in this category and WSD master's students must take at least one. *Prerequisite: CCC545-1: Systemic Thinking for a Changing World.*

WIN536C: Special Topics in Design Theory and Practice (1-3)

Instructor: TBA; TBA

Develop understanding of design as a philosophy and as a practice from a wholistic/systemic perspective. Students may take up to three courses in this category and WSD master's students must take at least one. *Prerequisite: CCC 545-1: Systemic Thinking for a Changing World.*

**WIN503H: Systemic Thinking:
The Art of Making Distinctions (3)**

Instructor: McCartor; SP

Explore systemic thinking and concepts as a means for making more meaningful and useful distinctions in the service of improved communications, conflict resolution, collective design and decision making. 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)**

Instructor: TBA; TBA

Consider visual thinking an essential path to creativity and innovation. Participants explore signs and symbolic meaning experientially and theoretically and apply their learning to design communication. Through stimulating exercises, participants gain confidence in their ability to express themselves graphically and to use visual thinking as a technique for working out creative responses to design challenges.

**WIN508B: Design Approach: The
Art and Science of Creative Change
(3)**

Instructor: Seif; WI

Explore and experience design as an intentional co-creation process of being and acting in the world to facilitate personal transformation, societal change and organizational renewal. Learn a theoretical framework for imagining, conceptualizing and bringing into existence a desirable future appropriate for human purposes.

**WIN606F: Context-based Design
(3)**

Instructor: TBA; TBA

Students learn to approach design by distinguishing levels of context – environment, stakeholder need, design functionality and design architecture – and use relationships between levels to explore concepts important to design: value, sustainability, flexibility, effectiveness, efficiency, creativity and identification of resources.

**WIN607F: Notating Imagination:
Advanced Design Communication
(3)**

Instructor: TBA; TBA

Students explore notation, syntactically and semantically, as an emerging new area in advanced design communication and whole systems design. The focus is on notations as signs that mediate among several sets of concepts, traditions and approaches. Students seek out a specific context through which they notate and score their imaginative ideas.

**WIN610H: Wholophilia: Design as
Practice of Wholeness (3)**

Instructor: TBA; TBA

Wholophilia focuses on the understanding of design as a practice of wholeness and systems thinking. Students explore the often-neglected work of "love" (Agape, Eros, Philios) in relationship to design and develop a true sense of the world as "philomorphic" (form-loving) activity. Gain an understanding of the relationships between wholeness, love and design.

WIN616C: Mary Parker Follett (3)

Instructor: Geist; SU

Mary Parker Follett (1868-1933) spoke of self-organization as a fundamental characteristic of life, of the creative power of difference, of "power-with" rather than "power-over" strategies, of cross-functional teams and the importance of coordination and integration as compared to control. Students consider the social/historical/intellectual milieu of her work and how it relates to a contemporary context.

WIN617B: Experience of Place (3)

Instructor: Geist; SP

Develop greater awareness of how inter-relationships with the places people frequent affect health, effectiveness, the quality of designs and the relationship with the more-than-human world. Seattle – an evolving synthesis of its naturally occurring location, conscious and unconscious human design and relationship with its larger environment – is a particular focus.

WIN636A: Advanced Systems (3)

Instructor: Kohrman; FA

Students deepen their facility with systemic thinking and its pragmatic implications for their own areas of interest. Learn a structural approach to understanding system formation and politics, change versus persistence and design concepts – effectiveness, flexibility, creativity and value. Particular themes are determined based on student needs and interests.

WIN536: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

Strategic Communication

The Strategic Communication program is designed for professionals who are interested in learning how to design and implement successful communications objectives, strategies and tactics. The curriculum emphasizes communications as a systemic process and practical skills for facilitating changes in business as well as nonprofit and public sectors. The program leads to a Master of Arts in Strategic Communication.

STC610: Communicating Across Cultures (3)

Instructor: Arunga; FA

Students develop awareness, knowledge and skills to understand between-the-lines messages across cultures, avoid costly miscommunications and build strong relationships within and among diverse constituencies. Key competencies include effective listening skills, interpersonal communication skills and group communication skills.

STC620: Legal and Ethical Issues in Communication (3)

Instructor: TBA; SP

Examine the roles law and ethics play in shaping media content and the status of expression in the American legal system. Students study communication issues such as persuasion versus propaganda, manipulation in group discussions, manifestation of prejudice (sexism and racism), the language of oppression and commercial and political doublespeak.

STC630: Communication Media and Technology (3)

Instructor: TBA; SP

In this introduction to current and emerging communication technologies that transform the way information is conveyed, students learn to analyze the impact of the messages produced with various media and the social and political implications of each.

STC635: Documentary Films (3)

Instructor: Kiambuthi; FA

Documentary filmmakers help define global policy agendas, frame political debates and construct views of reality. Examine this living tradition with a focus on films associated with contemporary social change movements. Learn to analyze films from technical, economic, aesthetic, political and cultural perspectives. Students think visually, write descriptively and document learning through hands-on exercises and reflective practice.

STC640: Participatory Communication for Social Change (3)

Instructor: TBA; WI

Learn tools and innovative models that prepare you to become a participative communication strategist. Students develop their approach to working with groups committed to social change and facilitate group members as they create methods to communicate effective messages to external environments.

STC650: Using Media for Social Change (3)

Instructor: Bullert; SU

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

STC526: Special Topics (1-3)

Instructor: TBA; TBA

Students and faculty explore various topics. Collaborative and individual approaches are used to create new knowledge.

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. Antioch Seattle education programs draw on current research and study the implications of that research for learning. All offerings in the Center promote constructivist pedagogy, critical reflection about practice in the increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions and commitment to justice through transformative education. 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 competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Teacher Preparation Cohorts (Residency Certification)

Meeting a Range of Needs

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

- Bachelor of Arts in Liberal Studies completion with recommendation for a Washington state residency teaching certificate
- Graduate Teacher Preparation leading to recommendation for a Washington state residency teaching certificate with

the option to complete a Master of Arts in education

- Master of Arts in Education

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

Antioch's Bachelor of Arts completion with teacher preparation provides opportunities for paraprofessionals, instructional assistants in public schools and others interested in working in school settings.

An Integrated Approach

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

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

Admission Criteria

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

- 85 to 90 quarter credit hours from regionally accredited institutions
- Minimum of 40 hours of working with groups of students in elementary or middle school classrooms
- High degree of literacy in all basic skill areas
- Two letters of recommendation
- Current resume
- Passing score on the Washington Skills Test – Basic (WEST-B)
- Evidence of strong, positive moral character

Degree Completion Requirements

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

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

Graduate Teacher Preparation (GTP)

Graduate Teacher Preparation emphasizes social change and innovative program design. Options include specializations within elementary education with the opportunity to complete the Master of Arts in Education degree. Students arrive with a Bachelor of Arts, Bachelor of Science or advanced degrees with an

interest in changing careers and teaching in schools with diverse student populations. Candidates learn to:

- Plan and implement curriculum that meets the needs of diverse students
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Develop computer literacy and use educational technology in the classroom
- Perceive and reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

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

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

Admission Criteria

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

- B.A. or B.S. degree

- Undergraduate cumulative GPA of 2.5 out of 4.0.
- Minimum of 40 hours of work in schools
- High degree of literacy in all basic skills areas
- Evidence of strong, positive moral character
- Two letters of recommendation
- A current resume
- Approved plan for completion of endorsement requirements
- Passing score on Washington Educators Skills Test – Basic (WEST-B)

Degree Completion Requirements

- Completion of endorsement requirements
- Successful completion of field experiences
- Passing score on the Praxis (West-E) followed by student teaching. Upon successful completion of student teaching and all requirements, students qualify for recommendation for a Washington state residency teaching certificate. Upon successful completion of a research or inquiry project, students receive a Masters of Arts in Education.

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

This flexible, 48-credit program serves educators who teach at all levels – PK-12 and beyond. Emphasis is on preparation for leadership in educational change and students have 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 offered in the late afternoon and occasionally on weekends. All courses are designed to meld the best of contemporary theory and research with focused attention to applications in the students' own work settings. The M.A.Ed. curriculum embodies the value the faculty places on the skills, knowledge and talents students bring to their graduate work. Students have worked in a variety of settings with people of all ages. Fields include early childhood and K-12 education, adult education, community college instruction, English as a second language instruction, public service education and community education in ecology, health and the arts. Graduates typically use their expanded knowledge base and professional experience to promote and lead efforts for change in their schools, districts, colleges, businesses and communities. Many have received local, statewide and national recognition for designing new educational models and approaches for creating programs dedicated to addressing social equity and justice.

An Emphasis on Student Choice and Self-direction

Each student pursues areas of professional interest in the program through student-selected studies. These studies may take many forms, including participation in self-directed independent study, collaborative projects, special topic courses offered in the education programs, related courses from other centers at Antioch Seattle or internships and field experiences. The course offerings in selected areas change yearly to reflect interest areas of students and faculty. Sample selected area classes include:

- Library Media
- Special Education

- Reading
- Early Childhood Education
- Adult Education
- Arts, Media and Culture
- Native Education
- Theater Arts
- Global Education
- Environmental Education
- Education for Sustainability

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.

Education Courses

BATC308A: Child Abuse Prevention (1)

Not offered 2007-08

Offered as a combination of an on-campus and independent study class, this 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.

BATC310: Schooling in America (3)

Not offered 2007-08

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)

Not offered 2007-08

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

BATC320: Reflective Practice (3)

Not offered 2007-08

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: Curriculum and Instruction (3)

Instructor: Norton; FA

Curriculum development, instructional theory and assessment techniques are

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

BATC330: Child and Adolescent Literature (3)

Instructor: Kaaland; SU

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

BATC331: Literature: Exploring Lives Through Story (3)

Instructor: Maxham; FA

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

BATC341: School and Community Relations (3)

Not offered 2007-08

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

BATC350: The Meaning and Practice of Social Studies (3)

Instructor: Sheppard; FA

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

BATC351: Teaching Life Science w/Lab (3)

Instructor: Phillips; SP

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

BATC352: Math Content I (3)

Instructor: Gardner; WI

Focus is 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 mathematics is an integral part of life and is accessible to all learners.

