

2006-2007 Catalog



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Message from the President

Dear Student

Welcome to Antioch University Seattle. We are delighted that you have joined us, and we look forward to having you as a member of our community. Antioch has a rich history in progressive education and by choosing Antioch, you become an active participant in that long tradition—a tradition that invokes academic rigor and purposeful engagement—literally integrating theory and practice to create a better world. It is not surprising then, that students of Antioch University Seattle often report that what they learn in class translates directly into an improved capability in their careers and to an overall increased capacity to lead change in their organizations and communities.

An Antioch education is as rewarding as it is challenging. It is invariably a journey that you share with others, even as you find your individual voice and refine your own academic inquiry. Over the course of your studies, you will have the opportunity to develop professionally and personally, hone your intellect and critical thinking, and explore the passion of your life's work. Along the way, you will be met with equal enthusiasm and commitment by our experienced and insightful faculty. You are also likely to find that your fellow students profoundly enrich your own learning and support your academic success. You, in turn, may experience the satisfaction of being integral to the growth of others, and an important member of a learning community. Such relationships are apt to prove long-lived and fruitful, even well after you have earned your degree.

Let me know if you ever need assistance, and please accept my best wishes for a successful and fulfilling educational experience.



Sincerely,

Mark Hower, M.S.

Interim President

Antioch University Seattle

Academic Calendar

Summer 2006

Financial Aid Filing Date	April 15
Registration Begins	May 8
Tuition Payment Deadline	June 30
Independence Day (Holiday)	July 4
Late Registration (Late Fee)	July 3-7
First Day of Classes	July 3
Last Day to Receive Full Refund	July 11
Fall Registration Begins	Aug 7
Labor Day (Holiday)	Sept 4
Last Day of Classes	Sept 8
Evaluator Assessments Due	Sept 22
Commencement Ceremony	June 9, 2007

Fall 2006

Financial Aid Filing Date	Aug 15
Registration Begins	Aug 7
Tuition Payment Deadline	Sept 29
Late Registration (Late Fee)	Oct 2-6
First Day of Classes	Oct 2
Last Day to Receive Full Refund	Oct 10
Winter Registration Begins	Nov 6
Thanksgiving (Holiday)	Nov 23-24
Last Day of Classes	Dec 8
Commencement Ceremony	June 9, 2007
Evaluator Assessments Due	Dec 22
Holiday Break	Dec 23-Jan 1

Winter 2007

Financial Aid Filing Date	Nov 15 (2005)
Registration Begins	Nov 6 (2005)
Tuition Payment Deadline	Dec 22 (2005)
Late Registration (Late Fee)	Jan 2-5
First Day of Classes	Jan 2
Last Day to Receive Full Refund	Jan 10
Martin Luther King Jr Day (Holiday)	Jan 15
Spring Registration Begins	Feb 5
Presidents Day (Holiday)	Feb 19
Last Day of Classes	March 9
Evaluator Assessments Due	March 23
Commencement Ceremony	June 9

Spring 2007

Financial Aid Filing Date	Feb 15
Registration Begins	Feb 5
Tuition Payment Deadline	March 30
Late Registration (Late Fee)	Apr 2-6
First Day of Classes	Apr 2
Last Day to Receive Full Refund	Apr 10
Summer Registration Begins	May 7
Memorial Day (Holiday)	May 28
Last Day of Classes	June 8
Commencement Ceremony	June 9
Evaluator Assessments Due	June 22

About Antioch University Seattle



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

— Horace Mann

First president of Antioch College

Excerpt from commencement address, 1859

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

A Transformative Individualized Experience

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

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

Holistic Programs with a Focus on Adults

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

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

Truly Innovative Higher Education

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

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

A History of Inclusiveness

Antioch, from the days of Horace Mann, has been a leader not only in its ways of education but also in inclusiveness and in welcoming people of diverse backgrounds and viewpoints. Antioch College was the first college in America to educate women on equal terms with men. It also was among the first primarily white colleges to admit African American students. In addition, Antioch was the first American college to hire female faculty on an equal basis with male colleagues, and the first coeducational college to have a woman on the Board of Trustees. Today, AUS is a recognized leader in making its special brand of higher learning accessible to populations to whom such opportunities have often been denied in the past. It maintains a diverse faculty, staff, and

