

ANTIOCH UNIVERSITY SEATTLE



2004 | 2005 Catalog

Antioch University

Personalized Education. Integrating Career and Community Since 1852.

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

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

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

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



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

Commercial pay parking lots are adjacent to the building. These lots are unattended, cost between \$7 and \$10 a day and between \$2 and \$5 for the evening, and require exact change or bills. There are also meter spaces on the street that are free after 6 p.m. and on Sundays.

ANTIOCH UNIVERSITY SEATTLE

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Washington 98121-1814

Main Number
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Admissions Office
(206) 268-4202
admissions@antiochsea.edu

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Message from the President

Dear Student

We are very pleased that you have selected Antioch University Seattle

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

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

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

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



Sincerely,

A handwritten signature in cursive script that reads "Toni Murdock". The signature is written in dark ink on a light background.

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

Academic Calendar

Summer 2004

| | |
|---------------------------------|----------|
| Financial Aid Filing Date | April 16 |
| Registration Begins | May 10 |
| Tuition Payment Deadline | June 18 |
| Independence Day (Holiday) | July 5 |
| Late Registration (Late Fee) | July 6-9 |
| First Day of Classes | July 6 |
| Last Day to Receive Full Refund | July 14 |
| Fall Registration Begins | Aug 9 |
| Labor Day (Holiday) | Sept 6 |
| Last Day of Classes | Sept 10 |
| Evaluator Assessments Due | Sept 24 |
| Commencement Ceremony | Dec 12 |

Winter 2005

| | |
|-------------------------------------|---------------|
| Financial Aid Filing Date | Oct 15(2004) |
| Registration Begins | Nov 8 (2004) |
| Tuition Payment Deadline | Dec 17 (2004) |
| Late Registration (Late Fee) | Jan 3-7 |
| First Day of Classes | Jan 3 |
| Last Day to Receive Full Refund | Jan 11 |
| Martin Luther King Jr Day (Holiday) | Jan 17 |
| Spring Registration Begins | Feb 7 |
| Presidents Day (Holiday) | Feb 21 |
| Last Day of Classes | March 11 |
| Evaluator Assessments Due | March 25 |
| Commencement Ceremony | June 12 |

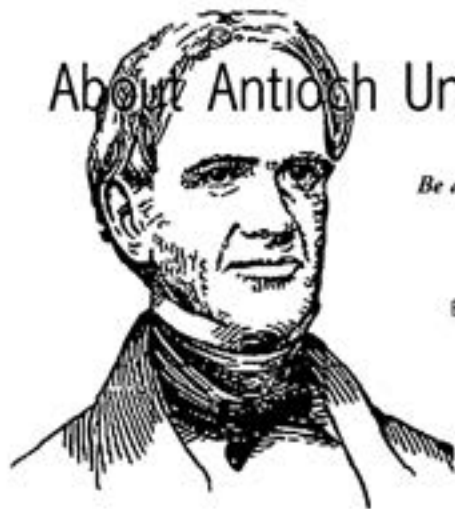
Fall 2004

| | |
|---------------------------------|--------------|
| Financial Aid Filing Date | July 16 |
| Registration Begins | Aug 9 |
| Tuition Payment Deadline | Sept 17 |
| Late Registration (Late Fee) | Oct 4-8 |
| First Day of Classes | Oct 4 |
| Last Day to Receive Full Refund | Oct 15 |
| Winter Registration Begins | Nov 8 |
| Thanksgiving (Holiday) | Nov 25-26 |
| Last Day of Classes | Dec 10 |
| Commencement Ceremony | Dec 12 |
| Evaluator Assessments Due | Dec 23 |
| Holiday Break | Dec 24-Jan 1 |

Spring 2005

| | |
|---------------------------------|----------|
| Financial Aid Filing Date | Jan 13 |
| Registration Begins | Feb 7 |
| Tuition Payment Deadline | March 18 |
| Late Registration (Late Fee) | Apr 4-8 |
| First Day of Classes | Apr 4 |
| Last Day to Receive Full Refund | Apr 12 |
| Summer Registration Begins | May 9 |
| Memorial Day (Holiday) | May 30 |
| Last Day of Classes | June 10 |
| Commencement Ceremony | June 12 |
| Evaluator Assessments Due | June 24 |

About Antioch University Seattle



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

— Horace Mann

First president of Antioch College

Excerpt from commencement address 1859

What makes Antioch University Seattle (AUS) different from other institutions of higher learning? Antioch's education is steeped in a rich 150-year tradition of personal attention, innovation and inclusiveness — and many AUS alumni have described it as life-changing.

A Transformative, Individualized Experience

Antioch's mission is to provide transformative education that engages adult learners in lifelong development and agency in a changing world. For more than 25 years, Antioch University Seattle has helped people attain the professional skills, knowledge and personal growth necessary to advance their careers, follow their dreams and create positive change for themselves and the world.

At AUS, the focus is on students as individuals. 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 degree to achieve their personal and professional goals.

Holistic Programs with a Focus on Adults

Antioch encourages development on intellectual, emotional, ethical and spiritual levels. Faculty members welcome active participation in class and an exploration of broad perspectives. Plus, since AUS centers around adult learners, the faculty and staff are experienced in working with people who have been out of school for a while or who are juggling classes with multiple other priorities. Other benefits for students:

- Evening and weekend class schedules
- Integration of theory and real-world practice
- Antioch's emphasis on leading and managing change

Truly Innovative Higher Education

AUS is part of a six-campus system tracing its roots to the founding of Antioch College in Yellow Springs, Ohio, in 1852. Many educational approaches widely accepted across the country began at the college. Antioch University Seattle introduced them to the Pacific Northwest. These innovations include:

- Independent study
- Interdisciplinary study
- Self-designed degree plans
- Narrative student assessment, rather than grades

- ❑ Academic credit for demonstrated learning from work and life experience
- ❑ Emphasis on social justice and participation in the global community
- ❑ Integration of work experience with traditional classroom learning

A History of Inclusiveness

Antioch College had a remarkable series of pioneering firsts under the guidance of its first president Horace Mann, the noted abolitionist and founder of the American public school system. These set the stage for Antioch's ongoing, university-wide commitment to inclusiveness and welcoming people of diverse backgrounds and viewpoints.

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

educational college to have a woman on the Board of Trustees.

Today, Antioch Seattle is a vibrant campus that continues to push the envelope of higher education innovation. This progressive environment offers students an interdisciplinary curriculum, an emphasis on lifelong learning, and the base for turning knowledge into action.



The Campus

The AUS campus is conveniently located in a modern building in the vibrant Belltown neighborhood near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. In the building are approximately 20 classrooms, faculty and staff offices, a library, computer facilities, an art studio, lounge and study spaces, a bookstore and a cafe. Metered and other paid parking is available adjacent to the building, along with easy access to Metro bus lines. The campus is designed for accessibility to all persons, regardless of physical ability or disability status.

Adult learners — and the great majority of the AUS faculty — typically prefer small group discussion rather than lecture as a mode of teaching and learning. Thus AUS classrooms are relatively intimate — designed mostly for 20 or fewer students — and classrooms are furnished seminar style, with tables and chairs to facilitate interchange. Central atrium spaces on each floor of the building also 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.

Library and Computer Services

The AUS library houses a print collection that specifically supports the university's curricula and commitment to teaching to a diversity of learning styles. To augment the on-campus print collection, Antioch students are eligible for a University of Washington library card or a card to any other major public research university. The AUS library covers the cost of the card. Other library resources include computers for student use and extensive electronic services such as numerous databases, full-text journal articles and e-books. Major academic databases and full-text journal articles are available through OhioLINK, ProQuest, OCLC FirstSearch, and EDRS.

The library's web page provides access to these materials. Students can access the library page at www.antiochsea.edu/library.

The computers, scanners, printer, copy machine and cart for laptops are available during library hours. The computer classroom in room 105 is used for computer training classes and computer lab overflow.

Additionally, the library has an individual video viewing machine and a voice-activated computer.

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

Admission

The Admission Process

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

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

Antioch requires several kinds of information from each applicant, depending on the program. A bachelor's degree from a regionally accredited institution is required for admission to the master's and post-graduate programs. Verification of high school graduation or equivalent is required for admission to the bachelor's program. Applicants with international transcripts (outside the United States and Canada) are encouraged to apply early to allow time for receipt and review of the transcripts.

How to Apply

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

Communication Skills

Evidence of critical thinking and effective writing skills is required of all applicants. These skills are ascertained in several ways, including the required admission essays, prior college course work, and the interview process.

Admission Decisions

Ideally, admission decisions will represent an agreement between the university and the prospective student about the match between the student's needs and what the program can offer. Antioch University does, however, decide admissibility of each applicant. Admission is selective, and often takes into account the judgments of faculty members about the ultimate suitability of the candidate for professional work in the field chosen. 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 automatically accepted as degree credits if the applicant is accepted to a program.

International Admission

Applicants applying for international admission and a student visa must meet the admission requirements to the undergraduate or graduate program to which they are seeking admission. In addition, international students also must submit the following application materials:

1. Official certified educational records, including official translations if educational records are not in English.
2. Evaluation of international transcripts as noted in the International Transfer Credit section.
3. TOEFL results. Applicants who speak English as a second language are required to take the TOEFL (Test of English as a Foreign Language) exam and must receive a minimum score of 600 (paper based) or 250 (computer based) to be considered for admission. Applicants who have studied English at another U.S. college or university may have the TOEFL requirement waived. Prospective students should contact the Admissions Office for further information.
4. Documentation of the applicant's ability to pay for educational and living expenses.

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

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

Transfer Credit

General Policy for Transferring Credits to Undergraduate Programs

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

Vocational, technical and professional credits

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

Other sources of transfer credit

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

Transfer Credits – Master's

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

In order for transfer credits to be considered

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

Prior Learning Credits

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

International Transfer Credit

Applicants who wish to receive credit for coursework completed at an institution outside the United States and Canada 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 locating evaluation services is available from the Admissions Office. Applicants also may select a credential evaluator from two websites: www.naces.org or www.aceeval.org. Please allow four to 10 weeks for the evaluation and request that the evaluation be sent to the Admissions Office. Determination of credit equivalency must be completed before a student can be admitted.

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, such students are responsible for complying with all program requirements.

Students with Disabilities

Antioch University is committed to providing services to students with disabilities. Antioch has a history of working successfully with students with disabilities and has a commitment to continue to do so in the future.

Students are encouraged to contact the coordinator for students with disabilities to discuss the need for reasonable accommodations. Since it is the student's responsibility to disclose disabilities, the student is requested to provide recent documentation. The coordinator then can make recommendations about available accommodations. All disability information provided by the student is kept strictly confidential.

Tuition and Fees 2004 – 2005

Tuition charges vary according to the program in which the student is enrolled; see the appropriate program description for applicable rates. Other fees are noted here.

Non-matriculated (visiting) students are charged \$380 per credit for courses taken at the bachelor's level and \$435 per credit at the master's level.

Tuition and fees are subject to final approval by the Antioch University Board of Trustees. Antioch University reserves the right to change tuition and fees at any time without prior notice.

Academic and Administrative Fees

All fees are non-refundable.

All matriculated students who enroll for credits are charged a quarterly administrative fee based upon enrollment status. Full-time status is 12 credits for bachelor's students; eight credits for graduate students.

| | |
|----------------------------|------|
| Full-time status | \$45 |
| Less than full-time status | \$25 |

Other Fees

| | |
|---------------------------------|-------|
| Enrollment Maintenance Fee | \$500 |
| B.A. Prior Development Fee | \$900 |
| Prior Learning Fee (per credit) | \$90 |
| Returned Check Fee | \$30 |
| Tuition Payment Plan Fee | \$35 |
| Application Fee | \$50 |
| Late Registration Fee | \$50 |
| Late Payment Fee | \$50 |
| Audit Fee (per course) | \$275 |

Some individual courses require payment of a lab materials or liability insurance fee. These fees are described in the course description in the quarterly schedule of classes.

Tuition Payment Policies and Options

These policies are administered by the Student Accounts Office. For more information, students should stop by or call (206) 268-4009.

By registering for classes, students are legally obligated to pay all tuition and fees applied to their student accounts. Failure to attend classes does not constitute withdrawal from the university or exemption from tuition payment. See the section on Registration Cancellation/Withdrawal from Antioch in the schedule of classes for more information.

Combination registration statements/invoices are mailed to the student's address of record beginning five weeks prior to the start of a quarter, as registrations are received and entered in the Registrar's Office.

Payment deadlines are published in the quarterly schedule of classes. All payments and arrangements are made in the Student Accounts Office.

Students who register near a payment deadline are advised to prearrange payment with the Student Accounts Office upon submitting the registration card. Timely payment is not dependent upon the receipt of a mailed registration statement. Failure to receive a mailed statement before a payment deadline does not excuse late payment.

A \$50 late payment fee is charged to each account that does not show payment or a payment arrangement (including financial aid) in place by the tuition payment deadline.

Payment Options

Approved financial aid Financial aid documentation must be completed and returned to the Financial Aid Office before loans can be certified. Students whose loans are not certified by the payment deadline must pay tuition with another payment option (below) to allow more time to complete the required financial aid documentation and avoid the late payment fee.

Financial aid students are responsible for knowing when financial aid will not cover tuition charges. If financial aid does not pay all registration charges, students will be billed for the estimated remaining balance. The balance may be paid in full or with a tuition payment plan. If the student does not prearrange a payment plan prior to being billed, the balance will be due in full approximately two weeks from the billing date. Failure to receive a mailed billing statement does not excuse late payment of the final balance owed.

Non financial Aid

Third party Vouchers/Letters of Credit/Employer paid Tuition (i.e. Boeing VA etc.) Documentation authorizing Antioch University to bill a student's employer, government agency or other third party must be submitted to the Student Accounts Office by the tuition payment deadline. If a student is unable to secure the appropriate documentation by the deadline, the student must pay tuition using another payment option to allow more time to secure the required documentation and avoid the late payment fee.

Checks Money Orders Cash and Credit/Debit Cards (Visa MasterCard Discover) Payments may be made in full or a tuition payment plan may be arranged. Students who pay in full with

the same credit card each quarter may arrange automatic billing to that credit card at no charge.

The Tuition Payment Plan

This plan allows payment of tuition in three monthly installments. Establishing the plan requires payment (check, money order, cash or credit/debit card) of one third of the total tuition charges plus the \$35 plan fee by the payment deadline and completion of the payment plan authorization (in person or by mail). Plans may be pre-arranged for up to four quarters. Credit/debit cards may be charged automatically using this plan. The plan is available only to students enrolled for credit in a degree program.

Late Payment Fees This fee is applied monthly to an account when a payment deadline is missed. For each month a balance remains on account without an approved payment arrangement or when a scheduled payment is late. The fee will be applied after the initial payment deadline and at the end of each calendar month after the quarter begins until the account is brought to date or an approved payment arrangement is in place with the Student Accounts Office. In addition, a hold may be placed on the student's account that will prevent future registrations and block graduation applications and transcript requests.

Returned Check Fee This fee is applied to an account when a check written to Antioch is returned unpaid for any reason. A late payment fee also will apply if the check returned was used to pay tuition and is returned after the payment deadline.

Collections Accounts with balances unpaid for 120 days will be referred to a 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.

Tuition Refund Policy

Refunds of tuition due to a drop in credits must be requested by submitting a completed add/drop form to the Registrar's Office. The schedule shown below will determine any credit of tuition paid that will be applied to the student's account once the add/drop is processed. Please allow up to 14 days for the processing of any refund.

Changing enrollment status may alter financial aid eligibility. Financial aid students concerned with a change in their enrollment status should contact the Financial Aid Office. Students considering terminating enrollment should read the section titled Financial Aid Withdrawal and Refund Policy. Note: Tuition refunds are based on total tuition charged in the current quarter, regardless of the student's account balance. All fees are nonrefundable and are not included in the refund calculation.

Tuition Refund Schedule

| Calendar Days | Percent of 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 |

For classes of more than three credits that do not begin during the first week of the quarter, the 100 percent deadline is extended to the business day following

the first session of class. This refund extension does not apply to one- and two-credit courses.

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

| Calendar Days* | 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 |
| Days 41+ | No refund |

from the first class day to date dropped.

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

Financial Aid

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

Programs available to all eligible students include:

- Perkins Loan
- Federal Family Education Loans — Stafford loans
- Federal and State Work Study

Programs available only to undergraduate students include:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Washington State Need Grant (available only to Washington residents)
- Washington State Educational Opportunity Grant (available only to Washington residents)

To qualify for financial aid, students must:

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

Programs Not Based on Financial Need

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

Financial aid processes may take six to eight weeks, so applicants 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.antiochsea.edu/aid.

Scholarships

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

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

Other Financial Assistance

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

BATC and graduate students may be eligible for AmeriCorps tuition grants if they are engaged in internships and

practica that involve community service and service learning projects

Veterans Administration Benefits

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

Financial Aid Withdrawal and Refund Policy

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

The calculation of financial aid is based on the period of enrollment completed. That percentage is computed by dividing the total number of calendar days in the term into the number of calendar days completed, as of the date of student notification. The percentage of Title IV assistance to which the student is entitled (earned aid) is equal to this percentage of the term completed, up to 60 percent. If the termination occurs after 60 percent, the percentage is considered equal to 100 percent.

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

age applied to the total Title IV aid received.

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

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

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

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

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

B.A. in Liberal Studies

The B.A. in Liberal Studies Program is a degree completion program created for adult learners who are self-directed and ready to design their own educational path.

Prospective students usually have a year or two of college behind them. Typically they also bring a variety of life and work experience.

The program often includes people who are, for example, managers, artists, small business operators, social service workers, parents, community activists, and military veterans. They share several things in common:

- They want to shape their educational goals to fit professional and personal goals.
- They are interested in self-directed learning.
- They want a personally meaningful education.
- They are highly motivated to enhance their professional and personal lives.
- They enjoy collaborating with other students.
- They want to make a significant contribution to society.

Educational Philosophy and Approach

Four principles shape the AUS approach:

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

- Faculty believe students will be transformed by the process of education, empowered to become serious thinkers and engaged citizens.
- The AUS liberal arts education develops in students an understanding of social, political, and cultural perspectives that enhance professional and personal growth. It also encourages participation with others in the public realm.

Flexibility is the Key

In the B.A. program, each student's liberal studies degree is individually designed; however, there are clear structures and intentions that provide the context for each student's program. Students build on earlier college work and skills learned at home or at work or while doing volunteer activities. Close collaboration with a degree committee, composed of a faculty adviser and two other members of each student's choice, creates an environment that is both supportive and challenging.

The Degree Process

To support students in designing their undergraduate education, the B.A. program has developed the degree process. Students begin with a class called *The Art of Learning*. Here they create educational plans and essays on their educational history and goals. While at Antioch they meet four times with their degree committee. In these meetings they discuss, demonstrate, and evaluate their learning at each stage in their process. Students create their educational design and define their areas of concentration. When all plans and requirements are fulfilled, the degree committee recommends the student for graduation. The adviser and the committee members provide the guidance, support, and expertise to assure each student's success.

Area of Concentration (Major)

Students define their own area of concentration (or major) together with their faculty adviser and degree committee. The concentration represents an area of depth in their studies. It usually combines transfer courses, AUS courses, independent studies, internships, and prior learning. The area of concentration may be in a traditional academic discipline or may be interdisciplinary.

Some common concentrations include:

- Psychology
- Business/professional studies
- Spiritual studies
- Social justice/community development
- Literary arts/expressive arts
- Other individualized options

These examples are some of the most common, but many students design their own concentration, unique to their background and goals.

Core Competencies (Skills)

The faculty has identified five core competencies or skills in a liberal arts education. By the end of the degree process, students demonstrate their college-level competence in these areas:

- **Communicating** They can demonstrate college-level academic and research writing, listening, and speaking.
- **Critical Thinking** They can critique ideas, respond creatively to the ideas and experiences of others, and analyze, synthesize, and evaluate information.
- **Understanding Self** They can self-reflect, determine their own values and actions, reflect on their relationships with others, and understand their work in the world.