BATC352A: Math Methods for K-8 Teachers (3)

Not offered 2007-08

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)

Instructor: Sheppard; WI

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

BATC353A: Social Studies Concepts (3)

Not offered 2007-08

Students learn to integrate the content of history, civic ideals, people and places, and issues of power and authority in society by applying best practices in planning, instruction and assessment in

the context of the National Standards for Social Studies and the state's Essential Learnings. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies.

BATC354: Arts and the Imagination (3)

Instructor: Yantis; SU

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

BATC354A: Teaching the Arts (3)

Instructor: Yantis; SP

Integrate 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 exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

BATC354C: Arts, Culture and Learning (3)

Instructor: Yantis; FA

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? What are these world views? These are essential questions that drive this course. Participants deepen their understanding, appreciation and confi-

dence in guiding their potential students and themselves into the core of being human – generating beauty, communion and 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.

BATC355: Teacher as Professional (2-3)

Not offered 2007-08

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

BATC360: Multicultural Education (3)

Instructor: Ka'ahanui; FA

Pre-service teachers become acquainted 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: Critical Issues in Native American Education (3)

Not offered 2007-08

Educational issues in Native American communities – from birth through adulthood – are addressed, with particular attention to the Pacific Northwest

region. Emphasis is on solutions for current educational issues and how to involve families and communities with schools and other education institutions.

BATC361A: School Law (1)

Not offered 2007-08

This is an overview of the law and legal issues facing all educators today, with special emphasis on tribal issues. These include discipline, liability, certification, touching, code of professional conduct, special education, constitutional issues and other topics.

BATC361B: Tribal Law (1)

Not offered 2007-08

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

BATC370: Child Development and Educational Psychology (3)

Instructor: Taylor-Walker; SP

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

BATC399: Independent Study (2-4)

Instructor: Various; SU, FA, WI, SP

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study in an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of

inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

BATC400: Field Experience (1-3)

Students explore the diversity of teaching and schooling with visits to various schools and by participating in the diverse educational practices 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: Literacy Issues and Methods I (3)

Instructor: Maxham; FA

In this 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 given to beginning reading development and reading as the construction of meaning.

BATC410A: Literacy Issues and Methods II (3)

Instructor: Maxham; WI

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

BATC451: Teaching Physical Science with Lab (3)

Instructor: Phillips; WI

Prospective teachers actively engage in hands-on physical science investigations

that focus on chemistry, physics and matter. Students examine the WASL assessment tools, instructional strategies and the use of technology in science classrooms.

BATC451B: Teaching Earth and Space Science with Lab (3)

Instructor: Phillips; SP

Participants actively engage in examining hands-on Earth and space science investigations, create and design lesson plans, perform investigations, critique articles and examine the role and the use of technology in science classrooms.

BATC452: Math Content II (3)

Instructor: Gardner; FA

Math concepts, skills and processes of geometric sense, measurement, probability and statistics are the focus, 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 is how mathematics is an integral part of life and accessible to all learners.

BATC452A: Instructional Methods: Mathematics I (3)

Not offered 2007-08

The understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic

sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled with the integration of multicultural ideas and literature.

BATC453: English as a Second Language (3)

Instructor: Robinson; WI

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

BATC454: Health, Fitness and Safety Education (3)

Instructor: Kaaland; WI

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

BATC455: Schools, Society and Technology (3)

Instructor: Forman; FA

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

BATC456: Current Assessment Practices (3)

Instructor: Hobbey-West; SP

Development and use of effective classroom assessment practices, both formal and informal, guide instruction and ensure the continuous intellectual, social and physical development of learners.

BATC460: Children with Special Gifts and Needs (3)

Instructor: Taylor-Walker; SU

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

BATC461: Classroom Management and Discipline (3)

Instructor: Sadhu; FA

Students explore a range of management and discipline theories and strategies from the perspectives of researchers, administrators, teachers and others. Students examine the values and beliefs inherent within each system, especially as they pertain to populations that traditionally fare poorly in the public schools.

BATC462: Educational Law and the School (3)

Instructor: Sadhu; FA

An overview of the law and legal issues facing all educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development and strategies for child abuse preventative education.

BATC470: Student Teaching (9-12)

Instructor: Various; FA, WI, SP

During student teaching, students are responsible for:

- Presenting a positive, professional and leadership role in the classroom and school

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

BATC470A: Integration Seminar (1)

Instructor: Douglass; SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis is on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.

Graduate Courses

EDU500: Affirming Our Diversity (3)

Instructor: Ka'ahanui; FA

Students construct a critical and historical context for today's issues of race, class, and gender, then examine culture and how it affects education and learning. The perspective of equity with all social groups calls attention to the recurring public policy, ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. Students consider how those from diverse backgrounds can deal with cultural differences in the classroom by examining their own challenges and limitations.

EDU501: Current Assessment Practices (3)

Instructor: Munson/Bravmann; FA, SP

Development and use of effective classroom assessment practices, both formal and informal, guide instruction and ensure the continuous intellectual, social and physical development of learners.

EDU502B: Instructional Methods: Mathematics I (3)

Instructor: Gardner; SU, FA, WI

The understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled with the integration of multicultural ideas and literature.

EDU502C: Instructional Methods: Science (3)

Instructor: TBA; SU, WI

Introduction of science curricular concepts and effective strategies for science instruction. Multicultural issues in science education are highlighted.

EDU502D: Instructional Methods: Social Studies (3)

Instructor: Katz; SU, SP

Examination of complex issues involved in social studies education. Application of best practices in planning, instruction and assessment.

EDU502S: Literacy Issues and Methods I (3)

Instructor: Delisle; FA

In this 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 given to beginning reading development and reading as the construction of meaning.

EDU502Y: Instructional Methods: Health Education & Physical Education (3)

Instructor: Yantis; FA, SP

A survey of 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)

Instructor: Yantis; FA, SP

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

EDU503D: Classroom Management and Discipline (3)

Instructor: Munson; WI

Students explore a range of management and discipline theories and strategies from the perspectives of researchers, administrators, teachers and others. Students examine the values and beliefs inherent within each system, especially as they pertain to populations that traditionally fare poorly in the public schools.

EDU505C: Field Studies (3)

Not offered 2007-08

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

EDU507A: Child Development and Learning (3)

Instructor: Delisle; SU, WI

This course explores specific theorists and themes in child development and learning and the implications for classroom instruction and learning.

EDU508A: Child Abuse and Neglect Issues (1)

Instructor: TBA; WI

Offered as a combination of an on-campus and independent study class, this 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.

EDU510: Student Teaching (9-12)

Instructor: TBA; FA, WI, SP

During student teaching, students are responsible for:

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

EDU510A: Support Seminar (1)

Instructor: Henderson; FA, WI, SP

EDU510C: Integration Seminar (1)

Instructor: Core Faculty; SU, FA, WI, SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis is on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.

EDU512B: Instructional Methods: Mathematics and Educational Technology II (3)

Not offered 2007-08

A study of how children learn mathematics concepts and skills, with focus on concepts of measurement, geometry, probability and statistics. Development

and use of instructional technology and assessment techniques in multicultural settings are covered.

EDU514B: Technology in the Classroom (3)

Instructor: Sahl; SU, WI

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

EDU516H/G: Instructional Methods: Mathematics and Science or Language Arts and Social Studies (3)

Not offered 2007-08

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

EDU516I/J: Instructional Methods II: Science and Mathematics or Language Arts and Social Studies (3)

Not offered 2007-08

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)

Not offered 2007-08

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)

Not offered 2007-08

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.

EDU521G: English as a Second Language (3)

Instructor: TBA; FA, SP

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

EDU525: Introductory Seminar (2)

Not offered 2007-08

This is required of all students new to the campus-based M.A.Ed. program. It is designed to create a collaborative and academically challenging environment

within which students find the support they need to develop as educators during their graduate school experience.

EDU526J: Arts, Culture and Learning (3)

Instructor: Yantis; SU

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? What are these world views? These are 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 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.

EDU526M: Integrated Arts Instruction (3)

Instructor: Yantis; FA

Integrate 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 exposure to and appreciation of creative arts methods that can be applied to specific classroom instruction.

EDU527D: Curriculum and Instruction (3)

Instructor: Floyd/Bravmann; SU, WI

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

EDU527I: Curriculum Studies and Reflective Practice (4)

Not offered 2007-08

This 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 (2-4)

Not offered 2007-08

Designed for the educator as researcher, this explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods.

EDU535C: Leadership and Reform (4)

Instructor: TBA; TBA

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

EDU537A: Diversity and Equity (3)

Not offered 2007-08

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 is an exploration of these issues as they are associated with all social groups, especially those holding lesser power, privilege, status and wealth. How students and teachers from diverse backgrounds can deal with cultural differences in the classroom is addressed.

EDU538: The Moral Classroom (2)

Not offered 2007-08

Theories of moral development and moral education practices are the focus. Among the questions considered are: What is meant by moral? What is a moral person? How can educators create moral environments? How can educators facilitate students' moral development? How can they integrate moral education into curriculum? To accompany this

class, students may arrange with the instructor to develop a learning contract for an additional one-credit independent study to explore in greater depth an area of theory and practice in moral development, education and curriculum.

EDU540E/F: Leadership Seminars I, II (4 each)

Not offered 2007-08

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)

Not offered 2007-08

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

EDU541E/F: Research Project I, II (4 each)

Not offered 2007-08

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

EDU542A: Leadership and Change (3)

Instructor: Alcorn; FA

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

EDU542F: Introduction to Research (3)

Not offered 2007-08

An exploration of the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They learn research design with particular attention to teacher-conducted, action and participatory approaches, and consider which research orientations can help them pose and answer questions important to their work.

EDU542H: Research Seminar (4)

Not offered 2007-08

Students participate in a research seminar that combines individual work and group study. The seminar provides support for students to define a research area of interest, conduct a literature review and prepare a research project proposal.