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

The Campus

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

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

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

Disability Support Services (DSS)

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

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

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

For additional information, please contact the DSS Office at 206.268.4151 or 206.268.4403/TTY 206.728.5745 or dss@antiochseattle.edu

Library and Computer Services

The AUS library, which is located on the first floor near the atrium, houses both print and non-print materials which specifically support the university's curriculum and commitment to teaching to a diversity of learning styles. The collection is accessible through the online catalog on the library's web page at www.antiochseattle.edu/library. The library offers document delivery and interlibrary loan services as well as course reserves.

Extensive electronic services are also available. AUS has licenses to numerous academic databases containing full-text journal articles and e-books. All library staff are trained to help with access to these digital media services.

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

The computers, scanners, printer, and copier machine are available whenever the library is open. See the library web page for current hours. The computer classroom (room 105) is used for computer training classes and library computer overflow. The library also has an individual video viewing machine.

Admission

The Admission Process

Admission to Antioch University is based on the applicant's background, education, accomplishments, and goals. It is not based on test scores or grade point averages. Ideally, each applicant decides, together with an Antioch admissions adviser, about admission to the student's chosen program. To find out more about Antioch programs and the admission process, prospective students may attend an open house or one of the weekly information sessions. Individual appointments with admission advisers are also available. These meetings offer an overview of Antioch's programs, its educational philosophy, and the admission process. Antioch requires several kinds of information from each applicant, depending on the program. The application requirements and process for each program are outlined in the appropriate application handbook or online at www.antiochseattle.edu. Applicants with international transcripts (outside the United States and Canada) are encouraged to apply early to allow time for receipt and review of the transcripts.

How to Apply

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

Communication Skills

Evidence of critical thinking and effective writing skills is required of all applicants. These skills are ascertained in several ways, including the required admission

essays, prior college coursework, and the interview process.

Admission Decisions

Ideally, admission decisions 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

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

- Official certified educational records including official translations if educational records are not in English
- Evaluation of international transcripts as noted in the International Transfer Credit section
- Test of English as a Foreign Language (TOEFL) results. Applicants who speak English as a second language are required to take the TOEFL exam and must receive a minimum score of 600 (paper based) or 250 (computer based) to be considered for admission. Applicants who have studied English at another U.S. college or university may have the TOEFL requirement waived. Prospective students should contact the Admissions Office for further information. Applicants must request an official TOEFL report be sent to AUS (institution code #4146). The TOEFL exam must have been taken within the past two years.
- Documentation of the applicant's ability to pay for educational and living expenses. Antioch University is approved by the Department of Justice, Immigration and Naturalization Service to issue INS Form I-20 so that students may apply to obtain non-immigrant student visas. Prospective students should contact the Admissions Office for more information and should apply at least three months in advance.

Transfer Credit

General Policy for Transferring Credits to Undergraduate Programs

AUS accepts college level credit earned at regionally accredited institutions. Credits for college level courses are normally accepted if the transfer credit carries a grade of C- or better. Developmental or remedial courses are not accepted in transfer nor are continuing education courses. A maximum of 120 lower division quarter credits will be accepted in transfer.

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

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

Vocational, technical and professional credits

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

Other sources of transfer credit

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

Transfer Credits – Master's

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

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

Prior Learning Credits

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

International Transfer Credit

Applicants who wish to receive credit for coursework completed at an institution outside the United States and Canada (except Quebec) must have that institution send official transcripts and/or documents directly to the Admissions Office. Certified translations and evaluation of international documents are required and must be arranged by the applicant. Information on evaluation services is available from the Admissions Office. Please allow four to 10 weeks for the evaluation, and request that an official evaluation be sent to the Admissions Office. Determination of credit equivalency must be completed before a student can be admitted. U.S. citizens and legal residents who completed some or all college level schooling outside the U.S. and Canada must have international transcripts evaluated as outlined.