- **Understanding Society** They can understand the many social forces affecting their communities, the nation, and the world.
- **Integrating Theory and Practice** They can recognize the dynamic, interactive relationship between theory and practice.

Prior Learning (Life Experience)

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

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

Students can document up to 60 credits of prior learning, though typically they earn 20 to 40 credits. To do this, students participate in a class to train them to think about their past experience. They write narratives about their learning, and receive evaluation from experts in the fields in which they claim knowledge.

B A in Liberal Studies Degree Requirements

Students satisfy the requirements for graduation when they

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

Admission

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

Curriculum

The curriculum is a resource from which students draw to meet their learning needs. Courses offered fall into several categories

- orientation and entry courses to help students understand the B A degree process and to aid them in the transition back into a formal educational setting
- skills development courses
- liberal studies courses
- independent studies and internship courses created by students

The course offerings of the B A program are developed on a continuing basis. Some classes are taught every year or two some are taught once but not repeated. Below are some sample courses from the B A curriculum

which represent only a partial list of our offerings. They are arranged to reflect the areas of our curriculum: foundational studies creative expression and arts psychology and spiritual studies society culture and social justice nature science and technology professional studies and reflective practice

B A Courses

Unless otherwise noted all classes are offered for three or four credits

Foundational Studies

BAC300B Art of Learning

This class is the first of a required two quarter sequence. Students begin to formulate an understanding of the purposes of a liberal arts education explore ways of thinking knowing and learning required by such an education and develop an appreciation for and preliminary understanding of contemporary issues and diverse perspectives. Offered fall winter and spring quarters

BAC308F Diversity Power and Privilege

This course continues the work of Art of Learning with a special focus on issues concerning diversity within the United States. Students explore the historical and contemporary American construction of race gender social and sexual orientation

BAC305A Expository Writing

Academic writing is a specific type of writing that is judged by certain criteria. In this course students explore different modes of writing. In doing so they consider socio-linguistic aspects of language and writing in American life

BAC305C The Writing Process

This course aims to help students reconceive writing as a process: a series of steps writers go through as they draft, revise, edit, and publish their writing. Students familiarize themselves with their writing process and build their confidence as writers.

BAC335A. Research Writing

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

Creative Expression and the Arts

BAC321Y Passing and the Subversion of Identity

Some scholars suggest that the “passing” figure is distinctly American and is crucial to our understandings of race. In this course, students seek ways to extend the concept of “passing.” Students consider the concept of “passing” in order to explore the motivation behind a person’s decision either to adopt a specific racial/gendered/ethnic guise or to conceal one. The overall purpose of this course is to enrich students’ awareness of the various ways individuals construct identities in response to both social restrictions and social opportunities. Students are required to write a number of papers and to participate actively in all class discussions and activities.

BAC305F Short Story Writing

Students examine the elements of short story writing and the creative process in order to become more conscious of how stories get born and developed. Bv

experimenting with a variety of fiction exercises, students gradually build the skills required for the production of a full-fledged short story.

BAC305I Poetry

For beginners and experienced poets alike, this workshop-style course introduces tools and strategies for getting poems started, drafted, and revised. Students read and discuss a variety of outside works to ground themselves in a strong understanding of the basics of poetry — sound, form, and figure.

BAC428D Change Narratives: Stories for Collective Action

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

BAC305D Creative Writing

This class explores the relationship between reading deeply and writing well and is designed to be particularly helpful for students interested in pursuing creative writing.

BAC325A The Making of a Literary Journal

Students in this course create an issue of the new literary journal at Antioch Practice in magazine design editing budgeting print/Web production publicity and distribution are main outcomes In the fall section students looked at how literary journals function as an integral part of our cultural memory assessing ways that several magazines past and present have represented literary political and socioeconomic debate Likewise in addition to the main goal of production work students in winter and spring continue to evaluate quality journals Attention is focused more on aesthetics and technical features however so students can at once model traits of successful magazines as well as designate their own niche for the journal at Antioch

BAC303Z Intro to Theatre

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

BAC303W Drawing the Still Life and the Landscape

This class provides students with meaningful experiences in drawing whether they are just beginning or more advanced Creative/expressive activities and exercises are part of the structured experiences for all levels as well as critiques discussions and slide presentations Areas of attendant issues for both

the still life and landscape are contour and gestural line organization and structure values using light and dark perspective and proportion photographs and grids old and modern masters and the introduction of drawing materials both traditional and unconventional On site locations for landscape drawing is part of the studio work

BAC320B Music of the Celtic Peoples

This course is designed to give students an understanding of what Celtic music is its origins and an introduction to the cultures and nations that have produced it The course has an interdisciplinary approach with emphasis on ethnomusicology (music and its role in a culture) how history shapes music and the music itself It is designed for those with no background or training in music Guest lecturers allow students to experience first hand the richness of the Celtic music scene here in the Puget Sound area

BAC305U Writing from Life

Writing from Life is a hands on creative writing class that explores different elements of fiction and narrative/prose poetry based on direct observation and interaction Students leave campus to take bus rides visit parks stroll along the waterfront hang out in malls and cafes (to name but a few possibilities) all the while closely observing people settings smells noises and a myriad of human mini dramas Students are asked to develop the mindset of the writer in which no experience is wasted or useless Every where we go we take our notebooks the contents of which are the raw materials from which we write This class is ideal for both beginning and more experienced writers

BAC334T Inquiring with the Mind of the Body Making an Art of Wilderness and Civilization

In this multidisciplinary course students explore the body as knower and storyteller by engaging in movement based inquiry and artistic expression around the theme of wilderness and civilization. Students experience moment by moment, body based inquiry through guided movement, drawing, sound and writing exercises opening to imagery, sensation, emotion, memory and imagination. Pieces of personal mythology and the collective story of evolution, human culture and nature come forth and take form. In class movement experience is closely linked with readings, video viewings, writing and discussion in the disciplines of expressive arts therapy, movement, visual and performance arts, mythology, philosophy, feminism and psychology. Students explore the mind/body split inherent in Western culture and the emerging paradigm linking embodiment and art making with spirituality, global inter-connectedness and environmental responsibility. Students consider such questions as: How do we become receptive to our body's intelligences? How do we work with and aesthetically express what emerges from our experiences of embodiment? In what ways can this process help us live more artfully with the issues we face individually, socially and globally?

Psychology and Spiritual Studies

BAC324A Counseling Skills

The purposes of this course are (1) to provide students with opportunities to explore the experience of the counselor role and its implications, (2) to develop an understanding of the stages of the helping process, and (3) to gain insight into one's own strengths and weaknesses as a helping professional.

BAC324D Transpersonal Psychology

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

BAC411F Lifespan Development

This is an upper division undergraduate course designed to offer a broad perspective of human development across the lifespan. The course encompasses historical and theoretical views, a description of developmental tasks from birth to death. While the emphasis is on subjective development, students also consider the influence of society, race and culture. Upon a backdrop of physical, cognitive and psychosocial aspects of development, this course examines development and the effect of subjectivity on the individual's lived experience throughout life. The primary objective of this course is to provide students with a developing awareness of what it might be like — what the lived experience of any individual at different ages might be with the aim of increasing empathy and understanding of personal development as well as the developmental challenges and achievements of others. Lectures, class discussion, videotapes and discussion of questions arising from course readings are all used as methods for achieving the goals of this class. *This class satisfies prerequisites for admission to the Center for Programs in Psychology.*

BAC400C Abnormal Psychology

This course is designed to introduce students to the theories and concepts of human behavior as understood in the field of psychology. Topics include defining abnormal behavior, understanding the historical context, reviewing psychological models and forms of

assessment delineating the major categories of abnormal behavior treatment interventions and social cultural ethical and legal issues related to this area of study *This class satisfies prerequisites for admission to the Center for Programs in Psychology*

BAC332A Interdisciplinary Perspectives of Loss and Grief

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

BAC414 Theories of Personality

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

BAC413I Ritual Process and Ceremonial Design

During the 20th century in the West under the influence of depth psychology there has been a shift in the nature of religious concern from an emphasis on belief to an emphasis on experience. Many people do not want to be told about the nature of the divine they want to experience it themselves and draw their own conclusions about what it means. This course approaches this subject in two ways. First students examine the anthropological literature on the nature of ritual process from a cross cultural perspective. Then students study the nature of ceremonial design trying to understand the patterns of purpose symbols structure and timing that give it power. The particular perspective taken in this class is that ritual ceremony is a means of dialoguing with the sacred other (who may be thought of as soul spirit the gods and goddesses nature the unconscious or the universe). Of necessity this course is highly experiential in nature. Students should come to the class with an open and inquiring mind and a willingness to explore new forms of expression.

BAC319H Pilgrimage Walking With Intention

Mecca Jerusalem the Ganges River at Banaras Santiago de Compostela Shikoku Santuario de Chimayo Canterbury Mount Kailas for centuries these places have evoked the archetype of the pilgrim one who journeys to a sacred place as an act of devotion to find healing or in search of answers to life's essential questions. To study pilgrimage is to learn about culture belief systems and history. As well it invites people to come to know and appreciate the inner journey that parallels any external one for on pilgrimage people meet the stranger at the heart of the journey which is themselves transformed. Partic

spants in this highly experiential seminar commit to a regular practice of walking with intention research and present one traditional historical pilgrimage to the class as well as design and complete a personally meaningful journey of some kind Also included is a joint pilgrimage on the Olympic Peninsula involving car camping and walking 10 miles on boardwalk and beach It has been said that a journey can lead you to a place not on any map Ready to begin?

BAC305L Spiritual Autobiographies

Using the autobiographical writings of several provocative thinkers writers and spiritual leaders this class critically examines how the search for meaning and worth in ones life is engaged Authors include the Dalai Lama Malcolm X Elie Weisel and Gandhi Through contemplation and analysis of the assigned readings coupled with reflection on their own lives learners engage the story of their spiritual quest and undertake the challenge of writing a spiritual autobiography The writing and sharing in class of our students spiritual autobiographies are the central focus of their work together

BAC416F Dreams and the Earth

In this class students entertain the possibility that our dreams can connect us not only to our 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 Of necessity this class is highly experiential and students must be willing to play in ritual space Students form a dream community through the enactment of ritual including an overnight dream incubation on sacred land While the class is not to be understood as therapy it does require a relatively high level of self disclosure and psychological maturity Some familiarity with your

own dream life is recommended but not required Emphasis is placed on learning techniques of dream tending so that participants may continue their practice of dream work beyond the duration of the class

Society, Culture and Social Justice

BAC309Z History and Image of the American Family

Contrary to the popular notion of a traditional family historically the structures of American families the composition and functions of its members and the values underlying those features have varied a great deal Readings from history architecture and urban planning literature sociology and memoir reveal a spectrum of social realities and personal experiences of family life during the last half of the 20th century Against this backdrop students examine how the family has been mythified within popular films and TV and how public figures have both invoked and reinvented these representations in their attempt to shape society This course emphasizes the racial ethnic history of family life class differences in family rights and the relationship between gender roles within the family and social power

BAC319S World Philosophy

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

broad perspectives and moves quickly through several philosophical traditions

BAC310F A History of the Body from the Greeks to the Present

This course looks at theories about the body in philosophy and in the healing arts at efforts to define race sex and social standing through medical science and at the changing experience of the body over time Readings are cross cultural

BAC431E Environmental Philosophy

This course introduces the student to the many diverse philosophical viewpoints on issues of the environment Students examine such topics as the history of environmentalism environmental ethics political and social ecology deep ecology ecofeminism environmental racism activism and sustainability The class emphasizes both the student's ability to reflect on and articulate their own positions on the course topics as well as discovering the occurrences values and influence that created the philosophies the students already have developed

BAC333U Nonviolence Social Movements and Democracy Toward a Humane Future

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

BAC422D U S History

This is a survey course concentrating on political economic and cultural history of the United States from early European colonization to the present

time Students participate in a directed discussion on the War for Independence the Constitution the Civil War Industrialization and the two World Wars Responsibilities include determining weekly supplemental readings to be discussed in each section

BAC311H Modern World History

This course examines 19th and 20th century world history a time that witnessed an increasingly interconnected and interdependent globe A primary goal of this course is to present students with a forum for analysis and discussion of significant issues in modern world history Frequent assignments that emphasize reading critical analysis and written and oral communication skills encourage students to recognize and appreciate global diversity and interdependence The major project for the course is an analysis of a novel written by representative voices of African Latin American East Asian Middle Eastern and Indian responses to Western domination In the end students confront the modern world — our world — and the unresolved problems they face as they begin the 21st century

BAC315E Women and Mental Health

This course provides students with the opportunity to explore questions such as How have women's experiences with madness been viewed defined and treated historically? How have women's struggles with roles poverty racism social norms and expectations influenced their mental health? And finally in what ways do factors such as socialization genetic predisposition and body mind connections influence women's mental health? The course examines in some depth at least one mental health issue such as eating disorders and battered woman's syndrome Students also consider the implications of at least one current mental health policy This

class utilizes a variety of approaches to teaching and learning including guest speaker presentations, films, small and large group discussions, class projects and a possible field trip.

BAC333P Wealth and Poverty

Poverty in the midst of plenty is a striking aspect of American social life. Many others who think of themselves as middle class find themselves struggling to make ends meet. In this class students seek to understand what has happened in the last 25 years to bring about this situation. Students explore issues of poverty such as homelessness, welfare reform/ repeal and the particular problems of women and people of color. Students seek to understand what changes have brought about the economic struggles of the middle class such as downsizing. And students seek to understand how these many changes have resulted in a redistribution of wealth upward. Throughout students read about the lives of people in differing circumstances so that the human dimension of these questions is always with them.

BAC308G Global Gender Issues

In this course significant global issues are viewed from a gender sensitive perspective using the concept of a gender lens. The class seeks to understand global economic development and interdependence in relation to women's labor, lifestyle, resource needs and family duties, the impact of conflict and environmental degradation on women and women's rights as human rights. The class reviews international steps toward women's equality during the past 25 years, with emphasis on the U.N. system and the growth of international feminism.

Nature, Science and Technology

BAC410C Alchemy and Science Toward the Re-imagining of Nature

As the 21st century begins, people are witnessing a re-valuation of the place of science in our culture. The mechanical paradigm of science that has dominated world views for the past 400 years is being replaced by a more organic and feeling science reminiscent of the alchemical world view that preceded it. The intention of this class is to trace the historical, philosophical and spiritual roots of modern science as it developed in the Greek world, through the Renaissance and the Scientific Revolution of 1600-1800 to the post-modern era of today. The goal is to develop a vision of science and nature that can sustain the future. The myth of Frankenstein guides students' discussion of the power, limits and aspirations of the scientific world view.

BAC312J Birds in the Imagination and in the Field

This course engages a tradition spanning millennia and every culture: a human fascination with birds. Taking a multi-disciplinary approach, students explore birds through many lenses and avenues. As naturalists, students experience birds in the wild, learning to observe and identify a variety of bird species in different habitats. Students consider patterns in birds' annual life cycle, as well as explore the impact of human civilization on the ecology of bird life. In addition, students explore birds as symbols of the human imagination as expressed through the literature, myth, art and spirituality of several cultures. Further, students learn to appreciate birds as metaphors mirroring ourselves and our interrelationship with the natural world. The reading includes scientific as well as literary texts. This is a collaborative adventure in mutual

inquiry. Access to a pair of field glasses is highly recommended, but not required. A creative imagination and desire to be enchanted by birds are a definite plus.

BAC310D New Paradigms in Health and Medicine

This course explores the rise of interest in complementary and alternative medicine as part of the evolution of a world medicine. Students use historical and cross-cultural perspectives to investigate and critically evaluate the modalities of alternative (natural) medicine. Students examine the changes in the social organization of the delivery of health care in modern society and the crises faced as a result. Particular emphasis is put on approaches that integrate diverse perspectives in health care. The course also emphasizes active learning and reflects the interests and experiences of the class. This course is particularly designed for those interested in the future of health care, either as a provider or a consumer.

BAC312W Environmental Geography — From Southeast Asia to the Pacific Northwest

Southeast Asia is a region rich in biodiversity, indigenous cultures, and history, yet many of these communities and the natural resources are under threat. Using case studies primarily from Southeast Asia, as well as local examples from the Pacific Northwest, this course examines a wide range of environmental issues and their effects on humans and the land, both globally and locally. Students first look at the physical, cultural, and political geography of the region to create a foundation of knowledge. Students then focus on more specific environmental topics such as deforestation, hydro dam construction, wildlife trade, fisheries depletion, environmental consequences of war, and perceptions of spirituality and the environment.

Professional Studies

BAC405G Turning the Ship: Organizational Change

This course provides students with a steering oar to help them learn how to be creative in these times of complexity and uncertainty. Students review nonlinear approaches to changing and/or developing within an organizational context.

BAC405I Far From Equilibrium Systems and the Challenge of Leadership

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

BAC405H Creating a Culturally Competent Organization

This course instructs students on how to develop and sustain a culturally competent organization through experiential learning systems and multicultural theories. Through the introduction of this course, students learn a different approach to looking at cultural differences and similarities. They also explore how to move a mono-cultural organization to a multiculturally competent organization and the impact of a dominant culture's invisible privilege on minority groups. Through scenario building and case studies, the student enhances her/his capacity for critical thinking and facilitating change within oneself, diverse groups, organizations, and communities.

Reflective Practice

BAC301C Learning from Experience Documenting Life Learning (2)

This class provides students the opportunity to learn the skills necessary to translate their life experience into potential prior learning credit. This class is required for all students intending to document prior learning credits.

BAC411D Constancy and Change in the Sense of Self

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

BAC319K Mindfulness East and West

This course uses multiple perspectives to help students develop a mindful approach to their lives. A mindful approach includes an implicit awareness of more than one perspective, openness to new information, and the continuous creation of new categories. This course involves experiential learning, creative writing, and exposure to the perspectives of social psychologists, sociologists, clinicians, Eastern and Western meditators, poets, and writers. Students use the writing of Zen meditator and writer Natalie Goldberg to help their own reflective journals. While they experience various guided meditations, this is not a class in meditation.

BAC327G Homeless Women Service Learning Project (1)

This learning activity is for students who would like to do service learning with the Homeless Women's Education Project at Antioch. Students serve as volunteers working with homeless and formerly homeless women and their educational needs during a once-a-week program which meets on campus. Educational activities offered in the project have included computer tutoring, art classes, discussion groups, and a women's studies film series. Student volunteers can suggest other activities. Students also write a reflective paper on the learning from this experience. This learning activity provides an opportunity to learn more about homelessness in our community and to be creative in finding ways to relate to and assist women seeking to improve their lives during a difficult time.

BAC327H Service Learning and Reflective Practice Seminar (1)

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

Center for Programs in Education

The offerings in education at Antioch University Seattle provide collaborative and challenging learning environments that continue the university's long tradition of progressive education and respond to contemporary challenges and opportunities for children, youth and adults. AUS education programs draw on current research and study the implications of that research for learning.

All offerings in the center promote constructivist pedagogy, critical reflection about practice in our increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions, and commitment to justice through transformative education. They emphasize close integration of theory and practice, and they reflect Antioch's commitment to social justice, whole person learning, and leadership for responsible educational change.

Meeting a Range of Needs

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

- Completion of the bachelor of arts in liberal studies with recommendation for a Washington state residency teaching certificate
- Graduate offerings 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 for experienced educators

- Post baccalaureate options leading to recommendation for the professional certificate for Washington state teachers

Master of Arts in Education Campus-based

This flexible 48 credit offering serves school- and community-based adult and K-12 educators. AUS emphasizes preparation for leadership in educational change and offers students wide latitude to select a focus area unique to their needs and interests. Core courses explore broad issues of interest to educators in their everyday work.