EDU545: Oral History (3-4)

Not offered 2007-08

As part of the qualitative research series, this introduces the collection of oral histories to master's students. Students read about the use of oral histories in Native American communities as well

as in public and tribal schools. They learn how to design and do an interview, as well as how to analyze relevant documents. Each student identifies a researchable question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

EDU551B: Teaching Earth and Space Science with Lab (3)

Not offered 2007-08

Participants are actively engaged in examining hands-on earth and space science investigations and create and design lesson plans, perform investigations, critique articles and examine the role and the use of technology in science classrooms.

EDU553C: Research and Grant Writing (4)

Not offered 2007-08

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

EDU555: Teacher as Professional (2-3)

Not offered 2007-08

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)

Instructor: Oliver/Delisle; SU, WI

A survey of the social, philosophic and historic traditions that have shaped American education. Issues of diversity and inequality are explored, as are the social, political and moral dimensions of classrooms, teaching and schools.

EDU558: Social Studies Concepts (3)

Not offered 2007-08

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

EDU559: Changing Schools (3)

Not offered 2007-08

Students explore the knowledge and tools needed to bring about change within educational settings. They examine many issues together and also have an opportunity to look in greater depth at an area of current reform in which they are personally interested.

EDU561A: School Law (1)

Not offered 2007-08

This is an overview of the law and legal issues facing all educators today, with special emphasis on tribal issues. These include discipline, liability, certification, touching, code of professional conduct, special education, constitutional issues and other topics.

EDU562: Educational Law and the School (3)

Instructor: Ka'ahanui/Oliver/Harjeet; FA, SP

An overview of the law and legal issues facing educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development and strategies for child abuse preventive education

EDU571: Teacher as Researcher (3)

Not offered 2007-08

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 (3)

Instructor: Alcorn; FA

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.

EDU591: Teaching Physical Science with Lab (3)

Not offered 2007-08

Prospective teachers are actively engaged in hands-on physical science investigations that focus on chemistry, physics and matter. Students examine the WASL assessment tools, instructional strategies and the use of technology in science classrooms.

EDU592: Teaching Life Science With Lab (3)

Not offered 2007-08

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

EDU597: Subject Area Concentration Independent Study/Elective (1-4)

Not offered 2007-08

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

EDU598: Politics of Education (4)

Not offered 2007-08

Students become engaged in a critical thinking process and enhance their practical and analytical abilities in the area of popular education. This also serves as a practical way to introduce learners to the effect and understanding of methods of politics in the educational arena, on both local and state political issues. Students develop an understanding of the theory and practice of popular struggles in historical and contemporary contexts.

EDU599: Independent Study (1-4)

Instructor: Various; SU, FA, WI, SP

Through a specially tailored learning contract, students engage in focused

study in an academic discipline or the professional field of education. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create.

EDU601A: Inquiry Proposal (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

This study begins the "inquiry project" work. Each student develops a proposal that delineates a focus for inquiry, the rationale for initiating inquiry and a theoretical perspective. It also includes a full literature review that shows deep knowledge of the conceptual fields and research studies related to students' inquiry and a description of the methodology to be used for investigation and interpretation.

EDU601B: Inquiry Development (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

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

EDU601C: Inquiry Report (4)

Instructor: Mikel/Rosen/Bravmann; SU, FA, WI, SP

A culmination of the inquiry project, the inquiry report consists of an introduction that articulates and updates the elements

of the proposal, literature review, findings and a discussion or interpretation of the findings.

EDU701: Leadership for Affirming Diversity & Equity (4)

Not offered 2007-08

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

EDU767: Instructional Leadership and Supervision (4)

Not offered 2007-08

Students learn about the leadership role of the supervisor in the teaching and learning process. Curriculum development, instructional improvement and developing the capacity of others to become curricular and instructional leaders are key elements.

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

Not offered 2007-08

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

Environmental Education

EDU506A: Foundations of Environmental Education (3)

Not offered 2007-08

Introduction to the conceptual and philosophical basis for environmental education. Development of an understanding of the history, definitions, rationale and principles of environmental education and the exploration of different approaches to environmental education.

EDU506B: Methods of Environmental Education (3)

Not offered 2007-08

An introduction to environmental education teaching methods for formal, informal and non-formal settings. Through readings, discussion, written assignments, participation and observation, students gain an understanding of the philosophy, history, content and current practices of environmental education.

EDU506C: Environmental Interpretation (3)

Not offered 2007-08

Examine the history, philosophy and current trends of environmental interpretation and use them as a theoretical framework for creating effective environmental interpretation programs. Students examine and critique several environmental communication programs and develop an environmental communication plan as a final class project.

Library/Media

EDU547: Library Collection Management and Development (3)

Instructor: Kilcup; SU

Students examine various procedures for developing a comprehensive collection for the K-12 school library. Existing electronic and in-house management tools and processes are used for analyzing existing collections. Emphasis on the practical application of these tools provides important day-to-day collection decision-making skills for the promotion of a dynamic, multicultural school library collection.

EDU547B: Technology-based Instructional Resources (3)

Instructor: Whiteman; SU

Students are introduced to the technology appropriate for a school library program and examine, evaluate and utilize a variety of technology-based instructional resources for use in the classroom and school library setting. The emphasis is on the role of the librarian in connecting students and teachers to information media, regardless of its format. This lab-centered course assists librarians in creating a technology-friendly media center in which technology/instructional tools are an integral part of the library program.

EDU547C: Technology in the Library: Production and Presentation (3)

Instructor: Burmark; SU

Participants focus on teacher-librarian productivity, instructional presentation and student productivity to support student-centered learning in the classroom. Librarians and future librarians learn how to transform the

learning experience by designing lessons based on Grade Level Equivalents, ISTE technology standards and a scope and sequence of technology skills designed to meet the technology standards for No Child Left Behind legislation.

EDU547D: Selection of Children's and Adolescent Library Materials (3)

Instructor: Kaaland; SU

The focus is the evaluation and selection of books, magazines and other resources for the K-12 school library. Examination of all library material includes discussion of a multicultural focus in collection consideration. In order to develop critical standards for literature and other library resources, students examine online and print review sources and apply these to the selection of library material.

EDU547E: Library Research Skills: Working in Collaboration (3)

Instructor: Applegate; SP

Students develop a school research program that includes understanding and instructing student research skills, evaluating and using various resources, and collaborating with teachers. Through hands-on practice and action research, students gain an understanding of student research practices, develop a research project and plan, and collaborate with a classroom teacher to implement a research project. Students also develop strategies for becoming the research and curriculum hub of the school.

First Peoples' Program

EDU521H: Critical Issues in Native American Education (3)

Not offered 2007-08

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

EDU561B: Tribal Law (1)

Not offered 2007-08

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

Literacy

EDU502S: Literacy Issues and Methods I (3)

Instructor: Neumann/Delisle; FA, SP

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

EDU502T: Literacy Issues and Methods II (3)

Instructor: Neumann/Delisle; SU, WI

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.

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

Not offered 2007-08

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

EDU530: Child and Adolescent Literature (3)

Instructor: Delisle; WI

An introduction 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.

EDU610: Language and Literacy Development (3)

Not offered 2007-08

Theories and models used in the study of language and literacy development.

EDU612: Literacy Assessment (3)

Not offered 2007-08

Overview of literacy assessment practices. Case studies conducted under supervision.

EDR614: Literacy Practicum (3)

Not offered 2007-08

Observation, assessment and instruction conducted under supervision.

Special Education

EDU508E: Children with Special Gifts and Needs (3)

Not offered 2007-08

Several special needs areas are addressed, including gifted education, special education and diverse ethnic and cultural issues. Curricular designs for meeting diverse students' needs are considered.

EDU539A: Special Education in Inclusive Settings (2)

Instructor: Henderson/Jimenez; FA, SP

Students develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with mild learning and behavior problems in inclusive classrooms. This addresses instructional strategies that are proactive and serve as a preventive approach to behavioral support. Students learn how their classroom management techniques fit into a more comprehensive, school-wide behavior support system.

EDU583: A Spectrum of Learners: Exceptionality (4)

Instructor: Raman; WI

Students examine concepts of exceptionality, identification and its definition/nature, extent and impact on the classroom environment and teaching. Identification and management of specific handicapping conditions such as visual and hearing impairment, autism, Asperger syndrome, Tourette syndrome and other neuroleptic conditions are discussed. The range of exceptionality includes giftedness, artistic ability, creativity and cultural uniqueness.

EDU584: IEP & Accommodations for EALRs/WASL for Diverse Student Populations (4)

Instructor: Raman; FA

An overview of core principles for writing an IEP with particular reference to the EALRs and their relationship to the WASL for meeting diverse student needs. Students explore specific approaches to planning academic and behavior goals as a result of differences in information processing, ethnic, cultural and linguistic backgrounds for optimal accommodations in least restrictive classroom environments.

EDU586: Special Education Student Assessment & Evaluation (4)

Instructor: Raman; FA

The evaluation on present levels of educational performance (PLOEP) of special education students as it relates to their eligibility criteria for IDEA. Students acquire information and master skills through a variety of learning modes, styles and instructional methods. Alternate strategies of assessment of academic performance for EALRs in the WASL and accommodating special populations are addressed.

EDU589: Issues in Curriculum Modification, Instructional Methods for Inclusion (4)

Instructor: Raman; WI

Philosophy of special education curricula and its integration of developmentally appropriate concepts. Principles of IEP development, goals and objectives geared to the at-risk learner, material selection, adaptation and modification of instructional strategies for inclusion.

EDU593: Functional Behavior Analysis and Strategies for Teaching Pre-Social Skills in the Least Restrictive Environment (4)

Instructor: Raman; SP

Students learn philosophies and common approaches to functional behavior analysis. Students find effective strategies for behavior management from a non-behaviorist approach and discuss conceptual frameworks for teaching pre-social skills that enhance emotional intelligence (EQ) for special and at-risk populations. Students assess, write and implement behavior goals and objectives in relationship to IEPs and objectives of communication under EALRs.

EDU594: Special Education and the Law (1-5)

Instructor: Raman; SP

Principles of organization and management in special education – from congressional to state to district mandates – are the focus. Factors for compliance with procedural and legal issues for delivering services in special education include federal and state laws, referral processes, assessment, FAPE, least restrictive environments, accommodations, labeling guidelines, funding options, the rights and privileges of parents, and confidentiality under Public Law 94-142, Public Law 99-457 (IDEA) and Section 504. The purpose is to conceive a predict-and-prevent plan as a proactive way of avoiding legal problems by mediation rather than litigation.