Change of Degree Program

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

Tuition and Fees 2006–2007

Tuition and fees are in effect through spring quarter 2007. Antioch University reserves the right to change tuition and fees at any time without prior notice. Tuition and fees are subject to approval by the Antioch University Board of Trustees.

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

B.A. in Liberal Studies

\$415/credit

Education Programs

Undergraduate Teacher Preparation

\$390/credit

M.A. Education

Graduate Teacher Preparation

Graduate Teacher Prep with M.A.

\$420/credit

Center for Creative Change

M.A. Environment and Community

M.S. Management

M.A. Organizational Psychology

M.A. Strategic Communications

M.A. Whole Systems Design

CCC Graduate Certificate Programs

\$485/credit

Psychology Programs

M.A. Psychology

Art Therapy Certification

\$465/credit

Psy.D. Clinical Psychology

\$585/credit

Tuition for visiting students is charged at the tuition rate of the academic program offering the course taken.

Academic and Administrative Fees

(All fees are non-refundable.)

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

Full-time status	\$ 55
Part- or half-time status	\$ 35

This fee supports several academic and student services, including career workshops and services, personal counseling offered through the Community Counseling and Psychology Clinic, the Student Life Office, transcripts and graduation, as well as writing tutors and other academic support services offered through the Learning and Teaching Cooperative.

Other Fees

Enrollment Maintenance Fee	\$500
Prior Learning Credits	
Per credit	\$103.75
Returned Check Fee	\$ 30
Tuition Payment Plan Fee	
(per quarter)	\$ 35
Application Fee	\$ 50
Late Registration Fee	\$ 50
Late Payment Fee	\$ 50
Audit Fee (per course)	\$275

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

Antioch University Seattle Financial Policies and Tuition Payment Options

These policies are administered by the Student Accounts Office. For more information, students should stop by or

contact this office at studentaccounts@antiochseattle.edu or (206) 268-4009

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

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

Antioch University Seattle 2006-7 Tuition Payment Deadlines

	Payment Deadline	Payment Grace Period Ends
Summer 2006	June 30, 2006	July 10, 2006
Fall 2006	Sept. 29, 2006	Oct. 9, 2006
Winter 2007	Dec. 22, 2006*	Jan. 8, 2007
Spring 2007	March 30, 2007	Apr. 9, 2007

Antioch is closed December 23-January 1 for winter break.

Payment Options

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

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

Students can estimate the amount to pay by comparing total aid for the quarter from their financial aid award letter to the total charges shown on the registration statement. Students receiving Stafford Loans in 2006-7 should remember to deduct up to 3% of these loans for the lender origination fee, and

work study funding should be excluded from the calculation. Students may contact the Student Accounts Office for assistance with payment estimates. It is recommended that students pre-arrange

payment of any estimated remaining account balance by the payment deadline to avoid a late payment fee. Payments may be made in full or with a tuition payment plan. No fee is charged if students arrange an automatic charge to a credit or debit card of the final student account balance owed.

2 Self-paying students may pay tuition in full or with a tuition payment plan. Payment may be made by check, money

order or credit or debit card (Visa Master Card Discover) Students may request automatic billing to a credit card each quarter at no additional charge. Credit and debit card payment attempts declined for any reason are considered non payments and are subject to a late payment fee if not resolved before the end of the payment grace period.

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

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

Payment Policies

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

approved payment arrangement is made in writing with the Student Accounts Office.

Account Statements are sent monthly to rebill students whose accounts remain unpaid or lack a tuition payment plan approved or pending financial aid or an employer or agency payment authorization. Statements are first sent during the second week of the quarter and will include a late payment fee.