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

Designed with experienced educators in mind, the campus-based M.A. Ed curriculum embodies the value the faculty places on the skills, knowledge, and talents students bring to their graduate work. Students have worked in a variety of settings with people of all ages. Fields include early childhood and K-12 education, adult and higher education, student services, community college instruction, English as a second language instruction, training design, public service education, and community education in ecology, health, and the arts.

Graduates typically use their expanded knowledge base and professional experience to promote and to lead efforts

for change in their schools, districts, colleges, businesses and communities. Many have received local, statewide and national recognition for designing new educational models and approaches for creating programs dedicated to 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 departments at AUS or internships and field experiences.

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

- Cognitive Sciences and Professional Practice
- The Moral Classroom
- Program Development: Negotiating Power and Interests
- Curriculum Development: Practices and Postmodernism
- Reading, Writing and Thinking Across the Curriculum
- African American Issues in K-12 Education
- Adult Literacy
- Environmental Education
- Arts, Media and Culture

In addition to the selected studies, the research project provides an opportunity to examine in detail an area of professional interest. Students design the project 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 an introductory and in a concluding seminar. 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.

Master of Arts in Education: Site-based

For teachers and other professionals working full-time in or with PK-12 schools, the site-based master of arts in education offers a convenient, supportive environment for examining one's own practice. Most of the coursework is offered at schools located near where students teach or live, with an afternoon and weekend schedule that is negotiated by students in each group. Full-time core faculty and expert associate faculty teach most classes and handle student advising. Adjunct faculty and guest instructors present courses or shorter offerings in their areas of expertise.

Coursework is organized around four interdisciplinary areas:

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

A clinical action component is integrated into the coursework each quarter. Here, students put into practice and test

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

An Emphasis on Leadership and Innovation

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

Students are part of a cohort that progresses through the program together with the flexibility at certain points to take courses or other offerings related to individual areas of interest. Students are encouraged to use collaborative learning, group investigation, learning through personal reflection, and research and inquiry focused on innovative practice.

Experienced Educators Admission Criteria

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

- Completion of a B.A. or B.S. degree

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

Experienced Educators Degree Completion Requirements

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

Teacher Preparation Cohorts (Residency Certification)

The Center for Programs in Education highlights teacher preparation based on

- Progressive, values-driven education
- Learning community models that emphasize collaboration rather than competition
- Current research and its implications for optimizing learning
- University faculty who model innovative instructional practice
- Extensive hands-on learning through field placements in public schools with diverse populations
- Courses emphasizing cultural pluralism, social justice, and educational change with new visions of teaching, learning, and schooling
- The engagement of adult students in self-exploration, empowerment, and whole-person learning

Students enter with a cohort group. Professional and supportive relationships emerge within this cohort model that benefit students and faculty alike. Courses are offered during the day or in the late afternoon and evenings. All cohorts have some daytime field placements and some Saturday classes.

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

Undergraduate Teacher Preparation

Antioch University Seattle's bachelor of arts completion with teacher preparation provides opportunities for paraprofessionals, instructional assistants in public schools, and other persons experienced in school settings or in work with children to seek a bachelor's degree and to qualify as public school teachers. As an added benefit — owing to the demographics of the school paraprofessionals in the region — the program offers a unique opportunity for public school educators of Washington to increase the number of teachers of color.

An Integrated Approach

In designing this program, Antioch incorporated the values and core competencies of its B.A. in Liberal Studies Program (a bachelor's completion

program) and of teacher preparation. AUS's core competencies in the B.A. program require demonstrated success in

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

Admission Criteria

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

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

Degree Completion Requirements

- Completion of a total of 180 credits (96 are offered in our program)
- Successful completion of field experiences, including student teaching
- Completion of degree work in a timely fashion

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

Graduate Teacher Preparation

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

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

Candidates learn to

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

The master of arts in education is available to students in the Graduate Teacher Preparation Program. Additional courses provide opportunities for students to explore significant questions about teaching and learning through classes, research, collaborative learning groups, and intensive work with a faculty adviser.

Students focus on action research, models, social change, and curriculum design and analysis. The master's

program culminates in completed inquiry projects.

Graduate Teacher Preparation Admission Criteria

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

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

Completion Requirements for Graduate Teacher Preparation

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

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

Master of Arts in Education Degree Requirements

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

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

Professional Teacher Certificate Preparation

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

Professional Teacher Certificate Preparation Only

Candidates complete the requirements for the professional teacher certificate. These candidates are accepted on an open admission basis with preference going to graduates of the Center for Programs in Education.

Candidates in this strand take the pre-assessment seminar and the culminating seminar for a total of five non-degree

credits. They also enroll in a minimum of three one-credit (non-degree) seminars that support the candidates' documentation of the performance indicators.

The remaining seven core credits are determined by the candidate in conjunction with the university adviser. They could be a combination of classes offered at Antioch, at other institutions, and through CE. Other learning opportunities offered through the school districts (ESDs) or other professional development organizations can be utilized. These courses and learning opportunities should support the candidates' progress and completion of the performance indicators.

Integrated into the Master of Arts in Education Degree

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

Admission Criteria

Candidates must be employed full time to begin the program. The following criteria are necessary:

- Application form
- Verification of valid Washington state residency certificate

- Official transcripts for all non Antioch college and university coursework
- Verification of status as a contracted teacher in a public or state board of education approved private school
- Candidates draft of a professional growth plan (developed at completion of his or her residency certification program)
- Recommendation for entry signed by the building principal or designee
- Fulfillment of criteria application and fees for admission to the M.A. Education Programs for Experienced Educators for candidates intending to complete the masters degree

Completion Requirements for Professional Teacher Certificate Preparation

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

Education Courses

BATC310 Schooling in America/ EDU556D Educational Foundations (3-4)

This course offers students an opportunity to investigate and to discuss fundamental foundations of schooling. Topics include educational philosophy, culture, power, socialization, values, and the study, construction, and dissemination of knowledge in the context of a multicultural nation/state.

BATC311 Children in America (3)

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

BATC320 Reflective Practice (3)

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

BATC321/ EDU527D

Curriculum and Instruction (3)

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

BATC330 Child and Adolescent Literature (3)

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

BATC331 Literature Exploring Lives Through Story (3)

This course is designed to engage students in reading and writing stories and thus help them appreciate the fictional and/or autobiographical story's value in the classroom. Reading a variety of fictional stories and memoirs, listening to oral tales, and writing personal stories form the study of the personal influences in our understanding of Americans. The readings have

been selected to broaden students' understanding of how personal narrative shapes and stimulates the American collective consciousness. As students find themselves captivated in the story, it is hoped they will be encouraged to integrate multiple and diverse voices through story in their classrooms. Thus, the intellectual enterprise also involves bringing story units into students' future classrooms through developing an instructional unit in a collaborative project.

BATC340 The Joy of Writing (3)

This course is designed to give the future teacher ample experience in written composition. The class approaches writing as a way of knowing and understanding the world through composing in multiple genres.

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

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

BATC351 Teaching Life Science with Lab (3)

The great Northwestern natural environment is the laboratory for the students in this class. During field trips to the 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 for K-8 Teachers I (3)

This course, the first of a two-quarter sequence, involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course focuses on concepts, skills, and processes of number sense and algebraic sense with emphasis on problem solving and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as number systems, place value, computation, patterns, and relationships. Students also use written and oral communication to explain their understanding of math concepts and their problem solving strategies. A major focus of this course is to explore ways that mathematics is an integral part of life and is accessible to all learners.

BATC352A Math Methods for K-8 (3)

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

BATC353 Teaching Social Studies (3)

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

BATC353A/EDU558 Social Studies Concepts (4)

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

BATC354 Arts and the Imagination (3)

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

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

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

BATC354C Arts Culture and Learning (3)

Why the arts? How are the arts manifested in diverse cultures? Why do psychological philosophical spiritual and artistic views of the arts collide harmonize or collude — what are these world views? These are the essential questions that drive the course. Participants deepen their understanding

appreciation and confidence in guiding their potential students and themselves into the core of being human — generating beauty communion and the zest for life. Finally students work in an environment where they can explore with joy humor good times and purpose the diverse ways the arts can articulate soul and bring forth community self-expression and celebration.

BATC360/EDU521F Multicultural Education (3)

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

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

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

BATC370 Child Development and Educational Psychology (3)

This course equips students with an understanding of the various stages and types of development of young children and early adolescents. Psychological social physical moral and ethnic identity development has profound impact on the educational process.

BATC399 Independent Study (2-4)

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

BATC400 Field Experience (1-3)

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

BATC410/EDU502S Literacy Issues and Methods I (3)

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

BATC410A/EDU502T Literacy Issues and Methods II (3)

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

BATC451/EDU591 Teaching Physical Science with Lab (3)

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

BATC452 Math Content for K-8 Teachers II (3)

This course, the second of a two-quarter sequence, involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course focuses on concepts, skills and processes of geometric sense, measurement, probability and statistics with emphasis on problem solving and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as geometric shapes and their properties, measurement uses and appropriate tools, exploring uncertainty and data gathering and analysis. Students also use written and oral communication to explain their understanding of math concepts and their problem solving strategies. A major focus of this course is to explore ways that mathematics is an integral part of life and is accessible to all learners.

BATC453/EDU592 English as a Second Language (3)

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

BATC454 Health, Fitness and Safety Education (3)

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

BATC455/ EDU514E Schools Society and Technology (3)

Students are introduced to technology curricular concepts as well as to effective strategies for science and technology instruction. Course participants model innovative practices, review resources and explore authentic assessment tools. Multicultural issues in technology education are highlighted.

BATC456 Current Assessment Practices (3)

This course focuses on the development and use of effective classroom assessment practices, both formal and informal, to guide instruction and to ensure the continuous intellectual, social, and physical development of learners. Assessment is an everyday, ongoing part of the classroom environment, from organizing instruction to formal evaluation of learning and grading. Pre-service teachers explore various forms of classroom assessment with particular emphasis on performance assessment, performance criteria, assessment rubrics, learning logs and journals, observation checklists, graphic organizers, interviews and conferences, grading systems, and student-led conferences using portfolios. Students receive an introduction to large-scale standardized assessments including the Washington State Essential Academic Learning Requirements and the Washington Assessment of Student Learning.

BATC460/EDU508E Children With Special Gifts and Needs (2-3)

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

BATC461/EDU503D Classroom Management and Discipline (3)

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

BATC462 School Law and Educational Policy (3)

This course presents an overview of the laws and legal issues facing all educators today. These include discipline, liability, certification, touching code of professional conduct, special education, and constitutional issues.

BATC470/ EDU510 Student Teaching (9-12)

During student teaching, students are responsible for:

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

EDU501C Curricular Project Development: Bridging Classrooms and Communities (2)

Through guided and independent study, participants develop a self-directed curricular project that bridges teaching and learning with crucial topics and issues facing humanity and the planet. These projects center upon creating models of teaching and learning that foster broad

global awareness, highly informed social knowledge and active civic engagement. The project can involve either leading a new or upgraded curriculum for students or leading an in-service training for colleagues. Students develop a learning contract that outlines their goals and intentions for completing a process of developing, implementing and assessing their curricular development project.

EDU502B Elementary Methods Mathematics I (3)

This course is the first part of a two-quarter sequence on mathematics teaching for K-8 schools. This course focuses on creating understanding of mathematics concepts and processes through teaching methods that include problem solving, manipulatives and written explanations. The concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic are explored. A variety of instructional techniques are modeled. The integration of multicultural ideas and literature is stressed. Students develop their abilities to design mathematics lessons that are mathematically worthwhile and incorporate Washington's Essential Academic Learning Requirements.

EDU502C Elementary Methods Science (3)

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

EDU502D Elementary Methods Social Studies (3)

In this course, students examine the complex issues involved in social studies education. Students learn to integrate the content of history, civic ideals,

people and places, and issues of power and authority in society by applying best practices in planning, instruction and assessment. This is done in the context of the National Standards for Social Studies and the state's Essential Academic Learning Requirements.

EDU502I Elementary Methods Physical Education (1)

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

EDU502J Elementary Methods Health Education (1)

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

EDU502Z K-8 Methods Integrating the Arts (2)

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

EDU503F Democratic Classroom Management (3)

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

society. This course provides students with the opportunity to explore effective management designs for secondary classrooms.

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

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

EDU508A Child Abuse and Neglect Issues (1)

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

EDU512B Elementary Methods II Mathematics (3)

This course is the second part of a two-quarter sequence on mathematics teaching for K-8 schools. Continuing the study of how children learn mathematics concepts and skills, this course focuses on concepts of measurement, geometry, probability, and statistics. A wide variety of instructional and assessment techniques are modeled. The integration of multicultural ideas, literature, and technology is stressed. Students develop

their abilities to design mathematics lessons that are mathematically worthwhile and incorporate Washington's Essential Academic Learning Requirements.

EDU514B Technology in the Classroom (2)

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

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

This course has two components. Students apply the writing process and other strategies to developing the writing ability and reasoning skills of their students in their content area. The course also examines ways to assess and improve the reading skills of students in their content area.

EDU516E/F Content Area Studies I: Science and Mathematics or Language Arts and Social Studies (4)

Students begin their studies of the historical issues that have shaped their discipline, new developments that impact the needs of society in each content area, and issues raised through the lens of critical pedagogy. They review current curriculum resources and create initial scope and sequences for the courses they intend to teach.

EDU516H/G Content Area Studies II Mathematics and Science or Language Arts and Social Studies (4)

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

EDU516I/J Content Area Studies III Science and Mathematics or Language Arts and Social Studies (4)

Students integrate and apply their knowledge of the nature of adolescents (including those with special needs), classroom management considerations, and the issues and teaching strategies in their subject areas. They also address curricular and outcome expectations related to national, state, and local standards by completing and exhibiting yearlong curriculum plans.

EDU517A Professional Studies I Seminar (1)

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

EDU517B Professional Studies II Seminar (2)

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

EDU525 Introductory Seminar (2)

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

as educators during their graduate experience.

EDU527I Curriculum Studies and Reflective Practice (3)

This course delineates major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs), investigates their pedagogical, social, and political origins within American culture, and examines critiques of these orientations, particularly from the perspectives of children and adolescents from non-dominant American cultures.

EDU534D Inquiry and Research (4)

Designed for the educator as researcher, this course explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students in this class have opportunities to examine and to critique assumptions and studies from various research paradigms, including action research and quantitative methods. They also try out various methods of qualitative research and consider which research orientations and designs will help them to pose and answer questions important to their work as educators.

EDU535C Leadership and Reform (4)

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

EDU537A Diversity and Equity (4)

Students begin by constructing a critical and historical context for today's issues of race, class, and gender, and then progress to an examination of culture and how it affects education and learning. The perspective of equity calls attention to the recurring public policy, ethical, and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. This class explores these issues as they are associated with all social groups, especially those holding lesser power, privilege, status, and wealth. Finally, the course addresses how students and teachers from diverse backgrounds can deal with cultural differences in the classroom.

EDU538 The Moral Classroom (2)

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

EDU539A Special Education in Inclusive Settings (2)

Designed for the practicing teacher, this course helps students to develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with mild learning and behavior problems in inclusive classrooms. The course also addresses instructional strategies that are proactive, serving as a preventive approach to behavioral support. Through course readings and discussions, students learn positive methods for strengthening

prosocial behaviors and reducing problematic classroom behaviors. The course also helps students to understand how their classroom management techniques fit into a more comprehensive, school-wide behavior support system.

EDU540E/F Leadership Seminars I II (4 each)

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

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

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

EDU541E/F Research Project I II (4 each)

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

EDU541H School and Community Relations (3)

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

EDU542A. Leadership and Change (3)

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

EDU542F Introduction to Research (3)

This course explores the multifaceted avenues of inquiry available to reflective practitioners. Students examine assumptions of various research paradigms and try out and critique qualitative and quantitative research methods. They also understand research design with particular attention to teacher conducted action and participatory approaches and consider which research orientations will help them to pose and answer questions important to their work.

EDU542H Research Seminar (2)

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

EDU545 Oral History (3-4)

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

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

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

EDU553 School Law (1)

The course presents an overview of the laws and legal issues facing all educators today. These include discipline, liability, certification, touching, code of professional conduct, special education and constitutional issues.

EDU553C Grant Writing (4)

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

EDU555 Teacher as Professional (2-3)

In this course, teaching candidates reflect upon the goals they have for themselves as professionals. They prepare for the student teaching internship by learning both the state and the education center's performance based standards for successful completion of this part of the program. They begin preparing their portfolios and drafting their professional development growth plan, both required elements for obtaining the residency certificate.

EDU598 Politics of Education (4)

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

EDU559A/EDU559B Changing K-8 Schools (3)/Changing High Schools (3)

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

EDU571 Teacher as Researcher (4)

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

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

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

EDU597 Subject Area Concentration Independent Study/Elective

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

EDU599 Independent Study (2-4)

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

EDU601A Inquiry Proposal (2)

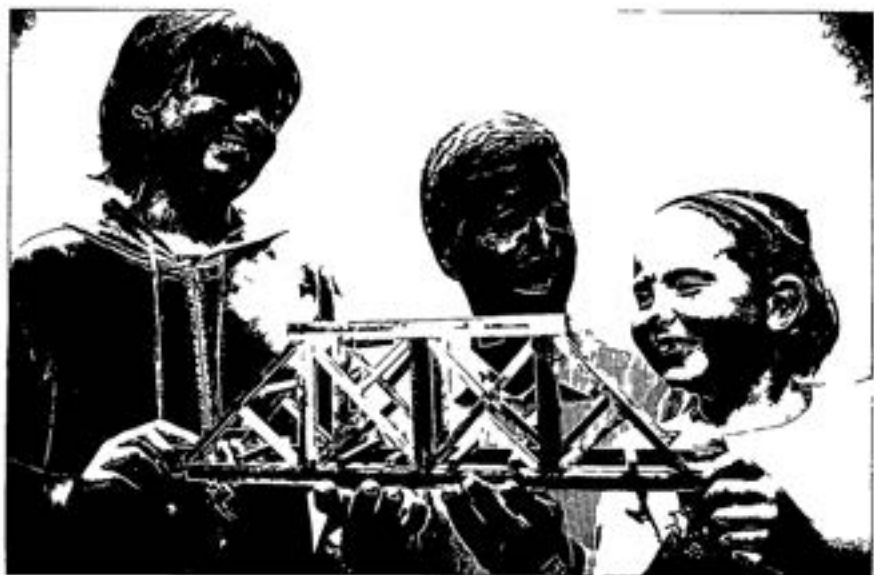
This study begins the inquiry project work. The inquiry project may be conducted individually or collaboratively (with approval by students' advisers). The proposal should delineate a focus for inquiry, the rationale for initiating inquiry, a theoretical perspective, and the methodology that will be used for investigation and interpretation.

EDU601B Inquiry Development (4)

Students who have had their inquiry proposal approved by their advisers may register for Inquiry Development. These credits consist of the development of a full literature review that provides deep knowledge of the conceptual fields and research studies related to students' inquiry focus and the collection of data that allows for experiential understanding of the chosen investigation.

EDU601C Inquiry Report (4)

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



Center for Programs in Psychology

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

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

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

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

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

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

Students develop competencies in art therapy in combination with the comprehensive skills necessary for the practice of mental health counseling or child, couple, and family therapy. The art therapy studies take place in conjunction with earning a master's degree with either the Child, Couple and Family Therapy Program or the Mental Health Counseling Program.

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

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

Post Master's Certificate in Art Therapy (PMAT)

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

Doctor of Psychology — Clinical Psychology

Students in this program pursue a course of study that leads to:

- Competence in conducting individual, group, or family therapy in a variety of settings
- Competence in conducting psychological evaluations
- Preparedness for meeting the educational requirements for Washington state licensure in clinical psychology
- Knowledge of the standards for the ethical and responsible practice of therapy in a culturally diverse world
- **For Art Therapy Concentration**
Preparedness for meeting the educational requirements for national art therapy registration

Career Choices

Many professional options are open to graduates of the master of arts programs in psychology.