Center for Programs in Psychology

The Center for Programs in Psychology (CPP) provides education and training in the theory and application of psychology to current and future license-eligible psychologists and counseling professionals. The Center also provides a rich curricula of study in the field of psychology for individuals who are interested in the subject but do not intend to become licensed professionals. Steeped in Antioch's long tradition of recognizing the diversity of individual backgrounds, the curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Additionally, Center programs and classes promote self-exploration, empowerment and whole-person learning. Informed by this tradition and viewpoint, the Center for Programs in Psychology balances traditional and contemporary perspectives in the field of psychology to develop graduates who are informed, effective practitioners and change agents. Ultimately, these professional licensure programs develop practitioners who become part of an Antioch community of mental health professionals dedicated to helping their clients adapt to the challenges created by life in a rapidly changing and complicated world.

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. A \$15 lab fee is collected each quarter to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

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

Students in the CCFT program develop clinical competencies for the effective practice of individual, 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 the diverse field of 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. Graduates of this non-licensure Integrative Studies in Psychology program leave with a rich understanding of human behavior which has been helpful in creating more effective public service professionals, managers, supervisors, leaders, partners, spouses and parents.

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

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

Doctor of Psychology (Psy.D.) Program

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare.

The curriculum advances students in the broadest and most liberal manner, including the conduct of research in psychology. The program promotes the highest standards of ethics, conduct, education and achievement in a manner that balances traditional and contemporary perspectives so students become responsible change agents in this complex world.

Career Choices for 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 Antioch degree provides a solid foundation for entering a doctoral program or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

A Commitment to Diversity

Antioch Seattle's psychology programs reflect the University commitment to diversity in at least three distinct areas:

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

Faculty: Psychology faculty members bring broad professional experience and diverse backgrounds in education to Antioch Seattle. In addition to their

teaching and advising responsibilities, they are active in their communities and/or in clinical practices.

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

Clinical Master of Arts Programs

Program Design

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

Upon graduation, students meet 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 art therapists (ATR).

Required Prerequisite Courses

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

PSY490: Theories of Personality (3)

Instructor: TBA; TBA

A study of major personality theorists within their cultural and historical contexts, which provides students with a broad understanding of the evolution of ideas concerning human nature. The focus is on the exploration of theories that apply specifically to the practice of counseling. Major topics include the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

PSY492: Lifespan Development (3)

Instructor: TBA; TBA

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

PSY494A: Abnormal Psychology (3)

Instructor: TBA; TBA

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

Commuter Option

Cluster scheduling enables students from the Pacific Northwest and Western Canada to attend classes on the Antioch Seattle campus Thursdays, Fridays, Saturdays and occasional Sundays for M.A. and 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 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 is assigned an essay to compose during the interview visit.

Additional Admission Requirements- For Art Therapy

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

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

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 listed previously 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 Courses Completed Before Internship (39 credits)

MAP603C: Family of Origin Systems
(taken first quarter)

MAP609E: Multicultural Perspectives
(taken second quarter)

MAP501B: Systems Perspectives in Family Therapy (taken first or second quarter)

MAP510D/MAP510E: Theory and Practice of Counseling

MAP507H: Theories and Practice of Family Therapy I

MAP507I: Theories and Practice of Family Therapy II

MAP508D: Communication and Counseling Skills

MAP 509B: Psychopathology

MAP 509C: Psychodiagnostics and Treatment Planning

MAP512D: Research Methods

MAP506F: Ethics and Professional Issues

MAP615B: Human Sexuality

MAP614A: Human Development in the Family Life Cycle

MAP598A: Internship Preparation (not for credit; taken two quarters before starting internship)

Other Required Credits (2 credits)

MAP512C: Research in Family Practice

MAP619: Ethics in Family Practice

Elective Courses (15 credits)

- One elective in family practice
- 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)

MAP600B: CCFT Internship I

MAP601U/601Z: Case Consultation
OR Case Supervision

M.A. in Psychology – Mental Health Counseling

Degree Requirements

72 total credits to graduate

Required Courses Completed Before Internship (42 credits)

MAP603C: Family of Origin Systems (taken first quarter)

MAP609E: Multicultural Perspectives (taken second quarter)

MAP 508D: Communication and Counseling Skills

MAP501B: Systems Perspectives in Family Therapy

MAP604: Group Counseling

MAP510D: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

MAP510E: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP612J: Human Development in Context: Gender and Development

MAP626: Advanced Theories: varying topics

MAP613C: Career Development and Counseling

MAP512D/631G: Research Methods: Introduction or Assessments: Tests and Measurements

MAP598A: 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 one of the Historical/Socio-Cultural Perspectives in Psychology classes
- One of the following electives:
 - MAP602B: Abusive Relationships
 - MAP608B: Addictions and Substance Abuse
 - MAP616B: Loss and Grief
- Other elective credits

Required Internship Credits (15 credits)

MAP600: MHC Internship

MAP601: Case Consultation I

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

Either of Antioch Seattle's two master's degree in psychology programs – Child, Couple and Family Therapy or Mental Health Counseling – can be combined with courses leading to professional cre-

entials 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)

MAP501B: Systems Perspectives in Family Therapy (taken first or second-quarter)

MAP51D/510E: Theories and Practice of Counseling

MAP507H: Theories and Practice of Family Therapy I

MAP507I: Theories and Practice of Family Therapy II

MAP508D: Communication and Counseling Skills

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP615B: Human Sexuality

MAP614A: Human Development in the Family Life Cycle

Required Art Therapy Courses Completed Before Internship (34 credits)

MAP603D: Family of Origin Systems and Art Therapy (taken first quarter)

MAP609L: Multicultural Perspectives and Art Therapy (taken second quarter)

MAP540F: Art Therapy in Diverse Settings: Individual and Group

MAP540C: History and Theory of Art Therapy I

MAP540H: History and Theory of Art Therapy II

MAP540A: Techniques and Practice of Art Therapy

MAP631G: Assessment: Tests and Measurements

MAP640B: Art Therapy Research in Individual and Family Therapy

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy

MAP640A: Advanced Art Therapy Assessment

MAP540D: Developmental and Treatment Models in Art Therapy

MAP540B: Ethical Issues in Art Therapy

MAP604A: Group Art Therapy

MAP604B: Family Group Art Therapy

Map598A: Internship Preparation (not for credit; taken two quarters before starting internship)

Other Required Psychology Courses (2 credits)

MAP619: Ethics in Family Practice

Other Required Art Therapy Courses (1-5 credits)

MAP650A/650B: Master's Project or Thesis

Elective Courses (6 credits)

■ One elective in a family practice course

■ One of the following electives:

MAP602B: Abusive Relationships

MAP608B: Addictions and Substance Abuse

MAP609: Counseling culturally specific populations

Required Internship Credits (16 credits)

MAP600D: CCFT/AT Practicum (optional)

MAP600C: CCFT/AT Internship I

MAP601J: Case Consultation: AT/CCFT

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)

MAP508D: Communication and Counseling Skills

MAP501B: Systems Perspectives in Family Therapy

MAP604: Group Counseling

MAP510D: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior

MAP510E: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern

MAP509B: Psychopathology

MAP509C: Psychodiagnostics and Treatment Planning

MAP506F: Ethics and Professional Issues

MAP612J: Human Development in Context: Gender and Development

MAP626: Advanced Theories: varying topics

MAP613C: Career Development and Counseling

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

MAP603D: Family of Origin Systems and Art Therapy (taken first quarter)

MAP609L: Multicultural Perspectives and Art Therapy (taken second quarter)

MAP540F: Art Therapy in Diverse Settings: Individual and Group

MAP540C: History and Theory of Art Therapy I

MAP540H: History and Theory of Art Therapy II

MAP540A: Techniques and Practice of Art Therapy

MAP631G: Assessment: Tests and Measurements

MAP640B: Art Therapy Research in Individual and Family Therapy

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy

MAP640A: Advanced Art Therapy Assessment

MAP540D: Developmental and Treatment Models in Art Therapy

MAP540B: Ethical Issues in Art Therapy

MAP5989A :Internship Preparation (not for credit; taken two quarters before starting internship)

Elective Courses (6 credits)

■ One of the following electives:

MAP602B: Abusive Relationships

MAP608B: Addictions and Substance Abuse

MAP616B: Loss and Grief

■ One elective in counseling a culturally specific population or one of the Historical/Socio-Cultural Perspectives in Psychology courses.

Other Required Art Therapy Courses (1-5 credits)

MAP650A/MAP650B: Master's Project or Thesis

Required Internship Courses (15 credits)

MAP600D: Internship Practicum MHC/AT (optional)

MAP600C: Internship MHC/AT

MAP601M: Case Consultation: AT/MHC

Individualized Program: M.A. 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 focus area from either Antioch 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 are 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:

MAP502X: ISP Program Seminar

MAP512D: Research

MAP609E: Multicultural Perspectives

MAP626: Advanced Theories

MAP508D: Communication Skills

Map501B: Systems Perspectives in Family Therapy

Individualized Self-designed Courses (24 credits)

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

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)

Instructor: Lazaroff, SU, FA, WI;
Saltzman, FA; Jenkins, WI; TBA, SP

Introduces family systems theory for the clinical assessment and treatment of mental health problems, inclusive of multicultural perspectives. Emphasis is on understanding and intervening in the interpersonal dynamics of the family system as a basic framework for mental health treatment. Required of all MHC and CCFT students. *Prerequisite: MAP603C: Family of Origin Systems (or may be taken concurrently; waived for ISP students)*

MAP502X: Integrative Studies Program Seminar (2)

Instructor: Farley, FA, WI, SP

Provides a conceptual, intra- and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each student's chosen role in the field, including specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. The seminar is a forum for building a sense of community among students in the Integrative Studies program, orienting them to graduate school and providing them support throughout their studies. Continues over six quarters (excluding summers). *Prerequisite: Only for ISP students.*

MAP506F: Ethics and Professional Issues (3)

Instructor: Saltzman, SU, FA, WI;
Franklin, FA, WI; TBA, SP

Introduces specific ethical guidelines for counselors and therapists, with attention

to the broader historical, cultural and professional contexts within which helping behavior occurs. Emphasis is on developing the ability to think about clinical situations in ethical terms.