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

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

Returned Check Fee Checks returned unpaid to Antioch for any reason are charged to the student's account along with a \$30 returned check fee. A late payment fee may also be charged to the student's account if the returned check was used to pay tuition and is returned after the payment deadline. For more information or to make payment or payment arrangements, stop by or contact Student Accounts at 206 268 4009 or studentaccounts@antiochseattleu.edu.

Tuition Refund Policy

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

Please allow up to 14 days for the processing of any refund. Changing enrollment status may alter financial aid eligibility. Financial aid students concerned with a change in their enrollment status should contact the Financial Aid Office. Students considering terminating enrollment should read the section titled Financial Aid Withdrawal and Refund Policy.

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

Tuition Refund Schedule

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
After 40 days	No refund

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

The same refund schedule applies to courses or student teaching that begins more than one week prior to the official start date of the quarter. The tuition refund will be calculated using the start date of the first class session, whether or not the student attended that class.

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 been disbursed for the term, the student needs to read the section titled Financial Aid Withdrawal and Refund Policy.

Financial Aid

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

Programs available to all eligible students include

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

Programs available only to undergraduate students include

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

To qualify for financial aid students must

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

Programs Not Based on Financial Need

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

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

Scholarships

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

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

Other Financial Assistance

Full-time graduate students can apply for assistantships available to help master's degree students meet their educational expenses. Students gain valuable experience in working closely with members of the Antioch faculty and staff.

National Service Scholarships may be available for new students who are

Current full time Americorps members or

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

Veterans Administration Benefits

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

Financial Aid Withdrawal and Refund Policy

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

When a financial aid student does not complete a term, the calculation of financial aid earned is based on the period of enrollment completed. That percentage is computed by dividing the number of calendar days completed as of the date the student notified AUS of the LOA or withdrawal by total number of calendar days in the term. The percentage of Title IV assistance to which the student is entitled (earned aid) is equal to the percentage of the term completed up to 60 percent. If the termination occurs after 60 percent, the earned percentage is considered equal to 100 percent.

The amount of Title IV aid that a student must return is based on the percentage of unearned aid. That percentage is computed by subtracting earned aid

from 100 percent. Antioch is required to return to federal sources the lesser of (1) the unearned aid percentage applied to the institutional charge or (2) the unearned aid percentage applied to the total Title IV aid received.

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

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

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

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

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

BA Completion Program

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

They share:

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

Educational Philosophy and Approach

Four principles shape the B.A. in Liberal Studies approach:

- Learning begins with the purposes and intent of the learner and engenders a desire for lifelong learning through self-reflection and planning
- Students bring to their learning all aspects of themselves — life

experience, intellectual vitality, spiritual understanding, and passionate goals and questions.

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

Customization is the Key

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

The Core Curriculum

To support students in designing their undergraduate education, the B.A. faculty has developed a core curriculum in liberal studies. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their own interests, needs, and goals. Throughout their time at Antioch, students also pursue liberal studies chosen from among offerings both at Antioch and at other institutions. They study the diversity of the human community, evaluate and demonstrate their own personal academic strengths, and work collaboratively with other students, sharing the results of their own studies and expressing their creativity in peer group settings. Students finish with a capstone project that

brings various elements of their learning together into a coherent synthesis

Areas of Concentration

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

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

Core Competencies

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

1 Demonstrate Critical Interdisciplinary Inquiry

- Understand the nature of critical thinking and be able to demonstrate its use
- Analyze and synthesize information
- Discern and articulate one's own point of view and discern, interpret and assess contrasting points of view

- Understand the nature of academic disciplines, interdisciplinary inquiry and the social construction of knowledge
- Apply theoretical perspectives and models in problem solving real world issues and dilemmas
- Appreciate and utilize a range of ways of knowing which could include artistic discernment and creativity, mathematical/logical problem solving, intuition, imagination, learning through experience, emotional intelligence, body-based knowing or collaborative learning