Depending on the program chosen, graduates can seek professional positions in community agencies, hospitals, mental health clinics, private practice, community college teaching, consulting,

and research — to name a few possibilities. Those who choose to continue their education find the AUS degree provides a solid foundation for entering a doctoral program. Other alumni of the programs decide to obtain post-master's credentials in an area of professional interest, such as substance abuse counseling or certificates in clinical specialties.

A Commitment to Diversity

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

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

(2) Faculty Center for Programs in Psychology faculty members all bring various professional experience and diverse backgrounds in education to Antioch University Seattle. In addition to teaching and advising responsibilities, many of the faculty are active in their communities and/or in their private practices.

(3) Student Population Psychology graduate students at AUS vary in age, background, and professional experience. Many have worked in psychology-related fields, such as substance abuse or crisis hotline work. Some have been homemakers and now are returning to the classroom. Others have been employed in professions such as banking, law, or education and have decided to prepare for a different career. A few enter the program immediately after having received their undergraduate degrees.

Clinical Programs

Program Design

The clinical programs offer the academic foundation as well as the practical training needed by mental health counselors, couple and family therapists, and art therapists who 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 for licensure as a mental health counselor or a marriage and family therapist in Washington and in most other states. Art therapy students meet the educational requirements for additional registration as an art therapist (ATR).

Commuter Option

A special option of cluster scheduling enables students from the Pacific Northwest and Western Canada to attend classes at AUS. Classes are held on campus on Thursdays, Fridays, and Saturdays, as well as on occasional Sundays. 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 training. These experiences in professional settings offer a way for 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 internship experience fosters self-awareness and understanding of ethical and professional guidelines critical for

practice. Internships last one year. Examples of internship sites include college counseling centers, group homes, homeless shelters, youth and family services, community centers, public mental health clinics, and inpatient psychiatric hospitals.

Program specific Admission Requirements for the 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. Courses taken more than 10 years ago must be retaken.
—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 best assess the applicant's capabilities and readiness to enter graduate clinical training. If the applicant has not enrolled in a college course in five years, two letters may be submitted from professional supervisors.
- Writing sample. If selected for an interview, the applicant will be assigned an essay to compose during the interview visit.

Additional Admission Requirements for Art Therapy

In addition to the requirements listed above, applications to the art therapy concentration require additional academic experience:

- Psychology prerequisite coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology, and developmental psychology, as well as any other psychology courses of the applicant's choice.
- Art prerequisite coursework (23 quarter/15 semester hours) including work in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking, and sculpture.
- Portfolio of 20 works that demonstrates multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD, or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.

Admission Essay

Applicants must submit an essay with the application for admission.

Transfer Credit

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 admitted into a pre-master's status when the first and second requirements above are not yet fulfilled. If admitted provisionally, such a student has two quarters to complete the psychology prerequisite requirements at Antioch. An applicant provisionally accepted to art therapy has four quarters to complete the art prerequisite requirements.

Upon completion, the student is fully admitted into one of the M.A. clinical programs.

M A in Psychology — Child, Couple and Family Therapy

Degree Requirements

72 Total Credits to Graduate

Required Coursework Completed Before Internship (39 credits)

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

Other Required Credits (2 credits)

- Research in Family Practice
- Ethics in Family Practice

Elective Courses (15 credits)

- Elective in family practice
- Elective in abusive relationships or addictions and substance abuse

- Elective in counseling culturally specific populations
- Six other elective credits

Required Internship Courses (16 credits)

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

M A in Psychology — Mental Health Counseling

Degree Requirements

72 Total Credits to Graduate

Required Courses Completed Before Internship (42 credits)

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

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

Elective Courses (15 credits)

- Elective in abusive relationships addictions and substance abuse or loss and grief
- Elective in counseling culturally specific populations or historical/ socio cultural perspectives in psychology
- Other elective credits

Required Internship Credits (15 credits)

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

M A in Psychology — Art Therapy with CCFT or MHC

Art therapy combines art and therapy in a theory based framework which uses any form of visual art for reflective self expression through symbolic representations. Art therapy can be used for healing as well as the prevention of developmental emotional psychological or physical/medical problems or disorders.

Art therapy is a unique field that serves the needs of many populations. The AUS program trains professionals in the application of both verbal and non verbal creative modalities. Art therapy is used in a variety of treatment settings including but not limited to social service agencies inpatient and outpatient mental health settings schools retirement facilities prison treatment facilities shelters for the homeless and/or battered men and women chemical dependency treatment centers and organizational settings. Art therapists are found throughout the United States and the world working with individuals families and groups.

Master's Degree Programs

Either of the two AUS master's degree programs in psychology — Child Couple and Family Therapy or Mental Health Counseling — is taken with a program of study designed to lead to professional credentials in art therapy. These credentials are national registration as an art therapist (ATR) through the American Art Therapy Association (AATA) and accompanying licensure in either marriage and family therapy (MFT) or mental health counseling (MHC) within the state of Washington. AUS art therapy faculty members are clinically trained as art therapists.

maintain art therapy registration and have extensive experience in this specialized field

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

90 Total Credits to Graduate

Required Psychology Courses Completed Before Internship (30 credits)

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

Required Art Therapy Courses Completed Before Internship (34 credits)

- Family of Origin Systems and Art Therapy (taken first quarter)
- Multicultural Perspectives and Art Therapy (taken second quarter)
- Art Therapy in Diverse Settings Individual and Group
- History and Theory of Art Therapy I
- History and Theory of Art Therapy II
- Techniques and Practice of Art Therapy
- Tests and Measurements

- Research in Art Therapy I
- Research in Art Therapy II
- Advanced Art Therapy Assessment
- Developmental and Treatment Models in Art Therapy
- Ethical Issues in Art Therapy
- Internship Preparation (not for credit taken two quarters before starting internship)

Other Required Psychology Courses (2 credits)

- Research in Family Practice
- Ethics in Family Practice

Other Required Art Therapy Courses (1.5 credits)

Masters Project or Thesis

Elective Courses (6 credits)

- Elective in family practice
- Elective in abusive relationships or addictions and substance abuse
OR counseling culturally specific populations

Required Internship Credits (16 credits)

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

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

90 Total Credits to Graduate

Required Psychology Courses Completed Before Internship (33 credits)

- Communication and Counseling Skills
- Systems Perspectives in Family Therapy
- Group Counseling
- Theories and Practice of Counseling Psychodynamic and Cognitive Behavior
- Theories and Practice of Counseling Humanistic Transpersonal and Eastern
- Psychopathology
- Psychodiagnostics and Treatment Planning
- Ethics and Professional Issues
- Human Development in Context Gender and Development
- Advanced Theories varying subtitles
- Career Development and Counseling

Required Art Therapy Courses Completed Before Internship (34 credits)

- Family of Origin Systems and Art Therapy (taken first quarter)
- Multicultural Perspectives and Art Therapy (taken second quarter)
- Art Therapy in Diverse Settings Individual and Group
- History and Theory of Art Therapy I
- History and Theory of Art Therapy II
- Techniques and Practice of Art Therapy
- Tests and Measurements
- Research in Art Therapy I
- Research in Art Therapy II
- Advanced Art Therapy Assessment

- Developmental and Treatment Models in Art Therapy
- Ethical Issues in Art Therapy
- Internship Preparation (not for credit taken two quarters before starting internship)

Elective Courses (6 credits)

- Elective in abusive relationships addictions and substance abuse or loss and grief
- Elective in counseling culturally specific populations or historical/ socio cultural perspectives in psychology

Other Required Art Therapy Courses (1.5 credits)

Master's Project or Thesis

Required Internship Courses (15 credits)

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

Art Therapy Post-master's Certification

AUS also offers a program designed for those who already hold an appropriate master's degree (see Admission requirements below) who desire to supplement their previous training with specialized preparation in art therapy.

This program leads to a post-master's certificate in art therapy which is designed to meet requirements for American Art Therapy Association registration. Credits earned in the post-master's certificate program are not applicable toward a degree.

Admission Requirements

- Master's degree in one of the fields below with a strong background in psychology
 - Psychology sociology social work or related field
 - Art education
 - Fine arts
- Psychology prerequisite coursework (18 quarter/12 semester credits) — abnormal psychology developmental psychology and theories of personality. Courses in professional ethics and research methods are recommended.
- Art prerequisite coursework (23 quarter/15 semester hours) — both two- and three-dimensional media such as ceramics metalsmithing painting drawing printmaking and sculpture.
- Portfolio of 20 works that demonstrates multiple media competencies. The portfolio may be submitted as slides prints CD/DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.
- Two letters of recommendation: one from a professional with mental health credentials who supervised the applicant's practical counseling-related experience, and one from an

instructor of a psychology or counseling course assessing the applicant's potential as a graduate student. If the applicant has not enrolled in a college course for five years, two letters may be submitted from professional supervisors.

- Writing sample: If selected for an interview, applicants will be asked to compose an essay during the interview visit.

Admission Essay

Applicants must submit an essay with the application for admission.

Transfer Credit

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

Requirements for the Certificate Program

60 Total AUS Credits for Certification

Required Psychology Courses Completed Prior to Internship (12 credits)

(Limit of 12 credits to transfer or waive)

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

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

- Family of Origin Therapy and Art Therapy
- Multicultural Perspectives in Art Therapy

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

Required Internship Courses (15 credits)

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

Individualized Program

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, and want to pursue personal and professional development. This course of study does not lead to clinical certification or licensure.

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. This design process is completed in collaboration with a degree committee composed of a faculty adviser and field advisers drawn from the academic and professional communities.

Students can design independent study courses or select courses in their area of focus from either AUS or other accredited institutions. Examples of current student interests include: East/West psychology, ecopsychology, health psychology, intercultural communication,

adult development somatic psychology
genetic interventions and transpersonal
psychology

Program specific Admission Requirements

- Ability to initiate independent work with a high degree of responsibility and self direction
 - Ability to work collaboratively within a learning environment
 - Completion of one of the following academic prerequisites
Lifespan development and theories of personality courses with a minimum grade of C
- OR–
- A bachelor's degree in psychology completed within the last 10 years with a GPA of 3.0 or higher on a 4.0 scale
- Two letters of recommendation one from a professional who can assess the applicant's organizational and interpersonal skills and one from a social science instructor who can describe his or her potential as a graduate student
 - Writing sample If selected for an interview applicants will be asked to compose an essay during the interview visit

Admission Essay

Applicants must submit an essay with the application for admission

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 masters status when all prerequisites have not yet been completed If admitted provisionally the student has two quarters to complete them at Antioch prior to full admission into the ISP program

Theoretical Foundation Courses (27 credits)

The theoretical foundation is comprised of the following required courses

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

Individualized Self design Courses (24 credits)

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

Practical Application Courses (9 credits)

The practical application section of the program is the culmination of the students work in the prior two sections Students articulate the focus of their degree plan The nine credits for the project are distributed as three credits for the literature review and six credits for the application project An applica

tion project can be an applied learning project curriculum development a formal research thesis an internship or a creative expressive project

Psychology Courses for Master's Degree Programs

MAP501B Systems Perspectives in Family Therapy (3)

This course provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a wide variety of family structures regarding a diverse range of presenting problems. Clinical interventions address the whole family system as well as its individual couple sibling and parental subsystems. Multicultural perspectives also are addressed.

MAP501H ISP Program Seminars (12)

The course is comprised of a series of six ISP program seminars offered each year during fall winter and spring over two years. Each seminar is worth two credits for a total of 12 program credits over the course of six terms. Each seminar focuses on a different topic that provides students with information they need to progress through their degree program. Overall they provide a context for exploring the student's own values and philosophy through exploration of their chosen field and questions such as "What is applied psychology?" "How has psychology evolved historically?" "What concerns and questions define the field?" "How do I define my own relationship to the field?" And finally "what contribution do I make to the field through my course of study?" Additionally these seminars provide orientation to the ISP program handbook policies and procedures and a place to develop the degree plan form

their degree committee and convene the degree committee meetings. Students present their developing application proposal explore and begin to articulate their theoretical perspective and explore how their work fits into the emerging concerns of psychology in the 21st century. The course examines the development and application of personal and organizational ethical systems within a broad psychological context. This course also serves as a container for forming a support system for their education and for the future.

MAP506F Ethics and Professional Issues (3)

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

MAP507H Theories and Practice of Family Therapy I (3)

This course is the first part of a two-quarter sequence. Major theories of child couple and family therapy and the different therapeutic practices associated with them are introduced. Students are encouraged to explore and experiment with these different approaches. The history and development of the field of child couple and family therapy is discussed. Note: This course is required for all students in the Child Couple and Family Therapy Program and should be immediately followed by Theories and Practice of Family Therapy II which is taught by the same instructor on the same day and time in the following quarter. Offered fall and spring quarters.
Prerequisites: Family of Origin Systems and Systems Perspectives in Family Therapy

MAP507I Theories and Practice of Family Therapy II (3)

This course is the second part of a two quarter sequence that examines the different approaches to the theory and practice of child couple and family therapy. Students continue to explore these different approaches as well as experiment with various levels of clinical treatment (individual couple family and extended family). Professional practice issues also are addressed. Note that this course is required for all students in the Child Couple and Family Therapy Program and must be taken immediately following the completion of Theories and Practice of Family Therapy I. Offered winter and summer quarters. Prerequisite: Theories and Practice of Family Therapy I.

MAP508D Communication and Counseling Skills (3)

This course 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 plays and practice as well as additional practice assignments supplement the readings.

MAP509C Psychodiagnostics and Treatment Planning (3)

This course provides a survey of approaches to assessment steps in delineation and presentation of client patterns and issues and decision making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM IV TR and multiaxial diagnosis alternative conceptualizations and approaches such as family systems assessment also are covered. Prerequisite: Psychopathology.

MAP509G Psychopharmacology (1)

This course is an overview of psychopharmacology for nonmedical counsel-

ing. Information is presented on the uses of medication for mental disorders from a holistic perspective. The course material is presented within the whole picture of treatment.

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

This course is a survey of the theoretical foundations of psychodynamic theorists and cognitive behavior theories. Theories are linked to their application in the practice of counseling. The course is comprised of three components: (1) a review of several theories of human functioning; (2) applied training in the skills corresponding to the theories; and (3) an opportunity for students to engage with and expand upon the theories and applications as they continue their exploration of self as therapist. Each theory is considered critically with regard to multicultural application.

This course is part of a two quarter sequence of MAP510D and MAP510E. Students can start with either course but ideally they should be linked starting with MAP510D. The courses are not to be taken concurrently. CCFT students need to take only one of these and should choose the one that most interests them. Prerequisite: *Communication and Counseling Skills*.

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

This course is a survey of the theoretical foundations of humanistic transpersonal and Eastern theories. Theories are linked to their application in the practice of counseling. The course is comprised of three components: (1) a review of several theories of human functioning; (2) applied training in the skills corresponding to the theories; and (3) an opportunity for students to engage with and expand upon the theories and appli-

cations as they continue their exploration of self as therapist. Each theory is considered critically with regard to multicultural application.

This course is part of a two quarter sequence of MAP510D and MAP510E. Students can start with either course but ideally they should be linked starting with MAP510D. The courses are not to be taken concurrently. CCFT students need to take only one of these and should choose the one that most interests them. *Prerequisite: Communication and Counseling Skills*

MAP512C Research in Family Practice (1)

This course addresses special topics in research concerning couple and family studies and therapy. An overview of basic research issues in the field is presented and students then develop and pursue a relevant research question. Offered winter and spring quarters only. Note: students granted a waiver of Introduction to Research at admission may take this course prior to completing their research methods content area. *Prerequisite:* Completion of Introduction to Research or to be taken concurrently with Introduction to Research with the same instructor.

MAP512D Research Methods Introduction to Research (3)

This course provides an overview of research perspectives and methods employed in the social sciences as well as an introduction to the fundamental strategies of inquiry in psychology. The course covers quantitative methods: descriptive and inferential statistics; the logic of hypothesis development and testing; and the fields of qualitative methodology. Offered winter, spring and summer quarters only. This is a required course for students who have not had an introductory social science research course in the past 10 years. Students

who have completed an introductory research course within the past 10 years may take any of the advanced research classes offered in this content area.

MAP514 Historical and Socio-Cultural Perspectives in Psychology (3)

This content area sets the field of psychology in a larger socio-cultural context, explores 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. Examples of courses offered in this content area include: Ecopsychology, Social Justice Advocacy and Practice, Psychology and Spirituality.

MAP524E Research Methods Research in Family Studies and/or Therapy (3)

This course allows students to pursue particular methods and topics of research in family studies and/or therapy. The actual methods and topics selected for study are determined by agreement between the individual student and instructor. This course is for CCFT students who have met the Introduction to Research requirement and need to take a graduate level research class. Offered fall, winter and spring quarters only. *Prerequisites:* Family of Origin, Systems and Systems Perspectives in Family Therapy.

MAP540A Techniques and Practice of Art Therapy (3)

This class provides students with a comprehensive framework for the use and practice of art therapy. It offers the student a unique opportunity to delve into the fascinating world of visual and non-verbal techniques through the use of various media and experiential exercises.

Students explore uses of art therapy applications for diagnosis, therapeutic intervention and treatment as well as multidisciplinary teamwork. Students participate in weekly experiential exercises. Case studies illustrate specific art therapy applications. Offered fall quarter only.

MAP540B Ethical Issues in Art Therapy (1)

This class provides a historical, philosophical and practical context for ethical, clinical and professional issues. Students recognize the rationale for sound ethical practice, become familiar with pertinent resources and literature on ethical practice, become cognizant of appropriate responses to ethical dilemmas, and become prepared to apply theory to clinical situations. They also become aware of confidentiality specific to art therapy practice and products, are aware of ethical research practice, and prepare a file of relevant ethical codes, glossary, bibliography and related material. Additional activities include reviewing procedures related to practical experience and a job search, preparing an appropriate personal resumé, and developing a consistent perspective accommodating personal and professional standards. Offered spring quarter. *Prerequisites: History and Theory of Art Therapy and Techniques and Practice of Art Therapy. Eligibility: Art therapy students.*

MAP540C History and Theory of Art Therapy I (3)

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

art therapy practice. Offered winter quarter only.

MAP540D Developmental and Treatment Models in Art Therapy (3)

This class provides an overview of the developmental stages, as well as the treatment models most effective with those stages and with differing populations. This class emphasizes individual and group art therapy formats. Role plays are used to demonstrate different models and stages. Students research and apply these models of art therapy with diverse clients, as well as write critiques and reaction papers to the experiences. Offered spring quarter only. *Prerequisites: History and Theory of Art Therapy or Techniques and Practice of Art Therapy. Eligibility: Art therapy students.*

MAP540E History and Theory of Art Therapy II (3)

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

MAP540G Art Therapy Practicum (1-3)

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

MAP596 ISP Application Project Literature Review (3)

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

review forms the foundation for further work in the student's area of interest
Prerequisite Core integrative studies coursework

MAP597 ISP Application Project (1-9)

The application project is the culminating project for students in the Integrative Studies in Psychology Program. Students design a project in collaboration with their degree committee members and project evaluators. The application project can be a creative project, a formal research thesis, or an internship. The student's academic adviser approves the project design prior to the student registering for application project credits.
Prerequisite Core integrative studies coursework

MAP598A Internship Preparation (0)

This course assists students in identifying their professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements. This course must be taken two quarters before starting the internship.

MAP600 Internship Child Couple and Family Therapy (12)

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, and youth and family service agencies. CCFT students complete their internships during four quarters for a minimum of 600 on-site hours. At least 300 of the internship hours must involve direct face-to-face client contact and at least 150 hours of these direct client hours must be with couples and families.
Prerequisite Minimum of 39 credits including the CCFT core required courses

MAP600 Internship Mental Health Counseling (11)

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

MAP600 Internship Mental Health Counseling/Art Therapy (11)

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

MAP600 Internship Post Masters Art Therapy (11)

This course allows students to apply their academic learning and skills in practical settings that serve the mental health needs of individuals, groups, and families, with emphasis on using art

therapy in the counseling milieu such as community mental health centers, inpatient facilities, college counseling centers and other public or private agencies. Students complete their internships during a minimum of four quarters for a total of 700 hours with 350 direct client contact hours. *Prerequisite: Completion of all core art therapy courses.*

MAP601B Case Consultation I (1)

This course represents the first of the four quarter series of Case Consultations. The emphasis of Case Consultation I is on individual assessment.