MAP507H: Theories and Practice of Family Therapy I (3)

Instructor: Franklin, FA; Stanley, WI; TBA, SP

Examines major theories of couple/family therapy and different therapeutic practices associated with them. Includes discussion of the historical development of the field of couple/family therapy. Required of all CCFT students, immediately followed by Theories & Practice of Family Therapy II. *Prerequisite:* MAP603C: Family of Origin Systems and MAP501B: Systems Perspectives in Family Therapy.

MAP507I: Theories and Practice of Family Therapy II (3)

Instructor: Stanley, SU, SP; Franklin, WI

Continues to examine major theories of couple/family therapy and different therapeutic practices associated with them. *Must be taken immediately following the completion of Theories and Practice of Family Therapy I. Prerequisite:* MAP507H: Theories and Practice of Family Therapy I.

MAP508D: Communication and Counseling Skills (3)

Instructor: Meggert, SU, FA, WI; Yang, FA, WI; Rolfs, FA; TBA, SP

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing

and practice, as well as additional practice assignments, supplement the readings.

MAP509B: Psychopathology (3)

Instructor: TBA, SU; Stanley, FA; Lazaroff, FA, SP; Farley, WI

Provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology, as understood from a variety of perspectives. Includes discussion of schizophrenia, major affective disorders, borderline, narcissistic and other personality disorders and anxiety disorders. Focus is on the role of the symptom in the inner world of the individual and in the broader interpersonal and cultural contexts. *Prerequisite:* PSY494A: Abnormal Psychology.

MAP509C: Psychodiagnostics and Treatment Planning (3)

Instructor: TBA, SU; Lazaroff, SU, WI; Stanley, FA, WI; Farley, SP

A survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM-IV-TR and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. *Prerequisite:* MAP509B: Psychopathology.

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

Instructor: Hollomon, SU; Henschel-McGerry, FA; McGerry, FA, SP; Hollomon, WI

Links theoretical foundations of psychodynamic and cognitive behavior theories

to their application in the practice of counseling. **Prerequisite:** MAP508D: *Communication and PSY490: Counseling Skills and Theories of Personality*

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

Instructor: McGerry, SU, WI; Hollomon, FA, SP; Henschel-McGerry, WI

Links theoretical foundations of humanistic, transpersonal and eastern theories to their application in the practice of counseling. **Prerequisite:** MAP508D: *Communication and PSY490: Counseling Skills and Theories of Personality*

MAP512C: Research in Family Practice (1)

Instructor: Yancey, FA, WI; TBA, SP

Addresses special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves. **Prerequisite:** MAP512D: *Introduction to Research.* (CCFT students are encouraged to take these courses concurrently.) This course is not required for CCFT students who complete MAP631L for 4 credit hours.

MAP512D: Research Methods: Introduction to Research (3)

Instructor: Yancey, SU; Yang, FA, WI; TBA, SP

Introduces social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, and the logic of hypothesis development and testing. Required of all M.A. students who have not had

an introductory social science research course in the past 10 years. Other CCFT students may take MAP631L: *Research in Family Studies* and other MHC students may take MAP631G: *Assessment: Tests and Measurements*.

MAP514K: Historical and Sociocultural Perspectives In Psychology: Explorations in Psychology and Spirituality (3)

Instructor: Hepburn; WI

Examines how humans experience connections between spirit and psyche, diverse spiritual traditions and transpersonal psychology. Investigates such questions as: What is the self? What are the connections between self and spirit, between psychological and spiritual development? How 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?

MAP514N: Historical and Sociocultural Perspectives In Psychology: The Body, Gender, Society and Symbol (3)

Instructor: Rado; FA

Explores how people experience discrimination and isolation because of bodily attributes. Emphasis given to meanings ascribed to the human body during various historical periods as well as in contemporary times. Readings include personal accounts of bodily discrimination, fictional sources and psychological and/or anthropological studies.

MAP514O: Historical and Sociocultural Perspectives in Psychology: Social Justice, Advocacy and Practice (3)

Instructor: Farley; SP

Explores how contemporary social and cultural changes impact 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. Also addressed is how these perspectives affect the form and shape of the mental health professions.

MAP516: Pre-internship Practicum and Supervision in CCFT (1)

Instructor: Wright, SU; Young, SU, FA, WI, SP; Forisha, FA

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. At instructor's discretion, up to three clients may be assigned in subsequent quarters. Accumulated hours may later count as internship hours. There is a \$15 fee each quarter for liability insurance. **Prerequisites:** MAP603: *Family of Origin Systems*, MAP501B: *Systems Perspectives in Family Therapy*, MAP508D: *Communication and Counseling Skills*, and MAP509B: *Psychopathology*. This is an elective course; once elected, students are expected to repeat the course for three consecutive quarters.

MAP516A: Pre-internship Practicum and Supervision in MHC (1)

Instructor: Holloman, SU, FA, WI, SP; Ostrow, FA

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time in Antioch's Community Counseling and Psychology Clinic. Accumulated hours may later count as internship hours. There is a \$15 fee each quarter for liability insurance. **Prerequisites:** MAP603: *Family of Origin Systems*, MAP609E: *Multicultural Perspectives*, MAP508D: *Communication and Counseling Skills*, MAP509B: *Psychopathology* and concurrent enrollment in MAP510D: *Theories and Practice of Counseling: Psychodynamic & Cognitive-Behavior*. This is an elective course; once elected, students are expected to repeat the course for three consecutive quarters.

MAP535C: Case Management in Mental Health (1)

Instructor: Lau; SU

Explores case management in mental health, including the history and philosophical bases of case management, its role in the delivery of mental health services and its connections to counseling and psychotherapy inclusive of the inherent therapeutic value case management may provide in a collaborative approach to treatment.

MAP540A: Techniques and Practice of Art Therapy (3)

Instructor: George; FA

Provides comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various

media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Assignments include readings and participation in weekly experiential exercises using a variety of materials. Case studies are used to illustrate specific AT applications. There is a \$15 lab fee for supplies.

MAP540B: Ethical Issues in Art Therapy (1)

Instructor: TBA; SP

Provides historical, philosophical and practical context for ethical, clinical and professional issues in art therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art therapy and ethical research practice. Students prepare a file of relevant ethical codes, a glossary, a bibliography and other related material. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and MAP540A: Theory of Art Therapy and Techniques and Practice of Art Therapy. Only for AT students.*

MAP540C: History and Theory of Art Therapy I (3)

Instructor: George; WI

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a \$15 lab fee for supplies.

MAP540D: Developmental and Treatment Models in Art Therapy (3)

Instructor: TBA; SP

Provides an overview of the developmental stages and effective treatment models with differing populations. Emphasizes

individual and group art therapy format with role-playing to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy and MAP540A: Techniques and Practice of Art Therapy. Only for AT students.*

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

Instructor: Bloom, SU; Rothaus, SU

Provides background and theory on the practice of individual and group art therapy in a variety of settings. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-play, readings and papers. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy I.*

MAP540H: History and Theory of Art Therapy II (3)

Instructor: George; SP

Provides a continuation of and further development of History and Theory of Art Therapy I. Offered spring quarter only. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540C: *History and Theory of Art Therapy I.*

MAP596: ISP Application Project Literature Review (3)

Instructor: Varies; SU, FA, WI, SP

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 bibli-

ography to his or her evaluator for review. This literature review forms the foundation for further work in the student's area of interest. **Prerequisite:** Completion of core integrative studies courses.

MAP598A: Internship Preparation (0)

Instructor: Harmon Jacobs; SU, FA, WI, SP

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. **Prerequisite:** Completion of required core courses in the student's respective program; may be taken any quarter before the internship starts, but it is highly recommended to be taken no less than two quarters before starting internship. May be repeated.

MAP599: Independent Studies (1-6)

Instructor: Varies; SU, FA, WI, SP

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

MAP600: Internship: Mental Health Counseling (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire

600 on-site hours, 300 of which must involve direct face-to-face client contact. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Core required courses as listed in MHC Plan of Study. Must be taken concurrently with Case Consultation.

MAP600B: Internship: Child, Couple and Family Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Core required courses as listed in CCFT Plan of Study. Must be taken concurrently with Case Consultation or Case Supervision.

MAP600C: Internship: Child, Couple and Family Therapy/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families and 350 of which must use art therapy, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a \$15 fee each quarter for

liability insurance. **Prerequisite:** Core required courses as listed in CCFT/AT Plan of Study. Must be taken concurrently with Case Consultation or Case Supervision.

MAP600C: Internship: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 700 on-site hours, 350 of which must involve direct face-to-face client contact using art therapy. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Core required courses as listed in MHC/AT Plan of Study. Must be taken concurrently with Case Consultation.

MAP600D1: Internship Practicum: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Adviser's and Art Therapy chair's approval.

MAP600D2: Internship Practicum: Child, Couple and Family Therapy/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experi-

ence and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Adviser's and Art Therapy chair's approval.

MAP600D1: Internship Practicum: Mental Health Counseling/Art Therapy (1-3)

Instructor: Varies; SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a \$15 fee each quarter for liability insurance. **Prerequisite:** Adviser's and Art Therapy chair's approval.

MAP601: Case Consultation: Child, Couple and Family Therapy (1)

Instructor: Varies; SU, FA, WI, SP

Provides CCFT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues. **Prerequisite:** Core required courses as listed in CCFT Plan of Study and concurrent enrollment in CCFT internship.

MAP601: Case Supervision: Child, Couple and Family Therapy (1)

Instructor: Stanley; SU, FA, WI, SP

Designed for CCFT students who are completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch Approved Supervisor. (See the updated list

of approved supervisors at "My Center" on FirstClass.) Provides a minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. **Prerequisite:** Core required courses as listed in CCFT Plan of Study and concurrent enrollment in CCFT internship.