2 Convey an Understanding of the Depth and Diversity of Human Experience

- Expand awareness of multicultural perspectives
- Develop an understanding of the dynamics of power and privilege in one's own life, one's communities, the United States and the world
- Know the value of the humanities and the social sciences in exploring human differences as well as our common humanity
- Develop a historical perspective on the local and global situation in which we find ourselves
- Engage the power of the human imagination to enlarge an understanding of the human condition through literature, psychology and the arts

3 Communicate Effectively Through Dialogue, Writing and Creative Expression

- Develop college level academic writing in a variety of forms such as reflective essays, research papers

and reading critiques

- Develop college level writing speaking visual technological/ media and design skills sufficient to communicate ideas clearly to diverse audiences
- Develop listening and speaking skills that facilitate dialogue amongst diverse voices in collaborative exploration
- Engage creative expression in one or more forms such as music dance painting ceramic arts or poetry

4 Convey An Understanding of Science and the Natural World

- Understand the basic principles of the scientific method and the political and socio economic implications of its use
- Engage the ethical issues posed by science and technology
- Develop naturalistic field observation skills and appreciation for the natural world
- Enhance awareness of the bio regional home in which one resides
- Develop an analysis of the state of the global environment and explore avenues for an ethical response

5 Demonstrate Self Awareness Reflective Practice and Social Responsibility

- Develop capacities for deepening self reflection and the inner life through spiritual ethical and/or psychological inquiry
- Develop clarity regarding ones sense of calling life direction values and work in the world

- Expand capacity to engage community and world in a socially responsible way
- Integrate theory with practice and develop capacity for reflection in action as tools for both life and work

Prior Learning

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

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

Typically B.A. students can receive between 20 and 40 credits for prior learning, though up to 48 credits (or up to 60 by special petition) are possible. To obtain these credits, students participate in a class that helps them document their past experience. They write narratives about their learning, either independently or within a writing course, and receive

evaluation from experts in the fields in which they claim knowledge

B A in Liberal Studies Degree Requirements

Students satisfy the requirements for graduation when they

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

Admission

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

B A Courses

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

- Core curriculum
- Courses and other learning in the area of concentration
- Skills development courses and training

- Liberal studies courses beyond the concentration

- Independent courses created by students

The course offerings of the B A program are developed on a continuing basis. Some classes are taught every year or two, some are taught once but not repeated. Below are courses from the B A curriculum planned for the 2006-2007 academic year. They are arranged to reflect the focus areas of the curriculum: the core studies, arts and literature, human services, global studies, leadership and organizational studies, math and science, psychology, social justice, spiritual studies, and prior and service learning. *Unless otherwise noted, all courses are offered for three or four credits.*

Core Studies

BAC300E Liberal Studies I

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

BAC300F Liberal Studies II Diversity, Power & Privilege

This course has an American Studies focus with an emphasis on issues of diversity, power and privilege in American history and culture. In this class students bridge theory and practice by applying what they are learning from their readings and videotapes to their real world. Students explore the historical and contemporary American con-

struction of race, gender, social class and sexual orientation. This course includes an anti-racism workshop. **Prerequisite:** *Liberal Studies I*

BAC300G Liberal Studies III (1 – 2)

Liberal Studies III provides a learning community context for students preparing for and conducting liberal arts core competency and area of concentration demonstrations — that is, showing successful achievement of program learning goals and program degree requirements. As part of this process, participants enter into a reflective conversation about the meaning/purpose and nature of a liberal arts education by engaging a core theme or question together (which changes from quarter to quarter). The group explores the focal topic together from a number of disciplinary/hermeneutic frames as a case example of collaborative liberal arts inquiry. Additionally, students are supported to envision their senior synthesis project and write a formal proposal. This seminar is intended to be undertaken students' penultimate quarter. **NOTE:** *Having a PAC (Portfolio Assessment Committee) approved student portfolio is a prerequisite for registering for Liberal Studies III.*

BAC300H Liberal Studies IV (1 – 2)