This course

- Provides faculty and peer support for students working in their internships
- Provides resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts
- Gives students the opportunity to learn about the consultation process including presentation of one's work to a group

Case Consultation I is the first course of a sequentially linked four quarter series which students may begin only in fall, winter or spring quarter. *Prerequisite: Completed Internship Prep. Eligibility: concurrent enrollment in the first quarter of MHC or CCFT internship.*

MAP601C Case Consultation II (1)

This course represents the second of the four quarter Case Consultation series. The emphasis of Case Consultation II is on relational/family assessment.

This course provides

- Faculty and peer support for students working in their internship
- Resources for case conceptualization and therapeutic work including attention to diverse cultural influences and theoretical orientations

- Continued opportunity to learn about the consultation process including presentation of one's work to a group

Offered winter, spring and summer quarters only. *Prerequisite: Case Consultation I. Eligibility: concurrent enrollment in the second quarter of internship.*

MAP601F Case Consultation III (1)

This course represents the third of the four quarter Case Consultation series. The emphasis of Case Consultation III is on the integration of theory and practice. This course

- Provides faculty and peer support for students working in their internship
- Provides resources for case conceptualization and therapeutic work including attention to diverse cultural influences and theoretical orientations
- Facilitates students' integration of theory and practice

Offered fall, spring and summer quarters only. *Prerequisite: Case Consultation II. Eligibility: concurrent enrollment in the third quarter of internship.*

MAP601I Case Consultation IV (1)

This course represents the fourth of the four quarter Case Consultation series. The emphasis of Case Consultation IV is on the demonstration of competence in assessment, diagnosis and counseling/psychotherapy.

This course

- Provides faculty and peer support for students working in their internship
- Provides resources for case conceptualization and therapeutic work including attention to diverse cultural influences and theoretical orientations
- Increases students' knowledge of a range of therapeutic interventions
- Addresses termination issues in relation to counseling and also to students' completion of their graduate study at Antioch

Offered fall winter and spring quarters only *Prerequisite* Case Consultation III *Eligibility* concurrent enrollment in the fourth quarter of internship

MAP602B Abusive Relationships (3)

This class provides an integrated perspective on several forms of abuse including sexual physical and emotional. The course explores the relational dynamics commonly found in such situations examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

MAP603C Family of Origin Systems (3)

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history ethnicity relationships and conflicts. This course is the first in a two quarter sequence and is a prerequisite for the second course Multicultural Perspectives. Offered fall winter and spring quarters only *Eligibility* First quarter clinical students others on space available basis during late registration

MAP603D Family of Origin Systems and Art Therapy (3)

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history ethnicity relationships and conflicts. This section incorporates a strong emphasis on the relation

ship between family of origin systems and family art therapy. This is the first course in a two quarter sequence and is a prerequisite for the second course Multicultural Perspectives. *Eligibility* First quarter clinical/AT students others on space available basis during late registration

MAP604 Group Counseling (3)

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

MAP608B Addictions and Substance Abuse (3)

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

MAP607F Applied Couple Therapy (3)

This course provides an integrated systems perspective for conducting couples therapy. Developmental interactional and multicultural aspects of assessment and intervention are amalgamated into a working model of couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples including defining relevant problems establishing the therapeutic contract implementing treatment strategies and homework and facilitating closure and follow up to treatment. *Prerequisite* Systems Perspectives in Family Therapy

MAP609M Clinical Practice with Diverse Clients (1)

This practice oriented course provides specific strategies for clinical practice with a focus on cognitive behavioral approaches that can be adapted to the specific needs of each client in her or his cultural context. Case examples focus on clients of diverse identities with consideration of age and generational influences, disability, religion, ethnicity, social class, sexual orientation, nationality, and gender. Students have the opportunity to apply their new skills in the areas of assessment, diagnosis, and therapy via case examples and practice triads.

MAP611L/MAP611N Clinical Treatment of Children/Adolescents (3 each)

This course provides an overview of clinical techniques in the treatment of children from birth through puberty. Techniques used with individual children are examined, as well as those incorporating family, group, or larger systems. Topics include play therapy, parent education, family therapy, behavioral techniques, storytelling, the use of drawings, discussion of diagnostic issues, and the use of medications.

MAP611Q Clinical Treatment of Infancy and Early Childhood (3)

This class introduces students to infancy and early childhood development with particular emphasis on emotional development in the first two years of life. This course draws on object relations, developmental psychology, and multicultural perspectives to contextualize infant development in the family and to emphasize the importance of relationships in normal development. Attention is given to assessment and intervention and to the importance of observation as a clinical skill. This course is designed as a survey of this topic area while the information presented is directly relevant

to clinical work. It is not a skills focused class.

MAP611P Clinical Treatment of Older Adults and Families (3)

This course provides an introduction to the major issues and topics in the area of mental health of older adults. Topics addressed include common myths about growing older, including developmental implications, assessment, and psychotherapy with the older adult, and cultural aspects of aging.

MAP609B Psychopathology (3)

This course provides orientation to DSM-IV-TR categories of psychopathology.

MAP609E Multicultural Perspectives (3)

The purpose of this course is two fold. First, the class promotes an understanding and appreciation of social, cultural, and ethnic differences among individuals, groups, and families, and the impact of such differences on the theory and practice of psychology. Second, the course enhances students' abilities to apply the knowledge in this area to their professional work. Multicultural Perspectives is the second course in a two quarter sequence (following Family of Origin Systems) for entering clinical students. Offered winter, spring, and summer quarters only. *Prerequisite: Family of Origin Systems (for CCFT/MHC students); Eligibility: Clinical psychology students; others on space available basis during late registration.*

MAP609L Multicultural Perspectives and Art Therapy (3)

This course provides an introduction and framework to aid students in gaining a heightened awareness of a variety of cultures in art therapy treatment and research. It provides a comprehensive opportunity for students to evaluate their own ethnic belief

systems and to expand knowledge of numerous cultures and their potential views of therapy and treatment. This course is the second course in a two-quarter sequence (following Family of Origin Systems in Art Therapy) for entering clinical art therapy students. Offered winter quarter only. *Eligibility: Art therapy students; others by permission.*

MAP609C Counseling Sexual Minorities: Issues And Interventions (3)

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

MAP609F Counseling African Americans (3)

This course offers an opportunity for students to explore the cultural considerations necessary in providing relevant assessment and treatment to African American clients. *Prerequisite: Multicultural Perspectives.*

MAP609G Counseling Asian Americans and Pacific Islanders (3)

This course offers an opportunity for students to explore the cultural considerations necessary in providing relevant assessment and treatment to Asian American clients. *Prerequisite: Multicultural Perspectives.*

MAP609H Counseling Native Americans (3)

This course offers students an opportunity to explore psychosocial/cultural considerations relevant to provision of assessment and treatment issues with urban and reservation-based Native Americans, extended families, and com-

munities. *Prerequisite: Multicultural Perspectives.*

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

This course offers an opportunity for students to explore the cultural considerations necessary in providing relevant assessment and treatment to Hispanic/Latino(a) clients. *Prerequisite: Multicultural Perspectives.*

MAP609J Counseling Clients with Disabilities (1)

This course offers an opportunity for students to explore considerations necessary in providing relevant assessment and treatment to clients with physical and developmental disabilities. *Prerequisite: Multicultural Perspectives.*

MAP609N Therapeutic Practice with Culturally Diverse Elders (1)

This course calls attention to the strengths found in elders and explores ways to build upon their strengths. Specific strategies are described for increasing the effectiveness of assessment, diagnosis using the DSM-IV-TR, and individual and family therapy with elders of diverse cultural identities. *Prerequisite: Multicultural Perspectives.*

MAP612L Human Development in Context: Gender — A Lifespan Perspective (3)

This course provides an overview of current theories and a variety of perspectives regarding the development of gender identity and gender role from infancy through old age. Drawing from sources ranging from psychology, sociology, social biology, politics, and literature, students also explore the psychological, interpersonal, and societal issues that emerge in relation to the interface of gender with Western culture. Particular attention is given to the students' individual experiences of their own developing gender identity. This

course assists the beginning clinician to recognize how issues related to gender impact the developmental tasks throughout all stages of one's life. Offered fall, winter, and spring quarters only.

MAP613C Career Development and Counseling (3)

This course provides students with an understanding of the practical and personal issues involved in helping people make career choices and transitions. Students explore the meaning of work in people's lives and how family, society, and economic change influence people's work life. This exploration includes an opportunity to experience resources to help people through this process, as well as looking at ways to address these issues with various populations. Offered winter, spring, and summer quarters only.

MAP614A Human Development in the Family Life Cycle (3)

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

MAP615B Human Sexuality (3)

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

behavior. Offered fall and spring quarters only.

MAP616B Loss and Grief (3)

This course explores the experience of loss and grief from a variety of perspectives—personal, sociocultural, psychological, therapeutic, symbolic, and spiritual. The emphasis is on increasing awareness of one's own grief process and its potential impact on counseling work, as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

MAP619 Ethics in Family Practice (1)

This course provides an overview of special topics in family law, ethics, and professional issues related to the practice of child, couple, and family therapy. Case-focused presentation is integrated with review of the relevant ethical codes and principles. Offered fall and winter quarters only. *Prerequisite:* Completion of *Ethics and Professional Issues* or to be taken concurrently with *Ethics and Professional Issues*.

MAP626A/626G/626D Advanced Theories (3)

This content area covers the broad range of theory and practice within psychology and psychotherapy. Students are required to take one theory-specific course to broaden and deepen their intellectual and practical understanding of the human change process. *Prerequisite:* *Theories and Practice of Counseling: Humanistic, Transpersonal, and Eastern* or *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior*. Examples of courses offered in this content area are listed below.

MAP626A Advanced Theories: Existential (3)

This course 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: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern. Eligibility: Clinical program students; others by instructor permission.

MAP626B Advanced Theories Brief Therapies (3)

This course is an overview of brief therapies with specific focus on the cognitive and solution focused varieties. Students are introduced to the principles and theoretical foundations of brief therapies and learn how these approaches can be useful in the managed care environment. *Prerequisite: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior. Eligibility: Clinical program students; others by instructor permission.*

MAP626C Advanced Theories Cognitive Behavior Therapy (3)

This course introduces students to the major cognitive behavioral therapy (CBT) theories and approaches. Special attention is given to the practice of CBT in a gender sensitive and culturally responsive manner. *Prerequisite: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior. Eligibility: Clinical program students; others by instructor permission.*

MAP626D Advanced Theories Jungian (3)

This course is an overview of Jung's theory emphasizing its impact on counselors' attitudes and values in working with clients. This course introduces the use of dreams in therapy, the role of imagination, symbols and creative process and the role of typology in understanding personality. It also traces

the development of Jungian thought up to current integrations of object relations theory and archetypal psychology.

Prerequisite: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior. Eligibility: Clinical program students; others by instructor permission.

MAP626E Advanced Theories Feminist Perspectives (3)

This course explores feminist perspectives concerning the theoretical and experiential approaches to counseling and psychotherapy with women. Specific issues that particularly affect women are examined and discussed, including depression and other mental disorders, sexual abuse, sexual harassment, domestic violence and changing roles in families. In addition, counseling specific populations of women such as lesbians, older women and non-dominant ethnic and cultural groups also is addressed. *Prerequisite: Theories and Practice of Counseling courses. Eligibility: Clinical program students; others by instructor permission.*

MAP626G Advanced Theories Gestalt (3)

This course explores these concepts of phenomenological/existential therapy as outlined by Frederick and Laura Perls. Students have the opportunity to try out the techniques of this approach including awareness, the dialogue or empty chair, staying with feelings, the experiment and others. *Prerequisite: Theories and Practice of Counseling.*

MAP626H Advanced Theories Object Relations (3)

This course introduces the student to object relations theory in psychoanalysis. The key concepts and writings for this course are based upon the British school (Klein, H. Segal, Winnicott, Bion) from its inception to contemporary concepts. Emphasis is on the object relations perspective on intra-psychic and interper-

sonal functioning in adulthood as well as on its model of early development and its implication for personality structures. Experiential and clinical applications are considered as well as theoretical analysis. *Prerequisite: Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior.* Eligibility: Clinical program students; others by instructor permission.

MAP626I Advanced Theories Psychosynthesis (3)

This course provides an intensive introduction to psychosynthesis theory and method for integrating the psyche's profound fragmentation and experiencing and expressing our underlying essential wholeness. Techniques such as inner dialogues, meditation, guided imagery, movement, drawing, and writing are taught for working with issues such as deepening experience, sub-personality conflict, narcissism, the I, the will, and addiction, the self, etc. *Prerequisite: Theories and Practice of Counseling, Humanistic, Transpersonal, and Eastern.* Eligibility: Clinical program students; others by instructor permission.

MAP626J Advanced Theories Introduction to Buddhist Psychology (3)

This course discusses primary Buddhist ideas with the intention of exploring their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs, and peace of mind with our inner lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration. *Prerequisite: Theories and Practice of Counseling, Humanistic, Transpersonal, and Eastern.* Eligibility: Clinical program students; others by instructor permission.

MAP631G Tests and Measurements (3)

This course is a survey of the most widely used psychological tests. The emphasis is on the basic skills necessary

to interpret and appropriately use testing, both for clinical and research purposes. This is a hands-on course with opportunities to take, administer, or observe the administration of a sample of tests. Offered fall and spring quarters only.

MAP640A. Advanced Art Therapy Assessment (3)

This course provides an overview of art therapy and other pertinent assessment tools in the art therapy field. The class studies existing tools, explores several art therapy assessments through role playing, and develops understanding of art therapy assessment with a specific population. Offered fall quarter only. *Prerequisite: Art Therapy in Diverse Settings, Individual and Group Therapy.*

MAP640B Art Therapy Research I (3)

This course provides an advanced review of research design and implementation in the art therapy field. Existing literature in the art therapy field is explored and discussed. The class is introduced to basic research terminology and concepts, formats in proposals in research problems in art therapy and research design. This course includes students' completion of their research proposal and human subjects application.

MAP640D Art Therapy Research II (3)

This class is a continuation of Art Therapy Research I. Students gain an understanding of current research pitfalls in research, ethics, and multicultural considerations. The class reviews research terminology and concepts, formats in conducting research, research problems in art therapy and research design. The students research design and complete a research project. Offered fall quarter only. *Prerequisite: Art Therapy in Diverse Settings, Individual and Group Therapy.*

MAP640F Art Therapy in Diverse Settings Individual and Group Therapy (3)

This class provides background and preparation for prospective art therapists to practice art therapy in a variety of settings. Students become familiar with basic theories of individual and group dynamics, adapt a dynamic understanding for special needs groups, and integrate theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings. This course includes theoretical lectures and readings and papers, as well as experiential role plays. Offered summer quarter only.
Prerequisite: History and Theory of Art Therapy I

MAP650A Art Therapy Masters Project (2-5)

The art therapy master's project is an individualized process designed mutually between the student and art therapy faculty to expand scholarship in and make a contribution to the field of art therapy. This can be done through various media, e.g. film presentations, visual imagery, written projects, etc.

MAP650B Art Therapy Thesis (1-5)

The art therapy thesis is an extensive research paper that expands the body of existing art therapy literature and makes a contribution to the field of art therapy. The student and art therapy faculty decide upon a committee to guide the process. Offered as needed.

Doctor of Psychology — Clinical Psychology

Program Design

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.

The Psy D program educates students as professionals in clinical psychology and as scholars in psychology to promote health, education, and human welfare.

The curricula advance students in the broadest and most liberal manner, including conducting research in psychology. The program seeks to promote the highest standards of ethics, conduct, education, and achievement.

Features of the Program

- Flexibility to pursue the doctoral program full or part time. It takes four years, full time.
- Four concentrations from which to choose — art therapy, family systems, humanistic/existential psychology, and psychodynamic psychology. A student may choose more than one.
- The only art therapy concentration in the United States within a clinical doctoral program.
- Many elective course options that round out the program based upon the areas of interest.
- Practical experiences integrated throughout the program, including a full year internship.
- Clinical focus with flexibility to choose an applications-oriented doctoral paper or research dissertation.

Concentration Options

Concentrations provide the student with a spectrum of theoretical perspectives and concomitant practical experiences supported through professional seminars.

The psychology concentrations are:

- Humanistic/existential psychology
- Art therapy
- Family systems
- Psychodynamic

Admission Requirements for the Psy D in Clinical Psychology Program

- Completion of academic prerequisites

A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include marriage and family therapy, mental health counseling, clinical social work and art therapy. If the degree was completed more than 10 years ago, an exception may be granted.

–OR– A bachelor's degree in psychology within the last 10 years.

–OR– A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of C.

Theories of Personality
Abnormal Psychology
Developmental Psychology and
Introduction to Statistics

(If these courses were completed more than 10 years ago, they must be retaken.)

- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting.
- Three letters of recommendation, one from a professional who supervised the applicant in a human services

setting, one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program and the third from either of the above.

- Documentation of relevant professional and volunteer experience
- Documentation of professional affiliations, publications and licensure

Additional Admission Requirements for Art Therapy Concentration

In addition to the program requirements listed, applications to the art therapy concentration require additional academic qualifications:

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology and developmental psychology as well as any other psychology courses of your choice.
- Art coursework (23 quarter/15 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 demonstrates multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become 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

The applicant must submit an essay with the application for admission.

Prior Graduate Work

Graduate credits earned at regionally accredited institutions are accepted toward Antioch's Psy D degree as follows

Masters 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 master's degrees include but are not limited to the following mental health related fields: marriage and family therapy, mental health counseling, clinical social work and art therapy
- Accepted credits may be applied toward both core course requirements and elective credits
- The Psy D faculty will complete a detailed course evaluation after the applicant's admission to the Psy D program and prior to initial course registration

Other Master's Degrees

- Applicants with a master's degree in a field other than an approved mental health related field may request a course credit evaluation
- Courses are reviewed for equivalent content on a course by course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline
- Courses must carry a grade of B or better
- A maximum of 25 graduate level quarter credits may be accepted

Another Doctor of Psychology Program

- Applicants who have started a Psy D program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation
- Courses are reviewed for equivalent content on a course by course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline
- Courses must carry a grade of B or better
- For applicants with a master's degree earned in a mental health related field, 51 quarter credits will be awarded. Antioch may award up to 15 additional quarter credits for doctoral courses completed beyond a 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 an individual basis

International Transfer Credit

If an applicant wishes to receive credit for coursework completed at an institution outside the United States or Canada, he or she must have that institution send official transcripts and records directly to an evaluator. The applicant may select a credential evaluator from either of two websites: www.naces.org or www.aceeval.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@antiochsea.edu

As a doctor of psychology student at Antioch University, students are required to take all courses that follow. Courses required for each area of concentration also are listed. Many elective courses are offered, including those related to substance abuse, gestalt theory, Buddhist psychology, feminist systems, gender development, and more.

Graduation Requirements

Total Credits to Graduate: 150

In addition to the courses in the curricula, a student also must meet the following requirements to qualify for award of the Psy.D. degree:

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral paper
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

Course Descriptions

PSY701 Assessment Intelligence Testing (3 credits)

This course focuses upon assessment theory and technique as it applies to cognition and intelligence. Students are exposed to a variety of cognitive and intellectual measures throughout the course of the quarter. Primary focus is given to the Wechsler Scales, both child and adult. In addition to developing a facility with the Wechsler scales, this course addresses core topics including the fundamentals of test construction, its 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.