MAP601: Case Consultation: Art Therapy/Child, Couple and Family Therapy (1)

Instructor: Bloom; SU, FA, WI, SP

Provides CCFT/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class and integrated with theories and practices associated with art therapy, emphasis typically is given to such topics as individual and family assessment, integration of theory and practice, and ethical and professional issues. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in CCFT/AT Plan of Study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Consultation: Art Therapy/Mental Health Counseling (1) (S)

Instructor: Bloom; SU, FA, WI, SP

Provides MHC/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practices associated with art therapy and the demonstration of clinical competence within a multicultural context. Additional emphasis on

ethical and professional issues. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in MHC/AT Plan of Study and concurrent enrollment in MHC/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Supervision: Child, Couple and Family Therapy/Art Therapy (1)

Instructor: Hoshino; SU, FA, WI, SP

Designed for CCFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch Approved Supervisor. (See the updated list of approved supervisors at "My Center" on FirstClass.) Provides minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. Supervision integrates family therapy and art therapy. There is a \$15 lab fee for supplies. **Prerequisite:** Core required courses as listed in CCFT/AT Plan of Study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.

MAP601: Case Consultation: Mental Health Counseling (1)

Instructor: Varies; SU, FA, WI, SP

Provides MHC students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practice, and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues. **Prerequisite:** Core required courses as listed in MHC Plan of Study and concurrent enrollment in CCFT internship.

MAP602B: Abusive Relationships (3)

Instructor: MacQuivey, WI

Provides an integrated perspective on forms of abuse, including sexual, physical and emotional. Explores the relational dynamics commonly found in such situations, examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

MAP603C: Family of Origin Systems (3)

Instructor: Varies; FA, WI, SP

Introduces family of origin systems perspective as a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Emphasis is on students examining their own development in terms of their socio-cultural roots, family history and unresolved family conflicts. *Note: Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical programs.*

MAP603D: Family of Origin Systems and Art Therapy (3)

Instructor: Hoshino, FA; TBA, SP

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Emphasis is on students examining their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a \$15 lab fee for supplies. *Note: Open to first-quarter clinical/AT students.*

MAP604: Group Counseling (3)

Instructor: Friedman, SU; Ostrow, FA, SP; TBA, WI

Introduces students to the theory and practice of group counseling. Emphasizes integrating theoretical approaches to group counseling and learning basic skills needed to prepare for leading a variety of client groups. *Prerequisite: MAP508D: Communication and Counseling Skills.*

MAP604A: Group Art Therapy (3)

Instructor: Rothaus, WI

Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of client groups through creative experiential activities, lectures, and role-plays. *Prerequisite: MAP508D: Communication and Counseling Skills and MAP640B: Art Therapy in Individual and Family Therapy. \$15 lab fee for art supplies.*

MAP604B: Family Group Art Therapy (1)

Instructor: Rothaus; WI

Designed for CCFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experientials, lecture and role play. There is a \$15 lab fee for supplies. *Prerequisite: MAP508D: Communication and Counseling Skills and MAP507H: Theories and Practice of Family Therapy I (or concurrent enrollment).*

MAP607F: Applied Couple Therapy (3)

Instructor: David; FA, WI

Provides an integrated systems model for conducting couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow-up to treatment.

Prerequisite: MAP501B: *Systems Perspectives in Family Therapy and one of the Theories and Practice of Counseling courses MAP510D or 510E.*

MAP608B: Addictions and Substance Abuse (3)

Instructor: Erickson; FA

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)

Instructor: Lazaroff; SU

Students address a range of clinical, cultural and developmental issues related to sexual minorities in light of theory, intervention and practice. A variety of approaches serve to heighten participants' awareness of problems such as homophobia and heterosexism as they affect the counseling relationship and process. *Prerequisite:* MAP609E: *Multicultural Perspectives.*

MAP609E: Multicultural Perspectives (3)

Instructor: Varies; SU, WI, SP

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of MHC and CCFT.

Prerequisite: MAP603C: *Family of Origin Systems (for CCFT/MHC students); space may be available for other students during late registration.*

MAP609G: Counseling Asian-Americans & Pacific Islanders (3)

Instructor: TBA; SP

Explores cultural considerations necessary to provide relevant assessment and treatment to various Asian-American and Pacific Islanders populations.

Prerequisite: MAP609E: *Multicultural Perspectives. Students complete assigned readings prior to class.*

MAP609H: Counseling Native Americans (3)

Instructor: TBA; WI

Offers students an opportunity to explore psychosocial/cultural considerations relevant to assessment and treatment issues with urban and reservation-based Native Americans, extended families and communities. *Prerequisite:* MAP609E: *Multicultural Perspectives.*

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

Instructor: Abreu; FA

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisite:* MAP609E: *Multicultural Perspectives. Students complete assigned readings prior to the class.*

MAP609J: Counseling Clients with Disabilities (3)

Not offered 2007-08

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite: MAP609E: Multicultural Perspectives.*

MAP609L: Multicultural Perspectives and Art Therapy (3)

Instructor: Hoshino; WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of art therapy. Nonverbal aspects of art therapy are emphasized. There is a \$15 lab fee for supplies. *Prerequisite: MAP603C: Family of Origin Systems and Art therapy major; others by permission of liaison.*

MAP609P: Story Books as Attunement: Creating Children's Stories as Psychological Intervention

Instructor: George; WI

Stories, both oral and written/illustrated, have been used by many cultures to communicate essential truths about life circumstances to promote well-being. As a counselor, how would one go about creating a children's illustrated storybook that responds to a child's predicament? Students investigate current children's literature and create a storybook.

MAP611D: Creative Modalities: Bodily Knowing and Movement

Instructor: TBA; SP

Introduction to the theory and practice of dance/movement therapy, with focus on psychotherapeutic use of movement

and body experience toward the expression, communication and transformation of the self. Includes experiential movement work as an important adjunct to conceptual work derived from readings and group discussion. Class schedule includes an all-day intensive meeting. *Prerequisite: MAP508D: Communication and Counseling Skills.*

MAP611E: Creative Modalities: Music, Self-Exploration and Therapy (3)

Instructor: Zieve; FA

An overview of the field of music therapy. Offers varied perspectives of therapeutic approaches in this creative modality and hands-on opportunities for exploration in the uses of music in therapy.

MAP611I: Creative Modalities: Adventure-based Counseling (3)

Not offered 2007-08

Introduction to a spectrum of therapeutic uses of outdoor experiences ranging from vision quests to challenge/survival programs. Students have an opportunity to pursue special topics of interest as well as to participate in planning and facilitation of scheduled field experiences.

Prerequisite: Good health. Please clear any health concerns with instructor before registering. Prior experience in outdoor activities not required, but students must be able to hike several miles with a backpack and be able to participate in ropes course activities. Group gear for trips is provided. Students are responsible for their own personal gear, a share of food and transportation costs and ropes course fees.

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

Instructor: Rolf; SU

Explore multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Students incorporate stream of consciousness, as in journal writing and free verse, and the more structured medium of dramatic story. The class covers current theories on the use of these tools in therapy and provides an opportunity for individual and group projects that challenge students to expand imaginative powers and clinical strategies. Students examine the relationship of writing, emotion and the imperative to create. *Prerequisite:* MAP508D: *Communication and Counseling Skills.*

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

Instructor: TBA; SP

Provides an overview of clinical techniques in the treatment of children from early childhood to puberty, examining techniques used with individual children as well as those incorporating family, group or larger systems. Topics include: play therapy, parent education, family therapy, collateral parties, transference/counter-transference, use of expressive mediums, discussion of diagnostic issues and medication use.

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

Instructor: Stanley; SU

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

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

Instructor: Mayfield; FA

Introduces concepts related to human development, assessment and treatment of older adults. Emphasis given to selected subtopics such as: myths about growing older, cultural aspects of aging, contemporary social trends – such as children being raised by their grandparents instead of their parents – and other topics.

**MAP611R: Clinical Treatment of
Internalized Oppression (3)**

Instructor: Saltzman; SU

Introduces counseling theories and interventions to assist clients in addressing issues that result from internalized oppression based on gender, class, race, age, religion etc. Students have the opportunity to identify and address these issues in themselves in preparation for addressing them more effectively in their clinical work. Theoretical material, counseling demonstrations and practice sessions are included in the course curriculum. *Prerequisites:* MAP508D: *Communication and Counseling Skills,* and MAP609E: *Multicultural Perspectives.*

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

Instructor: Jones, FA, SP; Dubin, WI

An overview of current theories and perspectives on the development of gender identity and gender role from infancy through old age. Within an interdisciplinary perspective, students explore the psychological, interpersonal and societal issues related to gender in Western culture. Particular attention is given to students' individual experiences.

MAP613C: Career Development and Counseling (3)

Instructor: Lewis; FA, WI, SP

Provides a practical understanding of the resources and tools available to career development practitioners. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms. There is a \$10 lab fee for supplies. *Prerequisite:* MAP508D: *Communication and Counseling Skills.*

MAP614A: Human Development in the Family Life Cycle (3)

Instructor: Franklin, SU, WI; TBA, SP

Focuses on the basic developmental tasks of individuals throughout the lifespan, and how these tasks relate to stages of the family life cycle. Students also examine stressors common to contemporary American families and their effect on the family life cycle. *Prerequisite:* PSY492: *Lifespan Development.*

MAP615B: Human Sexuality (3)

Instructor: Lazaroff; FA, WI, SP

Focuses on psychological aspects of human sexuality and the development of interpersonally intimate relationships, including sexual attitudes and values, sexual issues in intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

MAP616B: Loss and Grief (3)

Instructor: Hepburn, SU; TBA, SP

Explores the experience of loss and grief from a variety of perspectives – personal, sociocultural, psychological, therapeutic, symbolic and spiritual. Emphasis on increasing awareness of one's own grief process and

its potential impact on counseling work as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

MAP618E: Art, Practice and Application of Meditation (1)

Instructor: Matsu-Pissot; FA

During the first of two class meetings, students explore various meditations and aspects of being which are related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second meeting. Practice of the meditations in class and between classes is integral to course content.

MAP619: Ethics in Family Practice (1)

Instructor: Franklin, FA, WI; TBA, SP

Provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case-focused presentation. *Prerequisite:* MAP506F: *Ethics and Professional Issues.* (CCFT students are encouraged to take these courses concurrently.)