PSY702 Assessment Neuropsychology (3)

This seminar examines the structure and function of the central nervous system, brain-behavior relationships, and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory, and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and dysfunction is addressed. *Prerequisite: Psychophysiology*

PSY703 Assessment Personality Inventories (3)

This course introduces widely used instruments of self-reporting personality assessment, predominately pencil and paper tests of personality. The course covers rationale, administration, scoring, and interpretation of these measures. Also included is 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 of tests for the specific use stated.

PSY704 Assessment Projective Testing (3)

This course focuses on projective testing, specifically on the Rorschach. Core objectives are for students to be able to score the Rorschach using the Exner System and to gain experience in qualitative interpretation of the scores, analysis of

the content and sequence analysis into personality description. The class also includes analysis and scoring of other projective testing, such as TAT.

PSY705 Communication and Counseling Skills (3)

This course 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 plays and practice, as well as additional practice assignments, supplement the readings. *Eligibility for students entering without an MA in a mental health related field*

PSY706 Community Psychology (3)

This course examines psychology in the community context, with special attention to community mental health prevention and delivery systems for psychological services. Central topics include primary and secondary prevention, the community mental health center movement, the role of psychologists outside the consulting room, issues in service delivery and managed care, and the political and regulatory aspects of psychology.

PSY707 Ethics (3)

This course provides students with 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.

PSY708 Family of Origin (3)

This course introduces a family of origin systems perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context

of multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and professional development in terms of their family history, ethnicity, relationships, and conflicts.

PSY709 Group Therapy and Practice (3)

Students deepen and broaden their knowledge and experience of group therapy and group theory. This course focuses on specific applications of different types of therapeutic groups, e.g., short-term and long-term, psycho-educational and support, with specialized populations such as women, men, children, adolescents, the medically ill, and ethnically and racially diverse populations.

PSY710 Historical and Socio-Cultural Perspectives in Psychology (3)

This content area 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.

PSY711 Learning Theory (3)

This course examines fundamental learning principles, their integration into various theoretical approaches, and relevant applications to therapy.

PSY712 Lifespan Development I (3)

This class is the first in a human development linked sequence. It emphasizes psychological development from prenatal life through adolescence and focuses primarily on the theories and application of normal development within a socio-cultural concept. 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.

PSY713 Lifespan Development II (3)

This class is the second in a human development linked sequence. It emphasizes psychological development from young adulthood to geriatric life and focuses primarily on the theories and application of normal development within a socio-cultural concept. 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.

PSY714 Multicultural Perspectives (3)

This course utilizes principles and concepts of social psychology to acquire an increased understanding of stereotyping, prejudice, and discrimination directed toward various target groups. The course emphasizes understanding racism, sexism, heterosexism, classism, and ageism. It utilizes multicultural and social constructionist perspectives to facilitate learning how to perform effective clinical work with individuals of different cultures, ethnicities, genders, sexual orientations, socioeconomic status, ages, and abilities. This course is the second in a two-quarter sequence.
Prerequisite: Family of Origin

PSY715 Psychopathology (3)

This course introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the Diagnostic and Statistical Manual-IV (DSM-IV-TR). This course on psychopathology 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.

PSY716 Psychophysiology (3)

This course gives students a background in the biological bases of behavior. Accordingly, the course provides foundational knowledge in the areas of neuroanatomy, neurophysiology, and neurochemistry. Students also receive information about research concerning the biological bases of behavior to assist them in being critical consumers of new information in this area.

PSY718 Research Seminar I (2)

During this first of four related courses, the emphasis is on helping each student to select a topic that touches upon a theme or area of genuine interest or concern. Students also design a realistic dissertation proposal using appropriate methodology.

PSY719 Research Seminar II (2)

This is a continuation of Research Seminar I. The second quarter facilitates the student's translation of their dissertation idea into a research proposal.

PSY720 Research Seminar III (2)

This is a continuation of the second quarter course. This class facilitates the data collection phase of their dissertations. Students have the opportunity to present their data collection design and discuss problems/progress of the data collection.

PSY721 Research Seminar IV (2)

This is a continuation of the third quarter course. This final seminar focuses on facilitating the completion and defense of the student's dissertation.

PSY722 Social Psychology (3)

This course studies the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Themes include social learning theory, personality development, and behavior in the context of social groups, psycholegal issues, sexual liberation, and ethnic conflict.

PSY723 Theories Systems Perspectives in Family Therapy (3)

This course provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a wide variety of family structures regarding a diverse range of presenting problems. Clinical interventions address the whole family system as well as its individual, couple, sibling, and parental subsystems. Multicultural perspectives also are addressed.

PSY724 Theories Cognitive Behavioral (3)

This course introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. This includes cognitive restructuring and schema analysis. It also examines cognitive behavioral treatments for some personality disorders, such as Dialectical Behavioral Therapy.

PSY725 Theories Psychodynamic (3)

This introductory course examines post-classical models that depart radically from Freud's drive-structural model, including relational (Mitchell), control-mastery theory (Weiss & Sampson), object relations (Modell), social con-

structuralist (Hoffman) intersubjective self psychology (Stolorow) and cyclical psychodynamic (Wachtel) models. Classical analytic concepts such as unconscious transference counter transference resistance and self are reconstructed and applied to clinical case material presented in class.

PSY726/728 Practicum Seminar I, II and III (3 each)

This is a three quarter linked seminar to support students in the first year of practicum placement by

- providing additional faculty and peer support for students working in their practica
- providing additional resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts
- giving students the opportunity to learn about the consultation process including presentation of one's work to a group

Eligibility: three quarters for students entering without a masters in a mental health related field

PSY755 Theories Humanistic (3)

This course provides an overview of the basic theory of humanistic thought. The focus is on humanistic ideas such as self actualization, internal congruence, self disclosure, awareness of the here and now, interpersonal encounter and irrationalism. Students are introduced to the works of a variety of seminal theorists including Gordon Allport, Garner, Murray, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSY770 Strategies of Inquiry (3)

This is the first course of the research methods and data analysis course series. The course is designed to bring students up to speed rapidly on critical thinking skills about psychotherapy research.

Students will apply these skills in an in depth analysis of current scientific debates about evidence based practice. This course will also explore the philosophical underpinnings of a variety of methodological, descriptive and inferential statistics, the logic of hypothesis development and testing, and the fields of quantitative methodology.

PSY772 Research II Quantitative Methods (3)

This course provides an overview of research perspectives and the quantitative methods employed in the social sciences, as well as an introduction to the fundamental strategies of inquiry in psychology. The course covers quantitative methods, descriptive and inferential statistics, the logic of hypothesis development and testing, and the fields of quantitative methodology.

PSY773 Research III Quantitative Analysis (3)

This course is the second companion course to Quantitative Methods.

PSY774 Research IV Qualitative Methods (3)

This course provides an overview of qualitative methods employed in the social sciences, as well as quantitative forms of inquiry typically employed in psychology. This course discusses the theoretical basis of qualitative inquiry and covers such qualitative approaches as ethnographic research, case study, phenomenology, research grounded theory, participative inquiry, focus groups and clinical research.

PSY775 Research V Statistics and Qualitative Analysis (3)

This course is the second companion course to Qualitative Methods. Students will apply the research methods learned in Qualitative Methods through design and application of a small research project.

PSY 776 Practicum (0 credit)

This learning activity allows student to apply their academic learning and skills in practical settings such as mental health centers adolescent treatment facilities youth and family services agencies college counseling centers and other public or private agencies that serve the mental health needs of individuals groups and families

PSY 777-780 Professional Seminar I II III and IV (3 each)

This is a four quarter linked seminar to accompany students in a specific concentration The purpose is to

- provide an ongoing group that focuses on the application of a concentration/ theoretical perspective
- provide additional faculty and peer support for students working in their practicum placements
- provide additional resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts
- give students the opportunity to learn about the consultation process including presentation of one's work to a group

Art Therapy Concentration

See pages 55 to 67 for descriptions of 500 and 600 level courses

MAP540C History and Theory of Art Therapy I (3)

MAP540H History and Theory of Art Therapy II (3)

MAP540A Techniques and Practice of Art Therapy (3)

MAP540E Art Therapy in Diverse Settings Individual Group and Family Therapy (3)

MAP640A Advanced Art Therapy Assessment (3)

MAP540D Developmental and Treatment Models in Art Therapy (3)

MAP540B Ethical Issues in Art Therapy (1)

MAP603D Family of Origin Systems and Art Therapy (3)

MAP609L Multicultural Perspectives and Art Therapy (3)

MAP509C I Psychodiagnostics and Treatment Planning (3)

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

MAP602B Abusive Relationships (3)

MAP608B Addictions and Substance Abuse (3)

MAP616B Loss and Grief (3)

MAP609C Counseling Sexual Minorities Issues And Interventions (3)

MAP609F Counseling African Americans (3)

MAP609G Counseling Asian Americans and Pacific Islanders (3)

MAP609H Counseling Native Americans (3)

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

MAP609J Counseling Clients with Disabilities (3)

MAP532B Historical And Socio cultural Perspectives in Psychology Ecopsychology (3)

MAP514H Historical And Socio Cultural Perspectives in Psychology Indigenous Psychologies (3)

MAP514M Historical And Socio Cultural Perspectives in Psychology History of Psychology — East and West (3)

MAP514 Historical And Socio cultural Perspectives in Psychology Exploration in Psychology and Spirituality (3)

MAP514O Historical and Socio Cultural Perspectives in Psychology Social Justice Advocacy and Practice (3)

PSY739/PSY740 Research in Art Therapy I & II (3 each)

This course provides an advanced review of research design and implementation in the art therapy field. Existing literature in the field is explored and discussed. The class is introduced to basic research terminology and concepts, formats in proposals in research problems in art therapy and research design. Students complete their research proposal and human subjects application in partial fulfillment of the requirements of this class.

This class is a continuation of Art Therapy Research I. Students gain an understanding of current research pitfalls in research ethics and multicultural considerations. The class reviews research terminology and concepts, formats in conducting research, research problems in art therapy and research design. The students research design and complete a research project. The instructor aids in research ideas as needed. Additionally, students complete critical reviews of research and participate regularly in class discussion. *Prerequisite: Art Therapy in Diverse Settings Individual and Group Therapy*

PSY720 Research in Art Therapy Seminar III (3)

This is a continuation of art therapy Seminar II. This class supports Art Therapy students in the data collection phase of their dissertations. Art therapy students have the opportunity to present the data collection design and discuss problems/progress of data collection.

PSY 721 Research in Art Therapy Seminar IV (3)

This is a continuation of Art Therapy Seminar III. This final seminar focuses on facilitating the completion and defense of the art therapy student's dissertation.

Family Systems Concentration

PSY729 Theories and Practice of Family Therapy I (3)

This course is the first part of a two quarter sequence. Major theories of child, couple and family therapy and the different therapeutic practices associated with them are introduced. Students are encouraged to explore and experiment with these different approaches. The history and development of the field of child, couple and family therapy is discussed. *Prerequisite: Family of Origin Systems and Systems Perspectives in Family Therapy*

PSY730 Theories and Practice of Family Therapy II (3)

This course is the second part of a two quarter sequence that examines the different approaches to the theory and practice of child, couple and family therapy. Students continue to explore these different approaches as well as experiment with various levels of clinical treatment (individual, couple, family and extended family). Professional practice issues also are addressed. *Prerequisite: Theories and Practice of Family Therapy I*

PSY731 Ethics in Family Practice (1)

This course provides an overview of special topics in family law ethics and professional issues related to the practice of child couple and family therapy. Case focused presentation is integrated with review of the relevant ethical codes and principles. *Prerequisite: Completion of Ethics and Professional Issues or to be taken concurrently with Ethics and Professional Issues*

PSY733 Couple Therapy (3)

This course provides an integrated systems perspective for conducting couples therapy. Developmental interactional and multicultural aspects of assessment and intervention are combined into a working model of couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples including defining relevant problems establishing the therapeutic contract implementing treatment strategies and homework and facilitating closure and follow up to treatment. *Prerequisite: Systems Perspectives in Family Therapy*

PSY771 Research in Family Practice (1)

This course addresses special topics in research concerning couple and family studies and therapy. An overview of basic research issues in the field is presented. Students develop and pursue a relevant research question for themselves.

Humanistic Existential Psychology Concentration**PSY750 Person centered Theory (3)**

This course introduces students to the theoretical and therapeutic work of Carl Rogers. A person centered orientation begins with the belief that human beings innate orientation is toward health and being fully functioning in the world. Through studying a positiv-

ist view situated less in specific techniques and more with a way of being and relating between clinician and client students have the opportunity to learn about the underlying principles of person centered theory including Roger's concepts of psychological contact congruence unconditional positive regard and empathy as well as the contributions of Goldstein and Maslow (self actualization) and Buber (the I thou relationship)

PSY751 Existential Theory I (3)

This two quarter sequence explores the emergence of existential psychology from its roots in existential philosophy. Embracing the search for homeostasis between the somatic emotional cognitive and spiritual domains the class focuses on how a philosophical approach to being in the world can be translated to both the therapeutic environment and to studying the human experience phenomenologically. An overarching theme is to explore the way in which such subjective focus can embrace cultural and other diverse experiences. In Existential Theory I students focus on learning and understanding the philosophical roots with emphasis on the concepts introduced by Kierkegaard Nietzsche Heidegger and Sartre. They also explore the phenomenological and heuristic research processes that inform an existential understanding of the human experience. Students are introduced to contextual existential theory.

PSY752 Existential Theory II (3)

This two quarter sequence explores the emergence of existential psychology from its roots in existential philosophy. In Existential Theory II students focus on learning and practicing the role of the existential clinician from a variety of perspectives within the field. Included in this work is the focus on concepts and skills such as attending to the here and

now intentionality the intuitives and naming Attention also is on the role of transference as an energetic force *Prerequisite: Existential Theory I*

PSY753 Advanced Theories Gestalt (3)

This course explores the concepts of phenomenological/existential therapy as outlined by Frederik and Laura Perls. Students have the opportunity to experiment with the techniques of this approach including awareness the dialogue or empty chair staying with feelings the experiment and others.

Psychodynamic Psychology Concentration

PSY745 Theories Jungian (3)

This course is an overview of Jung's theory emphasizing its impact on counselors attitudes and values in working with clients. It places the Jungian perspective within a historical context and traces the development of Jungian thought up to current integrations of object relations theory and archetypal psychology. Special topics to be discussed include the role of the unconscious processes the relationship between personally constructed and archetypically derived meaning the role of the ego in analytic process the function and interpretation of symbolism the role of imagination symbols and creative process the role of typology in understanding personality and the clinical application of dream analysis.

PSY746 Advanced Theories Adlerian (3)

This course provides an understanding of Adlerian psychology theory and its application to the practice of psychotherapy couple and family therapy and parent education. Adlerian psychology provides a comprehensive foundation that is relevant radical practical and hopeful. Students are introduced to a

variety of concepts within this theoretical orientation including addressing the individual within society the role of early memories/recollections family relationships the inferiority complex and the schema of apperception. Students have the opportunity to explore both the formation of the theory and the practical application of these concepts.

PSY747 Theories — Object Relations (3)

This course introduces the student to the rich and complex object relations theory in psychoanalysis. The key concepts and writings for this course are based upon the British school (Klein H. Segal Winnicott and Bion) from its inception to contemporary concepts. Emphasis is on the object relations perspective on intra-psychic and interpersonal functioning in adulthood as well as on its model of early development and its implication for personality structures. Experiential and clinical applications are considered as well as theoretical analysis.

PSY748 Relational Theory (3)

This course focuses on the theoretical and therapeutic work of Miller Jordan Gilligan et al. Arising out of psychodynamic roots with the most notable connection being to the object relations perspective these women focused on re-examining the assumptions which were the ground for more traditional theories. They also developed a body of understanding that reflected a psychology of women. Students learn and understand the underlying principles of relational theory including cultural context the centrality of relationships connection and disconnection and ultimately how to shift the focus from self-experience to mutuality and the relational experience. Students have an opportunity to explore the inter-subjective realm both for themselves and as it plays out in the therapeutic encounter.

The Center for Creative Change

The Center for Creative Change (CCC) is a dynamic and innovative graduate center that prepares students to become effective systems thinkers and leaders in facilitating positive, sustainable change in the world around them. Whether students focus on businesses, non-profits, community organizations, the environment, or other application areas, the degrees in CCC help them develop the knowledge and practical skills necessary to be successful change agents.

Because CCC faculty believe that creating change depends on understanding the world as a system and managing multiple relationships and perspectives, CCC brings together four degree and five certificate programs in an integrated model of graduate education.

The four degrees in the integrated model are:

- M.S. in management (GMP)
- M.A. in environment and community (E&C)
- M.A. in organizational psychology (OPP)
- M.A. in whole systems design (WSD)

The five certificate programs are:

- Business Leadership and Change Management
- Integrated Skills for Sustainable Change
- Systems Thinking and Design
- Organizational Dynamics
- Ecological Planning and Design

Each degree maintains a rigorous, specialized curriculum while allowing students and faculty to cross boundaries in their research, coursework, community projects, and internships.

Students earn a specialized degree and gain the benefit of learning and practicing with students from other degree programs within the center.

CCC provides a learning community for working adults: a combination of experience, theory, and applied research and real casework on the job challenges and community-based projects. Classes are offered in four-day weekend modules (Friday through Monday), one weekend per month.

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
- Ability to initiate independent academic work with a high degree of responsibility and self-direction
- Demonstrated evidence of organizational, conceptual, and expressive skills, including writing and oral communication
- Competency in using computerized communication tools and access to a computer with Internet connection
- At least two years of practical work experience relevant to your program of interest

Program Requirements

- M.S. in management (GMP)
- M.A. in environment and community
- M.A. in organizational psychology
- M.A. in whole systems design

Students are required to complete a total of 66 credits distributed as follows:

- 18 credits of required core classes
- 12 credits of Simulation and Case Study, Reflective Practicum I

- 12 credits of Capstone Change Project Reflective Practicum 2
- 24 credits degree emphasis courses
- Master's Thesis Students are required to write a master's thesis which is an integral part of the Capstone Change Project Reflective Practicum 2 course. Students are required to make a presentation of their change projects at a public symposium at the end of the Practicum 2 sequence.

In addition to credit requirements, students are required to attend an initial orientation retreat at an off-campus site and additional days for the thesis symposium at the conclusion of their degree program.

Required Core Courses (18 credits)

CCC545 Systemic Thinking for a Changing World (3)

This course addresses the questions that run deep in systemic traditions: How do our perceptions affect our engagement with the world, our responses to change and approaches to change-making? How may we understand the complex dynamics we experience in that world? And how can we responsibly and effectively create strategies for change? This class develops conceptual frameworks and analytic and integrative skills for understanding complex dynamic patterns in human and natural systems. As participants become familiar with a variety of systemic traditions, they learn to distinguish among mechanism, reductionism and holism and to understand the relationship between such paradigms and the actions that flow from them. Participants gain skills in describing complex systems and framing strategies with an understanding of mutual causality.

CCC540 Communication Design (3)

This course introduces students to the deep structure of effective communication. Participants learn how to design communication strategies appropriate for various contexts and gain proficiency in writing, speaking, presenting and representing complex information and concepts. Through extensive writing, peer reviewing and revising, students develop for final evaluation a portfolio of polished work and deliver at least one oral presentation.

CCC560 Ecological Sustainability (3)

This course examines the key challenges and opportunities associated with ecological sustainability. It provides an overview of regional, national and global socio-environmental issues and considers the design of communities, institutions and businesses that exemplify the characteristics of sustainability. Students use social/natural science and philosophical perspectives to explore historical contexts, tools and techniques and integrative designs relative to their respective areas of personal interest and professional focus.