MAP621A: Culturally Responsive Cognitive-Behavioral Therapy (1)

Instructor: Hays; SP

Presents a practitioner-oriented framework for addressing diverse cultural influences in therapy, an overview of the key concepts and principles in the field of Cognitive-Behavioral Therapy and opportunities to practice CBT with fellow students and in relation to case examples of culturally diverse clients. Students learn cutting-edge research from *Culturally Responsive Cognitive-Behavioral Therapy* (2006) (co-edited by

the instructor). *Prerequisite:* MAP508D: *Communication and Counseling Skills.*

MAP626A: Advanced Theories: Existential (3)

Instructor: Farley, FA

Explores the emergence of existential practice from its roots in existential philosophy. Although the focus of study is on this phenomenological approach to research and therapy, it also can apply to fields such as education and organizational theory. Existential theory and practice are clearly understood as a subjective-humanistic venture toward understanding the human experience and facilitating a healing process. *Prerequisite:* MAP510E: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs.*

MAP626B: Advanced Theories: Brief Therapies (3)

Instructor: McNeil, FA

Provides an introduction to the theory and practice of brief psychotherapies. Focuses on cognitive, narrative and solution-focused approaches. Includes consideration of clinical issues that arise in today's often time-limited clinical settings, such as the evidence-based treatment movement and working within managed care. *Prerequisite:* MAP510D: *Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical programs.*

MAP626D: Advanced Theories: Jungian (3)

Instructor: Blake, WI

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology

on counselors' attitudes and values in working with clients. Introduces the use of typology in understanding personality; the role of imagination, symbols and creative process; and the application of dream analysis in therapy. *Prerequisite:* MAP510D: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor.*

MAP626J: Advanced Theories: Introduction to Buddhist Psychology (3)

Instructor: Matsu-Pissot, SU

Students discuss primary Buddhist ideas and explore their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs and peace of mind with their inner lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration. *Prerequisite:* MAP510E: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical programs.*

MAP631G: Assessment: Tests and Measurements (3)

Instructor: Chang, FA, SP

Introduces psychological testing and surveys the most widely used tests. Emphasis on basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. A hands-on course with opportunities to take, administer or observe the administration of a sampling of tests.

MAP631L: Research in Family Studies (3-4)

Instructor: Forisha, FA; David, SP

Provides students the opportunity to pursue individually selected topics of interest in research literature pertaining

to family studies and/or family therapy. Because course does not meet on a regular basis, students must be able to work independently. **Prerequisites and notes:** MAP507H: *Theories and Practice of Family Therapy I* and an introductory social science research course taken in the past 10 years (Students should have received a waiver upon admission to CCFT of the requirements to take MAP512D: *Research Methods: Introduction to Research*.) Students who complete this course are not required to complete MAP512C: *Research in Family Practice*. (Those who have already taken MAP512C register for only 3 credit hours.)

MAP640A: Advanced Art Therapy Assessment (3)

Instructor: Teneycke; FA

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field. Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations also included. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540F: *Art Therapy in Diverse Settings: Individual and Group Therapy*.

MAP640B: Art Therapy Research in Individual and Family Therapy (3)

Instructor: George; FA

Covers research literature, design and implementation in the art therapy field, applicable to individual clients or family clients. Basic research methodology, proposal formats and ethical and multicultural considerations are included. Students research, design and complete a literature review and gain approval to implement the research project. The instructor aids in research ideas as needed. There is a \$15 lab fee for supplies. **Prerequisite:** MAP540F: *Art Therapy in Diverse Settings: Individual and Group Therapy*.

MAP640D: Advanced Art Therapy Research in Individual and Family Therapy (3)

Instructor: Johnson; WI

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. Students completed research project includes an abstract, literature review, methodology and results section, and future research options. There is a \$15 lab fee for supplies. **Prerequisite:** All other art therapy classes and Art Therapy Research I.

MAP650A: Art Therapy Master's Project (1-5)

Instructor: Varies; SU, FA, WI, SP

An individualized process designed mutually by the student and art therapy chair to expand scholarship in and make a contribution to the field of art therapy. This process may include various media, including film, presentations and visual imagery. **Prerequisite:** Core art therapy coursework.

MAP650B: Art Therapy Thesis (1-5)

Instructor: Varies; SU, FA, WI, SP

An extensive research paper that expands the body of existing art therapy literature and makes a contribution to the field of art therapy. The student and art therapy faculty mutually decide upon the research topic area, timeline, design and process of completion. **Prerequisite:** Core art therapy coursework.

Doctor of Psychology – Clinical Psychology

Program Design

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

Features of the Program

- Flexibility to pursue the doctoral program full or part time (full time takes four years.)
- Rotating concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States
- Elective course options that round out the program
- Practical experiences integrated throughout the program, including a full-year internship
- Clinical focus with flexibility to choose an applications-oriented doctoral paper or research dissertation
- Competency-based model with electronic portfolios

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 rotating basis. Students may choose more than one. Examples of concentration areas are:

- Art Therapy
- Child in Family Context
- Forensics
- Existential-Humanistic Psychology
- Cognitive Behavioral Therapy

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

- Completion of academic prerequisites:
A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include: marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10-year requirement may be granted on a case-by-case basis.)
–OR– A bachelor's degree in psychology within the last 10 years
–OR– A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of B:
 - Theories of Personality
 - Abnormal Psychology
 - Developmental Psychology
 - Introduction to Statistics(If these courses were completed more than 10 years ago, they must be retaken)
- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting

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

Additional Admission Requirements for Art Therapy Concentration

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

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

Admission Essay Instructions

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

Prior Graduate Work

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

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 transcript evaluation after the applicant's admission to the Psy.D. program and before 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 began a Psy.D. program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted 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 waive up to 15 additional quarter credits for doctoral courses completed beyond a master's degree.
- For applicants entering from another Psy.D. program without a master's 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 a case-by-case 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 or www.sice-eval.org. Certified translations and evaluation of international documents

are required. Four to 10 weeks should be allowed for the evaluation. The evaluation and the original transcript must be sent to the Admissions Office. International transcripts must be evaluated before admission.

International Student Admission

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

- Certified and translated educational records, if the records are not in English.
- Evaluation of international transcripts from institutions outside the United States or 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@antiochseattleu.edu.

Graduation Requirements

150 total credits to graduate

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

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory completion of clinical training sequence (see next page)
- Performances reflecting program competencies (see next page)
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral paper/dissertation
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

Psy.D. Competencies and Electronic Portfolio

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

Clinical Training Sequence

Students who enter the program without a mental health-related M.A. will be placed in a *Social Justice Practicum*: an agency, institution or other setting that invites the student to provide service to individuals from backgrounds significantly different than his/her own. This work (300 hours total) is tied to a series of courses in the first year, in which reflection on multicultural practice and other beginning-level clinical competencies is central. The next step of clinical training is in a concentration in which every student sees two clients each week in Antioch's on-campus Community Counseling and Psychology Clinic, under supervision, for the time they are enrolled in the program. By asking students to demonstrate their clinical skills in the Clinic and concentrations first, Antioch can confidently recommend students to outside sites for internship and pre-internship experiences. All supervised experience hours count toward the 3,300 hours required for licensure by Washington state.

Course Descriptions

PSD700: Assessment: Integration (3)

Instructor: Wieneke, SU; TBA, FA

Students provide a battery of assessments and learn to draw inferences from multiple measures and provide feedback to clients and referral sources.

PSD701: Assessment: Intelligence Testing (3)

Instructor: Alford, FA; TBA, WI

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 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: PSD715: *Psychopathology*

PSD702: Assessment: Neuropsychology (3)

Instructor: Wieneke; SU

This 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 PSD717: *Neuropsychology*

PSD703: Assessment: Personality Inventories (3)

Instructor: Duthie; WI

An introduction to widely used instruments of self-reporting personality assessment, predominantly "pencil and paper" tests of personality. This 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:* PSD715: *Psychopathology*, PSD701: *Intelligence Testing*.

PSD704: Assessment: Projective Testing (3)

Instructor: TBA; SP

Focus 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. *Prerequisite:* PSD715: *Psychopathology*, PSD701: *Intelligence Testing*, PSD703: *Personality Inventories*.

PSD705: Practicum and Professionalization Seminar I: Communication and Counseling Skills (3)

Instructor: Suarez; FA

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, as well as additional out-of-class practice assignments. Group advising and reflection on the Social Justice Practicum are integral to this seminar. *Note:* For students entering without an M.A. in a mental health-related field.

PSD706: Community Psychology (3)

Instructor: Moritsugu, SU; Chamrad, FA

An examination of 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)

Instructor: Tien; FA, WI

A thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their application to daily practice are used to deepen students' understanding of how these principles are applied.

PSD708: Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective (3)

Instructor: Suarez; WI

An introduction to a "family of origin systems" perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multicultural, multigenerational family dynamics. Particular emphasis on students examining their own personal and professional development in terms of their family history, ethnicity, relationships and conflicts. Group advising and reflection on the Social Justice Practicum are integral to this seminar. **Prerequisite:** PSD705: Practicum and Professionalization Seminar: Communication and Counseling Skills.

PSD709: Group Therapy and Practice (3)

Instructor: Martin; SP

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, psychoeducational and support, with particular populations, such as women, men, children, adolescents, the medically ill and ethnically and racially diverse populations.

PSD710: Historical and Sociocultural Perspectives in Psychology (3)

Instructor: Martin, SU; Cushman, WI

This 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)

Instructor: Martin; WI

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

PSD712: Lifespan Development I - Child (3)

Instructor: Adams, SU; TBA, WI

This class is the first of a two-course series on human development. The focus is psychological development from prenatal life through adolescence and 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)

Instructor: Suarez; FA

The focus is development from young adulthood to geriatric life and 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.

PSD715: Psychopathology (3)

Instructor: Kennedy; FA

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)

Instructor: Suarez; FA

Focused on the biological bases of behavior, this course provides foundational knowledge in the areas of neuro-

anatomy, neurophysiology and neurochemistry. Students become knowledgeable about the issues surrounding research on the biological basis of behavior so they can become critical consumers of new information in this area.