CCC520 Critical Inquiry (3)

This course introduces students to different ways of knowing and of learning about the self, others and the natural world. It is an introduction to inquiry that supports creative change. In this course, students develop their capacity for critical inquiry by practicing and critically comparing different ways of knowing and learning. Students are introduced to different epistemologies and inquiry practices and engage in empirical research, personal and social reflection, textual analysis and action research. Coursework includes extensive reading, online and in-class dialogue, small team inquiry projects and reflective writing. Upon completion of this course, students are able to employ several

practices of inquiry critically appraise each of them from the perspective of the others align their inquiry with their objectives and link these with strategies for social change

CCC550 Global Pluralism (3)

This course is designed to stimulate creative insights in seeking opportunities for harnessing the potential of pluralism for universal benefit. Social, economic, political, and environmental dynamics serve as a global context for exploring the role of pluralism in securing the future of humanity. Students gain (1) deep understanding of implications of diversity in human and social identities, (2) skills in identifying the relationship between policies and actions and the social/conceptual constructs which underpin them, (3) awareness of the role of both temporal and transcendent consciousness in human evolution, and (4) perspectives on the potential inherent in pluralism.

CCC555 Transformative Leadership (3)

Leading, following, authority and power are up front and personal throughout this course. Transformative leadership is fundamentally about creating the personal capacity and inclusive awareness to affect profound, human-scale change in our own lives, businesses, organizations, and communities. Through this course, students further develop their leadership abilities and group and systemic perspectives necessary to engage, catalyze, and lead effective adaptive work.

Reflective Practicum Seminars (Two courses, 12 credits each)

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

By using cases from businesses, organizations, and communities, students assume various roles and learn by doing to implement sustainable change in simulated situations. The simulation has two parts: the change scenario and the reflective seminar accompanying it, facilitated by faculty, where students discuss their decisions and actions.

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

This is the capstone learning experience required of all CCC students. In this course, students are expected to develop and execute projects either in project teams or individually. As they are working, students attend a practicum seminar where they engage together in reflective inquiry, theoretical analysis, and skills sharing with classmates from across the center's programs. The project significantly contributes to the student's final master's thesis and oral presentation of this thesis.

Degree Specialization Courses (24 credits)

Students are required to take 24 credits in their area of degree specialization. Please refer to the individual degree programs for description of requirements.

Program Caucuses

Students are required to attend their program caucuses

Orientation Retreat

The program begins with a 2-4 day orientation retreat. The retreat provides an overview of the curriculum, exposes students to underlying learning philosophies and introduces the basic leadership, team dynamics and systems theories that underpin the entire experience. In addition, each exercise and activity is designed to assist students in learning about each other and to begin the formation of a learning community. The program typically takes place at an off-site retreat center. This retreat will be a chance for new CCC students to get to know one another and their faculty members, as well as to engage in an intensive weekend of learning. There is an additional charge to the student to cover lodging and meals for this retreat.

M.A. in Environment and Community

The Environment and Community Program (E&C) is designed for professionals, activists, educators, volunteers and others interested in the interdependence of environmental and social issues who want to strengthen their abilities to work for meaningful change.

Emphasizing social science perspectives and natural science literacy, the E&C program focuses on the relations among values, ideas, theory, practice, social and institutional structures, constructive engagement and modalities of socio-environmental change.

Moreover, the program is designed to integrate knowledge gained in an academic setting with learning acquired through work, personal experience and the experiences of others. The development of the whole person, the equal emphasis on social values and creativity and the recognition that community involvement is necessary for individual growth and enrichment of our society underpin the mission of the E&C program.

Features of the E&C Program Approach

- Integration of theory and practice between the classroom and the community
- A holistic approach honoring intellectual, emotional and spiritual growth
- Collaboration and community rather than competition
- Emphasis on ethics, values and social responsibility

E&C Degree Requirements (66 total)

To complete an E&C degree students must take 42 CCC credits (as outlined under CCC Program Requirements) and 24 credits in this degree specialization area. The 24 credits are distributed as follows: four required classes (12 credits) and four elective classes (12 credits).

Required E&C Degree Courses (12 credits)

The four E&C specialization courses (12 credits) required for graduation are:

ENC658 Integrative Environmental Science (3)

This course uses natural and social science perspectives to explore human ecosystem interactions and sustainability. It enables students to become more familiar with the concepts and language of the environmental sciences and to strengthen their capacity for understanding and critically evaluating scientific information. Specific environmental issues are used as examples throughout the course.

ENC622 Theories and Practice of Social environmental Change (3)

The focus of this class is to enable students to develop both a deeper understanding of the issues as well as the skills to address environmental issues in communities. Issues include: (1) the historical and institutional contexts of environmental issues; (2) the dominant role of scientific rationality in framing environmental issues and decisions; (3) the role of social theory in understanding current conditions and creating lasting changes; and (4) the nature and quality of public discourse with respect to environmental issues.

ENC670 Economics and the Environment (3)

This course addresses the economic context of the environmental crisis. In this class, students first understand and then challenge the economic models that constrain environmental decisions. Students learn and apply environmental microeconomics and macroeconomics as well as emerging models of regional and community economies.

ENC680 Environmental Policy and Decision making (3)

This course explores the development and implementation of public sector environmental policy focusing on US federal and international environmental policy. Students also develop their capacity for the creative assessment of environmental policies, identification of practical environmental policy options, and understanding of strategies that can be used to influence environmental policy.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and require adviser approval. Electives may be chosen from any program. E&C elective offerings vary from quarter to quarter and have included the following courses:

ENC610 Philosophical Perspectives on Environment and Community (3)

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

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

In this course students address an historical and cultural context for the environmental issues facing communities in the Pacific Northwest. This class enables students to gain a richer understanding of how environmental, cultural and social issues are deeply intertwined with one another.

ENC635B Strategic Leadership (3)

This course helps students acquire the insights and develop the foresight to anticipate and envision strategic transformation in their organizations. The class covers organizational strategic inflection points, purpose, vision, mission, values, alignment and strategies for moving intention to action. Students learn how to engage, empower and lead people in the midst of chaos, complexity and change toward a shared future.

ENC671 Ecology and Community based Economics (3)

This course prepares students to use alternative economic models to achieve environmental and community sustainability. Three viewpoints—a no growth macro economy, ecological market economics and local community economics—underlie most discussions of economic and environmental sustainability today. Economic models from each of these paradigms are studied, compared and used to address social and environmental issues selected by students. This is the second of a two-course sequence in environmental economics.

ENC681 Ethics and Environmental Justice (3)

This course offers an in-depth look at the ethical issues raised in other courses. It also provides students an opportunity to work with environmental justice issues and organizations in the Northwest.

M.S. in Management

The Graduate Management Program (GMP) is designed for professionals from a wide variety of professional backgrounds who are interested in learning to succeed as managers in business, government, public agencies and the non-profit 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.

GMP Degree Courses (66 credits)

To complete a GMP degree, students must take 42 CCC credits (as outlined under CCC Program Requirements) and 24 credits in this degree specialization area. The 24 credits are distributed as follows: four required classes (12 credits) and four elective classes (12 credits).

Required GMP Degree Courses (12 credits)

The four GMP specialization courses (12 credits) required for graduation are:

MGT617 Finance: Stakeholders and the Bottom Line (3)

This course in finance focuses on the general skills and perspectives needed to manage effectively: the budgeting, forecasting, accounting and other financial tools required of all managers. Instruction will begin with an overview of the institutions, actors and rules that investors and lenders use to assess the value of firms. Students learn how

financial statements are constructed, analyzed and interpreted. They become familiar with cash flow, income statements and balance sheets. Finally, students learn how to calculate the time value of money and to use some common tools of ratio analysis to be able to discern the financial health of an institution.

MGT618 Marketing: Creating Customer Value (3)

This course explores creating and satisfying customer demand. Marketing topics include defining customer value, creating and forecasting demand, channel management and effective operations. The major team assignment for the quarter is a marketing consultation project for an organization in the community. At the conclusion of the quarter, students understand and are able to apply the basic vocabulary, key concepts and analytical tools in the field of marketing. In addition, they have a grasp of emerging issues and areas of debate and are able to cast business issues in terms of their impact on customer value.

MGT625 Strategic Thinking and Planning (3)

This class explores various planning concepts and methodologies for strategic thinking and planning. Instruction and exercises focus on Tost's model, scenario planning, search conference, action learning and action technology. Students are introduced to the fundamentals of systems theory and practice through understanding of the evolution of organizational systems, diverse paradigms, spiral dynamics, self-organizing systems and systems dynamics.

MGT632 Leadership in Business and Organization Systems Inquiry (3)

In this course, students address specific personal, organizational and global issues related to management and leadership.

Recent topics explored in collaborative teams have included (1) complex social systems, (2) personal goals and creativity in groups, (3) entrepreneurial teams, (4) spiral dynamics and (5) action research. The content and emphasis of the collaboratively designed topics change each year to reflect the rapidly developing needs of the world of manager leaders.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and require adviser approval. Electives may be chosen from any program. GMP elective offerings vary from quarter to quarter and have included the following courses:

MGT624 Innovation and Creativity in Turbulent Times (3)

This course has been designed to familiarize the students with diverse paradigms associated with the study of creativity. The course also presents the concept of similarities and differences from both Eastern and Western traditions that underlie all creative thinking. It offers various convergent and divergent processes for solving puzzles including synectics, provocations, metaphors, paradoxes and humor. It enables the students to seek options that transcend the dominant analytical paradigm.

MGT628 Executive Coaching (3)

This highly interactive course is intended for a wide audience, from managers seeking to improve their own leadership abilities and employee development skills to individuals seeking to begin or to develop a more effective coaching practice. Students explore coaching theories and best practices. The participatory nature of the course encourages rapid skill development regardless of experience level. Topics include methodology and process, overview of different coaching types, available

resources the value of coaching (the business case) critical issues in developing a coaching practice practical tools and skills for managers and leaders

MGT633 Spirit in the Workplace (3)

The course explores the human spirit as the core of all learning experience. It helps students of all disciplines and persuasions to enrich their multi-disciplined knowledge beyond the exoteric reality and to probe into the higher levels of consciousness where duality and multiplicity of our created world disappear. The principal objectives of the course are to create awareness of the conditioning of our thoughts by diverse paradigms — ranging from the reductionist to the holistic — to jolt us out of our conventional thinking and to rethink our everyday reflections and practices from mystical and mythological perspectives.

M.A. in Organizational Psychology

The Organizational Psychology Program prepares graduates to understand and facilitate positive human relations within organizations and to promote healthy sustainable workplaces. Students develop psychological and systemic perspectives for working with individuals, teams and organizations.

AUS students in organizational psychology gain

- A deep understanding of self
- The ability to nurture interpersonal relationships
- An appreciation of the role of spirit in work
- Practical understanding of organizations as systems
- Innovative skills to intervene effectively

OPP Degree Courses (66 credits)

To complete an OPP degree, students must take 42 CCC credits (as outlined under CCC Program Requirements) and 24 credits in this degree specialization area. The 24 credits are distributed as follows: four required classes (12 credits) and four elective classes (12 credits).

Required OPP Degree Courses (12 credits)

The four OPP specialization courses (12 credits) required for graduation are

OPP536 Organizational Theory (3)

The focus of this course is creating and maintaining sustainable high performance organizations. Using a systems approach to understanding organizations, students examine the interdependent components of organizations and study the relationship of the organization to its environment. Other key topics include strategy, structure, culture, human systems, leadership, change, and methods of measurement and feedback.

OPP536B Human Behavior in the Workplace (3)

This course provides a comprehensive study of organizations as systems. Students gain appreciation for the significance of this perspective compared to traditional perspectives of organizations. They learn to identify interdependent components in organizations and to describe the relationships of these components to one another and to the whole. They learn to analyze and assess organizational effectiveness from a systems perspective and to apply organizational behavior concepts and theories to business issues. Students deepen awareness of self as a major sub system in organizational behavior and explore their own leadership competencies. They build competence in team participation.

OPP631 Systems level Intervention and Change (3)

Focusing on technologies such as Future Search, Real Time Strategic Change, SimuReal and Open Space, students learn about the history, philosophy, theory and practice of large group interventions. In doing so they recognize current conditions that call for these methods, understand the principles that underlie these interventions and become

familiar with some of the models in use. Students also gain design skills by helping an organization decide whether or not to use a large group intervention strategy.

OPP638D Group Dynamics and Facilitation (3)

The purpose of this course is to increase students' theoretical and practical understanding of the role of the facilitator. Course content includes the role of facilitator, diagnostic and intervention models, and styles of facilitation and leadership. Students have regular opportunities to observe and practice facilitation/leadership skills.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and require adviser approval. Electives may be chosen from any program. OPP elective offerings vary from quarter to quarter and have included the following courses:

OPP622B Conflict Management (3)

This course is an opportunity for students to gain understanding, skills and confidence in managing conflict. In order to accomplish this intention, students focus on both theoretical and practical understanding of conflict in interpersonal relationships, groups and organizations. In addition, students use systems concepts to explore how these varieties of conflicts interconnect and to expand our understanding of conflict dynamics in human systems.

OPP636B Management of Change (3)

This course prepares students to lead and manage change on a personal, organizational and societal level. This course is designed to give students an understanding of change issues and processes and experience in applying and assessing change models.

OPP508F Communication and Coaching Skills (3)

This course offers students the opportunity to acquire and practice basic communication and coaching tools such as listening skills, congruent communication and the use of self as instrument. Specific aspects of interviewing and contracting with a client also are addressed.

OPP532 Trauma and Healing of Organizations (3)

This class focuses on organizational trauma, the nature and effect of providing care, the impact of a disaster upon or within the organization and significant shifts in the workforce including downsizing. Through an exploration of organizational culture, students are exposed to sources of organizational trauma and the resulting internal dynamics. Using a systemic perspective, students learn ways to address these dynamics and heal organizations.

OPP638B Training Design (3)

This course explores approaches to training design as well as current theories, practices and issues relevant to the design and production of training. Students and faculty collaborate as a learning laboratory in which small subgroups create a training design with personal and professional relevance to the students. Through this experience, students gain increased competence as effective training designers and developers and increased experience working with organizational client systems.

OPP632 Increasing Multicultural Effectiveness (3)

This course helps students identify, explore and further develop the core values, practices and mindsets of a global citizen. Students study and experience behavioral and cultural barriers that devalue human differences and prohibit our ability to work and learn together. Assignments and classroom activities

emphasize building effective global work teams and interpersonal relationships through a better understanding of how values differences are manifested in behavior and communication issues including verbal deference/assertiveness, body language, meeting style, decision making practices, view of time and uncertainty and organizational strategy, structure and systems.

M.A. in Whole Systems Design

Whole systems design (WSD) is a master's degree for adults wanting to bring wisdom, clarity, skill, and creativity to their work for positive change — in their organizations, communities, cultures, and personal lives. Founded in 1982, the Whole Systems Design Program begins with holistic/systemic assumptions that the world is radically interconnected, interdependent, and evolving.

WSD integrates inquiry and practical engagement in new and exciting ways informed by work in a wide range of disciplines including philosophy, the new sciences of chaos and complexity, natural and social science, literature, and the arts. Going beyond the mere inclusion of ideas from the various disciplines, it seeks out patterns that connect across the fields, creating new syntheses. It engages learners in an exploration of the profound implications of these notions and in the development of skills and awareness necessary for effective action in our complex, rapidly changing world.

Integrated with the other CCC programs, students in WSD combine coursework and action projects to accomplish personal goals and degree expectations.

Whole Systems Design

WSD is organized around the three closely interrelated dimensions of systemic thinking: holistic perspectives and design praxis. Through a combination of coursework, community-based

projects, and individualized study, learners develop and synthesize competence in all three areas.

WSD Degree Courses (66 credits)

To complete a WSD degree, students must take 42 CCC credits (as outlined under CCC Program Requirements) and 24 credits in this degree specialization area. The 24 credits are distributed as follows: three required classes (nine credits) and five elective classes (15 credits).

Required WSD Degree Specialization Areas (nine credits)

The three WSD degree specialization areas (9 credits, 3 credits in each area) required for graduation are:

Holistic Perspectives

Through a choice of holistic perspectives courses, students explore selected expressions and qualities of holistic insight and experience. Some of these expressions offer participatory, non-dual or systemic outlooks; some come from process philosophy; others consider the holistic idea of irreducibility: a relational world not reduced to subjects and objects. Topics for study include social and natural systems as well as the evolution of thought in art, science, and philosophy.

Design Theory and Practice

In this design area, students learn to engage effectively with clients, develop insight, clarity around purpose, creating and implementing new possibilities, as well as offering more specialization in setting or mode. Recent offerings have included Design Languages, Designing With/In Community, Visual Literacy, and Participatory Design.

Advanced Systems Theory and Philosophy (3)

Classes in this area are specialized systemic courses that deepen the student's conceptual understanding as a means for more effective engagement with human and natural systems. Recent courses included Systems Dynamics, Systemic Thinking, The Art of Making Distinctions, and Autopoiesis, Myth and Science of Self-organization.

Elective Courses (15 credits)

Five elective courses (15 credits) are required for graduation and require adviser approval. Electives may be chosen from any program. WSD elective offerings vary from quarter to quarter and have included the following courses:

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

This studio explores the nature and significance of visual thinking and communication as an essential path to creativity and innovation. The purpose of this studio is two-fold. It is to demystify the ability of sketching, drawing, and painting as a talent, therefore, acquiring visual skills for effective communication. More significantly, it is to honor the mystical quality of self-expression as a way of visual stimulation for enhancing creative thinking. Students participate in experiential and theoretical exploration of signs and symbolic meaning in the field of visual culture and their application to design communication.

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

Creative change demands a different approach than problem solving. The intention of this course is to explore and experience design approach as an intentional co-creating process of

being and acting in the world. Students explore creative change in conjunction with the notion that participants are able to facilitate personal transformation, societal change, and organizational renewal. The course provides the theoretical framework for imagining, conceptualizing, and bringing into existence a desirable future appropriate for human purposes. Participants become aware of the client/designer relationship and gain practical knowledge, design skills, and techniques that are of instrumental value to successful whole systems designers.

WIN513C Evolutionary Theory and Self-organizing Systems (3)

This interdisciplinary seminar focuses on the theories and principles of both contemporary evolutionary theory and theory of self-organization with respect to cosmology, natural and social systems, and the growth of consciousness and culture. Selected themes of myth and earth science provide a (pre) historical backdrop, but contemporary refinements and extrapolations of evolutionary and systems thinking and elements of the philosophy of science are the centers of discussion as they engage learners' varied interests. This seminar emphasizes systems thinking and the thematic area of inquiry and scholarship.

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

This course explores systemic thinking and concepts as a means for making more meaningful and useful distinctions in the service of improved communications, conflict resolution, collective design, and decision making. Course materials draw from an array of fields including mathematics, anthropology, communications, and philosophy. The class includes pragmatic skills for integrating these ideas into daily life and work. Students explore notions of interconnectedness and interdependence, how these notions are moving from the

leading edge into the mainstream and how we continually perceive difference and create distinctions

WIN602C Systems Dynamics and Modeling (3)

In this course students explore systems dynamics a field pioneered by Jay Forrester and popularized more recently by Peter Senge to understand complex systems whether social environmental or organizational in terms of feedback processes These processes reveal the specific causal structure that gives rise to a systems dynamic behavior Modeling such dynamics provides an excellent method for learning and understanding about the behavior of complex systems It also allows students to experiment with how changes in any system result in intended and unintended consequences for other parts of the system Simulating various options and exploring their resultant effects allows for more effective design and planning

WIN616C Mary Parker Follett (3)

This class focuses on Mary Parker Follett's (1868-1933) notions about democratic society organizations management conflict and creative experience In the early years of the last century she spoke of self organization as a fundamental characteristic of life of power with rather than power over strategies of cross functional teams and the importance of coordination and integration as compared to control This course delves deeply into the epistemological premises of her philosophy and how they connect with her ideas on power freedom responsibility democracy conflict design and individual/group relating

Center for Creative Change Graduate Certificate Programs

The center offers five graduate certificate programs designed to be completed in nine months

Integrated Skills for Sustainable Change (six courses/18 credits)

The certificate program offers foundation courses to prepare students to lead long lasting positive change in their organizations or communities Recommended for community leaders and professionals seeking specialized education

Required courses are Transformative Leadership and Change Systemic Thinking for a Changing World Ecological Sustainability Global Pluralism Critical Inquiry and Ways of Knowing and Communication Design

Business Leadership and Change Management (six courses/18 credits)

In this certificate program professionals learn the business and people skills necessary to manage change in their companies Recommended for mid level managers

Required courses are Finance Stakeholders and the Bottom Line Marketing Creating Customer Value Strategic Thinking and Planning Leadership in Business and Organizational Systems Inquiry and two electives

Organizational Dynamics (six courses/18 credits)

In this program development experts hone techniques for facilitating healthy sustainable workplaces Recommended for human resource personnel organizational development specialists and professional consultants

Required courses are Organizational Theory Human Behavior in the Workplace Group Dynamics and Facilitation Systems level Intervention and Change and two electives

**Systems Thinking and Design
(6 courses/18 credits)**

This certificate program develops an understanding of the systemic nature of problems and design solutions for the whole rather than just the parts. Recommended for visionaries in corporations non profits governmental and non governmental agencies

Required courses are two systemic theory and philosophy courses two design theory and practice courses one holistic perspectives course and one elective

**Ecological Planning and Design
(6 courses/18 credits)**

In this certificate professionals learn how the natural environment and human communities work together productively. Recommended for urban planners architects builders and environmental stewards

Required courses are Theory and Practice of Social environmental Change Integrative Environmental Science Economics and the Environment Environmental Policy and Decision making Processes and two electives

Center for Continuing Education

Antioch's Center for Continuing Education (CE) meets the changing continuing education needs of teachers, leaders, and professionals. Through courses, workshops, and special events, CE promotes learning as a way of life and Antioch as a center for personal and professional growth. CE courses and certificates offer either continuing education units or continuing education credits, neither of which may be applied to a degree at Antioch.

For more information, including a current listing of offerings, please check our website at www.antiochsea.edu/ce, call (206) 268-4111, e-mail continuing@antiochsea.edu, or stop by the CE office.

Coaching Certification Program Professional Development Sponsored by the Center for Creative Change

Coaching is a collaborative process that amplifies and accelerates self-discovery, promotes clarity, creativity, and choice, and helps people achieve and often exceed their goals more quickly and efficiently than they would without the partnership of a coach. The Coaching Certification Program (CCP) is a series of six courses accredited by the International Coach Federation (ICF). It provides comprehensive training in the core competencies of coaching. After successful completion of all six courses, graduates receive a certificate and the designation of certified professional coach.

This program is presented in a variety of formats, such as workshops, tele-classes, and evening seminars. Students may take nine to 18 months to complete the series. Please note: registration continues throughout the quarter; check the Antioch website for details (www.antiochsea.edu/ce).

Cost \$8,900

CEUs 21

Instructors Please see website

Location Antioch University Seattle campus

Women's Integral Leadership Circle™ Certificate

This six-month educational program is designed to assist women in the development of an authentic and powerful approach to leadership. The Women's Integral Leadership Circle™ is designed for women who want to succeed without being one of the boys and who are interested in creating a leadership presence that integrates and expresses all of their capacities. Using a whole-person, transformational approach—physical, mental, emotional, and spiritual—this program offers both a deeply personal and a collective learning experience in community with other women.

It is limited to 12 women to ensure a high degree of individual attention for each participant. For further information, call Suzanne Anderson at (206) 567-5049. Partial attendance is not accepted; students must register for both fall and winter quarters of study.

Cost \$5,400 plus a retreat fee

CEUs 7

Instructors Suzanne Anderson and Susan Cannon

Location Antioch University Seattle campus

Offered Fall and winter quarters
2004-2005, limit 12

Conflict Resolution Certificate Program

Professionals in virtually every field are increasingly called to manage conflict and resolve disputes. Conflicts arise between production and sales departments between buyer and seller and between labor and management. This certificate program is designed to equip you with techniques, strategies and hands on experience so you can handle a variety of conflict situations with ease — from minor disagreements to potentially explosive confrontations. These skills are applicable to every area of your life — at your work, with your family and in your community.

You can earn a certificate in 12 to 18 months. Classes are interactive and include presentations, demonstrations and role playing. The practicum is a one year hands on experience.

Cost \$3,600

CEUs 12

Instructors Please see website

Location Antioch University Seattle campus

Professional Development Sponsored by the Center for Programs in Education

Professional Teacher Certificate Preparation

As of Sept. 1, 2000, all beginning teachers and most teachers from out of state receive residency certificates as their first teaching certificate. This certificate is valid for five years. Within this five year period, teachers are required to earn a second certificate — the professional teacher certificate.

Antioch University Seattle's program is aligned with the three Washington state mandated standards of effective teaching, professional development and leadership. The program includes an initial seminar and culminating seminar and core credits of professional growth coursework.

Pre Assessment Seminar

In this seminar candidates analyze the 17 criteria relevant to the three standards and identify both the essential questions they want to explore and the resources needed for their inquiry and research. They plan activities related to developing the skills and knowledge needed to fulfill the relevant criteria and develop the kinds of evidence with which they will verify successful fulfillment of these criteria. Three continuing education credits. \$125 per credit.

Support Seminar I Classroom Democratic Principles Reflective Analysis

This seminar is framed with a constructivist, experiential approach. Readings that relate to the candidates' inquiry are utilized as are opportunities for learning about practicing and reflecting on new teaching and learning strategies. Students keep journals during the school year and at least three times during the year they synthesize their reflections to support the required analysis. One continuing education credit. \$125.

Endorsement Programs for Educators

An endorsement is a designation on a teaching certificate that identifies the subject matter or grade level in which an individual is authorized to teach. All teaching certificates must have at least one endorsement.

During your teaching career you may be interested in adding an endorsement if you want to teach a different grade level or subject area. Currently you must complete an approved college or university endorsement program to do this. (After August 2005 Praxis II will be the endorsement completion requirement.) Endorsement programs include requirements based on Washington state's learning goals and essential academic learning requirements and require content knowledge and pedagogy specific to that particular endorsement.

You may have coursework or other past experience that would apply toward an endorsement's requirements. Staff in Antioch's Center for Programs in Education can assess your background to determine what, if any, experience might be applicable.

Antioch's continuing education program offers endorsement programs for teachers in the following areas:

- English/Language arts
- Mathematics
- Social studies
- Special education
- Theatre arts

An interactive and sequential series of Saturday classes for a total of 25 continuing education credits is offered September through May. For more information, contact the program coordinator, Dr. Pattabi Raman, at (253) 939-7576.

Continuing education credits for endorsement courses are available at \$125 per credit.

An endorsement needs assessment is available for \$250.

For more information about endorsements, please check our website at www.antiochsea.edu/ce.

Certificate in Educational Technology and Online Learning

Antioch is proud to partner with the Education Development Center (EDC), one of the world's foremost research and development organizations, to offer a state-of-the-art educational leadership technology certificate. The Educational Technology Leaders Online Program teaches organizations and school districts how to offer online learning to their constituents.

ED4501 Engaging Middle School Girls in Math and Science

Moderator: Education Development Center

One continuing education credit
\$125

Please check the website for up-to-date offerings.

ED5151 Educational Technology and Online Learning

ED5152 Practicum: Facilitating an Online Workshop to Integrate Technology into the K-2 Curriculum

ED5153 Designing and Delivering Online Courses

ED5154 Practicum: Delivering Online Courses

It is recommended that teams of three to six people from a district or agency take this program together. Participants must have had experience with computers, the Internet, and with development. They also must have at least four hours per week to dedicate to certificate program activities.

Can't Find a Course That Meets Your Needs?

Not all learning occurs in structured courses. Individuals can improve their teaching, travel to learn, collaborate on curriculum or work with parents and earn credit for their professional efforts on an individual basis. Thirty hours of work equals one credit. Antioch is proud to partner with the Education Development Center (EDC) to offer educational courses.

ED58599 Design Your Own Professional Development Course

Two–five continuing education credits
\$125 per credit

Online Learning Courses and Programs

Continuing Education Opportunities through The Heritage Institute

Antioch University Seattle partners with The Heritage Institute to provide continuing education opportunities for K-12 educators in Washington, Oregon, Montana, and Idaho. For more than 25 years, The Heritage Institute has been a leader in progressive continuing education programs. Their philosophy of educating for humanity provides the framework and inspiration for a leading edge perspective on teaching and learning and for a vision of schools as enriching and productive learning environments for all children.

The Heritage Institute's goal is to renew experienced teachers by providing them with learning experiences that empower them to inspire children with the joy of learning. Class offerings include such diverse topics as Teaching About Civil Liberties After 9/11, Mentoring Successful Writers, Talking with Children Through Their Drawings, and Whose

Classroom Is It? Toward the Self-Managed Classroom. For more information visit their website: <http://www.hol.edu/index.cfm>

Academic and Student Life Policies

Student academic policies are outlined in detail in the following university publications

- AUS student handbook
- Individual program handbooks which the academic programs distribute to their students upon first enrollment
- AUS website (www.antiochsea.edu)
- Quarterly schedule of classes

Some of the most frequently consulted academic and student life policies are specified below.

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, loan deferment, and all other types of enrollment verification.

Credit Load Limits

Graduate students may take a maximum of 12 credits per quarter. Undergraduate students may take a maximum of 15 credits per quarter. Students who wish to exceed the maximum quarterly course load must receive approval from their faculty adviser and the program chair

or director. A program chair or center director's signature on the registration card notifies the registrar of approval. With such approval, the maximum can be exceeded by only three credits for respective totals of 15 and 18. These load limits include courses taken concurrently at other institutions.

Academic Progress

Graduate Student Satisfactory Academic Progress Policy

Maintaining Satisfactory Progress

Antioch University Seattle is committed to assisting students achieve their academic goals and ensuring students make satisfactory progress toward a graduate degree or certificate. Graduate students must meet the following two standards to maintain satisfactory academic progress.

Minimum Cumulative Percentage of Credits

Graduate students must have completed or have in progress a minimum of 67 percent of the total attempted credits. Completed or in progress courses include those with earned credits or approved IP. Attempted credits are all those AUS graduate 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.

Maximum Number of Unfinished Credits

Graduate students are limited to a cumulative total eight unfinished credits of study at AUS. Unfinished credits include those recorded as IP or IPX.

Academic Action for Unsatisfactory Progress

First Quarter Academic Concern

Graduate students who do not meet either or both of the above academic progress standards are placed on

academic concern during the first quarter. Such students should meet with their academic advisers to develop a plan that outlines goals and appropriate means to meet those goals.

Second Quarter Academic Warning

After a second consecutive quarter of unsatisfactory progress, graduate students are placed on academic warning and will not be permitted to register until they have met with their advisers to develop an appropriate strategy for improvement. Elements of such a strategy may include:

- Continued enrollment limited to a maximum of six credits
- Leave of absence
- EMF registration status
- Withdrawal from the program

Third Quarter Academic Hold

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

To appeal an academic hold and request immediate re-enrollment, the student must submit a written request to the Academic Appeals Committee. See Appeals Process.

Satisfactory Progress and Financial Aid Eligibility

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

Minimum Cumulative Percentage of Credits

For financial aid eligibility, students must have completed a minimum of 67 percent of their total attempted credits. For this purpose, credits accepted in transfer from other institutions may be counted toward the 67 percent.

Minimum cumulative credits and maximum time frame

Students are ineligible for financial aid if their attempted credits exceed 150 percent of the credits required for their program, as follows:

- M.A. Psychology – CCFT or MHC 108
- M.A. Psychology – CCFT or MHC with Art Therapy 135
- M.A. Psychology – Integrated Studies 90
- Post-master's Certificate in Art Therapy 90
- M.S. Management 99
- M.A. Environment and Community 99
- M.A. Organizational Psychology 99
- M.A. Whole Systems Design 99
- Certificate programs – Center for Creative Change 27
- M.A. Education 72
- M.A. Education with Graduate Teacher Preparation 111
- Graduate Teacher Preparation without M.A. 87
- Professional Teacher Certificate 23

Additional Standards for Work Study

Students receiving work study funding must complete and earn a minimum number of credits each quarter as follows:

- Full time students must complete at least eight credits
- Three quarter time students must complete at least six credits
- Half time students must complete at least four credits

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 attempted to continue to receive financial aid.

Students are ineligible for further financial aid if they earn less than half of the credits for which they have previously received aid awards.

A student may regain eligibility if all credits attempted for one quarter are earned.

Appeal Process

Students placed on academic hold may appeal in writing to the Academic Appeals Committee. Generally, an appeal should be based on a student's unusual circumstances. An appeal request must be supported and signed by both the adviser and program director.

Appeals must be submitted to the Academic Deans Office no later than the fifth day of the quarter.

If an academic appeal to continue is granted, the student nevertheless remains ineligible for federal, state, and institutional financial aid until one quarter is completed with all attempted credits earned and/or all unfinished credits completed.

Procedure for Returning After Academic Hold

To return the quarter immediately following an LOA quarter resulting from an academic hold, the student must schedule an appointment with his/her adviser who will assist in establishing an academic plan.

Students who do not return immediately following an academic hold must apply for readmission. Information about readmission is available from the Admissions Office.

Undergraduate Satisfactory Academic Progress Policy

Maintaining Satisfactory Progress

Antioch University Seattle is committed to assisting students achieve their academic goals and ensuring that students make satisfactory progress toward a bachelor's degree. Undergraduate students must meet the following two standards to maintain satisfactory academic progress:

Minimum Cumulative Percentage of Credits

Undergraduate students must have completed or have in progress a minimum of 67 percent of the total attempted credits. Attempted credits are all those AUS credits for which a student has ever registered, less any courses dropped prior to the 10th day of the quarter in which they were offered.

Maximum Number of Unfinished Credits

Undergraduate students are limited to 12 unfinished credits. Unfinished credits include those recorded as IP or IPX.

Academic Action for Unsatisfactory Progress

First Quarter Academic Concern

Students who do not meet one or both of the academic progress standards are placed on academic concern during the first quarter. Such students should meet with their academic advisers to develop a plan that outlines goals and appropriate means to meet those goals.

Second Quarter Academic Warning

After a second consecutive quarter of unsatisfactory progress, students are placed on academic warning and are not permitted to register until they have met with their advisers to develop an appropriate improvement strategy. Such a strategy may include:

- ❑ Continued enrollment limited to eight credits per quarter
- ❑ Leave of absence
- ❑ EMF registration status
- ❑ Withdrawal from the program

Third Quarter Academic Hold

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

To appeal an academic hold and request immediate re-enrollment, students must submit a written request to the Academic Appeals Committee. See Appeals Process.

Satisfactory Progress and Financial Aid Eligibility

Students must make satisfactory academic progress for financial aid eligibility. Undergraduate students who have not previously attended Antioch University Seattle are considered to be in good academic standing. For students who have attended Antioch University but who have not received financial aid, the

University will determine aid eligibility by reviewing their past Antioch records.

Minimum Cumulative Percentage of Credits

Undergraduate students for financial aid eligibility must have completed a minimum of 67 percent of their total attempted credits. For this purpose,

credits accepted in transfer from other institutions may be counted toward the 67 percent.

Minimum Cumulative Credits and Maximum Time Frame

Students are ineligible for financial aid if their attempted credits exceed 150 percent of the credits required for their program. For undergraduate students that equates to 270 credits attempted including transfer credits. A full-time undergraduate student must complete at least 32 credits per year in order to remain eligible for financial aid. Part-time students are not required to meet this timetable but must complete a minimum of 67 percent of cumulative credits attempted.

Additional standards for Work Study, State Need Grant and Educational Opportunity Grant

Undergraduate students receiving work study assistance, Washington State Need Grants and Educational Opportunity Grants must complete and earn a minimum number of credits as follows:

- ❑ Full-time students must complete at least 12 credits
- ❑ Three-quarter-time students must complete at least nine credits
- ❑ Half-time students must complete at least six credits

Undergraduate students are placed on financial aid probation if they complete at least half but less than all of the minimum number of credits for which the aid

was calculated and disbursed. Students in this status may receive financial aid for the following quarter but must earn all credits attempted to continue receiving aid.

Students are ineligible for further financial aid if they earn less than half of the credits for which they have previously received aid awards.

A student may regain aid eligibility if all credits attempted for one quarter are earned.

Appeal Process

Students placed on academic hold may appeal in writing to the Academic Appeals Committee. Generally, an appeal should be based on a student's unusual circumstances. An appeal request must be supported and signed by both the adviser and program director.

Appeals must be submitted to the Academic Deans Office no later than the fifth day of the quarter.

If an academic appeal is granted, the student nevertheless remains ineligible for federal, state, and institutional financial aid until one quarter is completed with all attempted credits earned and/or all unfinished credits completed.

Procedure for Returning After Academic Hold

To return the quarter immediately following an academic hold, the student must schedule an appointment with his/her adviser, who will assist in establishing an academic plan.

Students who do not return immediately following an academic hold must apply for readmission. Information about readmission is available from the Admissions Office.

Leave of Absence (LOA)

A leave of absence is a quarterly period of time during which the student has officially notified the school that he or she will not be affiliated with the University, e.g., taking classes, seeking faculty advice, taking part in internships, or holding degree committee meetings. To be on a leave, a student must submit a leave of absence (LOA) registration card to the Registrar's Office by the end of the first week of the quarter of absence. The card must be signed by both the student and the adviser and be submitted for each consecutive quarter the student intends to be on leave. Filing simultaneously for more than one quarter at a time is by exception only and subject to approval by the student's adviser. Note that taking a leave of absence may cause financial aid loans to go into repayment; contact the Financial Aid Office for further information.

If an LOA registration is not submitted and the student has not registered for the current quarter, the student will be withdrawn. Upon return, the student must apply for readmission to register again. Students are limited to four consecutive LOA quarters. After that, unless the student registers for credit or enrollment maintenance fee (EMF), he or she will be withdrawn.

Withdrawal

According to the leave of absence 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 requirements.

Non Matriculated (Visiting) Students

Non matriculated students are individuals who enroll in courses for academic credit without intending to pursue a degree. These students are not required to apply for formal admission to the university and are not eligible for financial aid. Non matriculated students register during the final two days of non priority registration and the first week of classes.

If non matriculated students subsequently are interested in pursuing a degree or certificate, they must apply for admission through the Admissions Office. 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 arrange in progress contracts; i.e. may not be granted extensions of time to finish course work beyond the end of the quarter.

Grades

Antioch University does not award letter grades for learning completed either prior to or during enrollment. However, at a student's request, the registrar will send a letter outlining Antioch University Seattle's philosophy regarding evaluation of student learning and reporting the university's standards for the granting of credit (B or better for graduate students; C or better for undergraduate students).

In progress Policy

If coursework is not completed by the end of the quarter for which it was registered, the student may negotiate with the evaluator for additional time for completion up to two additional quarters. Such a contract is granted solely at the discretion of the evaluator/instructor (and will be assigned by the instructor through the AIM assessment system). If the work is

not finished by the deadline the instructor has set, the instructor can approve another deadline up to the maximum time permitted. If the work is not complete by the final deadline set by the instructor, then a permanent incomplete will be assigned, not subject to change. After that time, in order to receive credit, students need to reenroll in and repay for the course. Note that enrollment maintenance quarters count as in progress quarters. Leave of absence quarters do not count as in progress quarters. IP contracts are not available to non matriculated students. Upon withdrawal from AUS, outstanding IP's are converted to IN (permanent incomplete).

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.

There are means to assure due process, a hearing and redressing of grievances by students and other community members.

The student grievance policy is also outlined in the student handbook. Students who believe they have grievances regarding their treatment in an academic program have recourse to the academic dean and to a review process in which grievances may be heard and ruled on by an impartial faculty panel. A detailed statement of applicable policies and procedures is available in the Academic Deans Office or from the assistant to the dean for student affairs.

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