PSD717: Neuropsychology (3)

Instructor: TBA; SP

Students begin with an overview of the central nervous system in terms of its structure and function, then study 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 (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

During this first of four related courses, the emphasis is on helping each student select a topic that touches upon a theme or area of genuine interest or concern. Students then decide on a realistic doctoral paper or dissertation question, refine that question, consider appropriate methodology, outline a proposal, develop a plan for a literature review and form their Doctoral Paper/Dissertation Committee. Students who register for 3 credits are also expected to schedule and pass their first Doctoral Paper/Dissertation Committee meeting. The class functions as a consultation group. Each student presents his/her work to receive feedback from peers and offers feedback to peers about their projects. **Prerequisites:** PSD726: *Quantitative Methods and Analysis 1*, PSD727: *Quantitative Methods and Analysis 2*, PSD728: *Qualitative Methods and Analysis 1* and PSD734: *Qualitative Methods and Analysis 2*.

PSD719: Research Seminar II (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

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. Students who register for 3 credits will also be expected to schedule and pass their second Doctoral Committee meeting. *Prerequisite:* PSD718: *Research Seminar I.*

PSD720: Research Seminar III (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

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. Students who register for 3 credits are ready to write the final draft of their project. *Prerequisite:* PSD718: *Research Seminar I; PSD719: Research Seminar II.*

PSD721: Research Seminar IV (1-3)

Instructor: TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

This final section of the Research Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper. Students who register for 3 credits schedule and pass their final Doctoral Committee meeting. *Prerequisite:* PSD718: *Research Seminar I; PSD719: Research Seminar II; PSD720: Research Seminar III.*

PSD722: Social Psychology (3)

Instructor: Kennedy, FA; TBA, SP

The focus is on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Includes social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation and ethnic conflict.

PSD723: Theories: Systems Perspectives in Family Therapy (3)

Instructor: Callison; FA

This provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a variety of family structures regarding a range of presenting problems: clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multi-cultural perspectives also are addressed.

PSD724: Theories: Cognitive-Behavioral (3)

Instructor: Martin; WI

Introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive-behavioral treatments for some personality disorders, such as Dialectical Behavioral Therapy.

PSD725: Theories: Psychodynamic (3)

Instructor: Martin; SP

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, countertransference, resistance and self are reconstructed and applied to clinical case material presented in class.

PSD726: Quantitative Methods and Analysis I

Instructor: Linn; FA

This is the first of two courses on methods used in quantitative research in psychology. Students explore how research questions are made operational and how appropriate designs are chosen. Other topics are ethical and validity issues in research, experimental and survey designs and data analysis methods appropriate for these designs. Students begin a self-experiment and design and begin data collection for a survey research project.

PSD727: Quantitative Methods and Analysis II

Instructor: Linn; WI

In the second course on 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 self-experiment and survey studies started in the previous term, analyze the data and create APA-style reports. *Prerequisite:* PSD726: *Quantitative Methods and Analysis I.*

PSD728: Qualitative Methods and Analysis I

Instructor: TBA; SP

The first in a two-course series on methods used in, and data analytic strate-

gies 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 are presented by means of student presentations. A qualitative study is designed and data collection begins in this course. Computer-aided qualitative data analysis is introduced.

PSD733: Professional Issues in Career Management (3)

Instructor: TBA; SU

Taken in the third or fourth year of the program, this class is designed to help students plan for their professional lives post-graduation. Topics covered include: licensing, life-long learning, projecting and managing professional image, active engagement in community and professional organizations, finding a healthy balance between work and life, and retirement planning. Students develop a formal business plan including debt management, marketing strategies and a plan for moving to a leadership position in a professional organization.

Prerequisite: Concentration complete or in final term of concentration and passed two annual reviews.

PSD734: Qualitative Methods and Analysis II

Instructor: Linn; SU

In the second course on methods used in, and data analytic strategies for, qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry are presented. The qualitative study is completed, data analyzed and an APA-style report created. *Prerequisite:* PSD728: *Qualitative Methods and Analysis I.*

PSD736-737: Practicum and Professionalization Seminar III and IV (3 each)

Instructor: TBA, SU; TBA, SP

These seminars support students in the third and fourth quarters of Social Justice 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. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*; PSD708: *Practicum and Professionalization Seminar II: Family of Origins/Multicultural Perspective*.

PSD749: Psychopharmacology (3)

Instructor: Suarez; WI

Focus is on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences. Students are introduced to the basic principles of pharmacology as background for understanding the clinical indications, mechanisms for action, common adverse effects, drug interactions, contraindications, reasons for treatment failures and controversies regarding each major class of psychoactive drug currently in use. **Prerequisite:** PSD716: *Psychophysiology*.

PSD755: Theories: Humanistic (3)

Instructor: Suarez; SU

Provides an overview of the basic theory of humanistic thought with focus 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 Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSD760: Forensic I: Integration of Law and Psychology (3)

Instructor: Benjamin; FA

Students prepare to build a practice in forensic psychology arenas. This first quarter covers the details of: 1) conducting custody evaluations or co-parent therapy with high-conflict litigants in family law cases, and 2) forensic mental health outpatient treatment. During the subsequent three quarters, students are closely supervised while conducting evaluations or treatment services in either of these two areas of practice. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*, PSD708: *Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective*, PSD736: *Practicum and Professionalization Seminar III and PSY737: Practicum and Professionalization Seminar IV, Ethics (may be taken concurrently with PSD760)*.

PSD761: Forensic II: Theory/ Practice Integration (6)

Instructor: Benjamin; WI

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) practice of

supervision skills 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 writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

**PSD762: Forensic III: Theory/
Practice Integration (6)**

Instructor: Benjamin; SP

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) practice of supervision skills 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 writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

**PSD763: Forensic IV: Theory/
Practice Integration (3)**

Instructor: Benjamin; SU

The purpose of the third 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) practice of supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work additional hours conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

PSD776: Supervised Experience (0)

Instructor: Varies; SU, FA, WI, SP

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, youth and family service agencies, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families.

**PSD777-779: Professional
Seminar I, II and III (3 each)**

Instructor: TBA, WI; TBA, SP

This is a three-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

**PSD780: Professional
Consultation (1)**

Instructor: Martin, SU; Wieneke, FA;
TBA, WI, TBA, SP

Faculty and peers support students working in their supervised experience placements. This class provides resources for case conceptualization and therapeutic work (including attention to cultural influences and diverse contexts). Students learn about the consultation

process, including presentation of one's work to a group.

PSD783: Practicum: Prior Learning (1)

Instructor: Harmon Jacobs, SU, FA, WI, SP

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. The instructor produces at the end of the term a short narrative assessment specifying hours, placement site, supervisor name and supervisor evaluation. **Prerequisite:** *Earned mental health M.A.*

PSD788: Geropsychology (3)

Instructor: TBA; SP

Addresses individual and interpersonal aspects of development in aging and older adulthood. Students cover foundational and some advanced knowledge in the areas of biological, psychological, neurological and socio-cultural aspects related to development and aging. Topics include: expected physiological changes of aging and normal development, chronic illness, substance abuse, loss, cognitive functioning, reversible and irreversible dementias, theories and application of normal development and potential pathologies prevalent in aging populations. **Prerequisite:** *PSD 713 Lifespan Development II: Adult.*

PSD790: Professional Seminar III: Cognitive Behavioral Therapeutic Approaches (3)

Instructor: Reid; SU

Linking to the class on cognitive behavioral therapeutic (CBT) approaches, students learn to apply CBT concepts to clinical practice, including the clinical

interview, assessment and formulation of treatment plans, evaluation of the effectiveness of interventions and maintaining and generalizing treatment gains. Students are actively involved in working with clients in the Clinic and they receive individual and group supervision hours. Learning activities include role-plays, observation, case presentations, consultation, readings and discussion. **Prerequisite:** *PSD777: Professional Seminar I: Cognitive Behavioral Therapeutic Approaches and PSD778: Professional Seminar II: Cognitive Behavioral Therapeutic Approaches.*

PSD792: Child and Family Systems: Overview (3)

Instructor: Reid; FA

Focus is on the development of the individual (child, adolescent, adult) within family and multi-systemic systems. Adaptive behaviors, developmental psychopathology and reciprocal family and societal influences that require a multicultural perspective are introduced. Students review clinical interventions that foster strength and resiliency within individuals and systems that are developmentally appropriate and sensitive to issues of race, culture, economic class and gender. Ethical issues and public policy about child and family mental health are addressed. **Prerequisite:** *PSD723: Theories: Systems Perspectives in Family Therapy; and PSD712: Lifespan Development I: Child or equivalent.*

PSD793: Child and Family Systems: Child, Adolescent, and Family Systems Assessments (3)

Instructor: Reid; WI

The role of assessment in the diagnosis, treatment and followup with children, adolescents and their families including theoretical bases and ethical/multicul-

tural considerations. This is a skills class that emphasizes both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports and communicating treatment recommendations. **Prerequisite:** PSD712: *Lifespan Development I – Child*, PSD701: *Assessment: Intelligence Testing*, PSD700: *Assessment: Integration and/or consent of instructor*. Please forward a list of your prerequisite child development and assessment classes.

PSD795: Health Psychology I: Introduction to Clinical Medicine (3)

Instructor: Wieneke; FA

Provides an overview of the functioning of major organ systems in health and illness. Reviews basic physiology, pathophysiology, and course of illness and treatment of the more common chronic, traumatic and/or life-threatening diseases of patients whom psychologists often encounter in their professional practices. Student discuss the biopsychosocial context and impact of disease, some psychiatric manifestations of medical illnesses, and epidemiology relevant to issues of gender and ethnicity, vulnerability to disease, access to care, and (sometimes culturally mediated) responses to treatment. **Prerequisite:** PSD716: *Psychophysiology or consent of instructor*.

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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 both learning that connects profession with passion 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, among them: 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 continuing education 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. Or call 206-268-4111, e-mail ce@antiochseattle.edu or stop by the CE office between 9 a.m. and 5 p.m. in Room 120 on the Seattle campus.

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Organizational Psychology Program
Strategic Communication Program
Whole Systems Design Program

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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.

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