Liberal Studies IV provides a learning community context for graduating B.A. Liberal Studies students completing senior synthesis/capstone projects which might take the form of a thesis, presentation, project, performance, special internship, portfolio, gallery show of original work, or other product. As synthesis projects and learning are required to be shared at a public/community event, students are helped to learn dynamic and professional presentation skills, and supported in preparing

for and presenting at the senior symposium. In addition, the seminar provides a reflective forum as students bring their entire degree programs to a close. This seminar is intended to be taken in a student's final quarter. **NOTE:** *Successful completion of Liberal Studies III. Candidacy status is a prerequisite for registering for Liberal Studies IV.*

BAC300J Foundations I

This course provides an overview of the key themes of a liberal arts education as they evolved in the history of the Western world until 1500 AD. A broad understanding of the development of philosophy, religion, politics, science, economics, and the arts give the student an imaginary map onto which they can situate their understanding of the large currents of cultural history that have shaped the contemporary world.

BAC300K Foundations II

This course provides an overview of the key themes of a liberal arts education as they evolved in the history of the Western world from 1500 AD to the present. A broad understanding of the development of philosophy, religion, politics, science, economics, and the arts give the student an imaginary map onto which they can situate their understanding of the large currents of cultural history that have shaped the contemporary world.

BAC396 EDI Educational Design I (1)

Through this independent study, students learn to self-direct their own educational planning process. Working closely with a core faculty adviser and other students, individuals prepare the preliminary self-assessment and educational design documents necessary for their portfolio. The Individualized

Pathway students hold the first degree committee meeting. In the Thursday Evening BA Learning Community time two group sessions are held to provide specific support for all students at this phase of the degree process. (These will be held on two evenings toward the beginning of the quarter.)

BAC396 EDII Educational Design II (I)

In this independent study students continue to develop self-directed learning skills. Working closely with a core faculty adviser and other students, individuals design the area of academic concentration, articulate program learning goals, negotiate a plan for achieving, and then demonstrate the core outcome competencies. The Individualized Pathway students hold the second degree committee meeting. In the Thursday Evening BA Learning Community time two group sessions will be held to provide specific support for all students at this phase of the degree process. (These will be held on two evenings toward the beginning of the quarter.)

BAC396 EDIII Educational Design III (I)

Through this independent study, Individualized Pathway students increase their ability to synthesize, present, and self-assess learning. (For Structured Area of Concentration students, this work is done in Liberal Studies III.) Working closely with a core faculty adviser, each student prepares for and convenes the third degree committee meeting at which he/she demonstrates achievement of the liberal arts core competencies and area of concentration goals. In addition, a proposal for a senior synthesis project is developed. In the Thursday Evening BA Learning Community time two group sessions will be held to provide specific support for all students at this phase of

the degree process. (These will be held on two evenings toward the beginning of the quarter.)

BAC305A Academic and Critical Writing

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

BAC305C The Writing Process

Writing is a way to speak one's truth. Too often students are trained to take themselves out of their writing, leaving many with writing blocks. In this course, students learn to tip flow as they respond to readings and life experience, finding words, sounds, and rhythms for their intuitions. Reading, research, and feedback from colleagues help shape and transform individual thinking. Students learn to create units and to reach diverse audiences, including academics and business people. In short written responses to readings and two five-page essays that are revised and polished throughout the course, students practice skills of describing, identifying patterns, and evaluating. Wide latitude in choice of writing subjects permits students to pursue personal interests.

BAC323A Writing in Context

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

BAC335A Research Writing

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

Arts and Literature

BAC305U Writing from Life

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

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC305Y Character Driven Writing: Short Fiction

Unforgettable characters are at the heart of great fiction, lingering on in the imagination long after the story has ended. It is they who drive the action, what they do or do not do, with whom they interact and how (or why), their likes and dislikes, their ambitions, their dreams, all determine what happens, what the story turns out to be. In this class, students approach short story writing from this character-driven perspective. By experimenting with a variety of fiction exercises, students develop believable and compelling characters and discover what happens when they let them loose on the page. Students also learn how all the different elements of a story, such as plot or setting or structure, come into play. Through this process, students gradually build the skills for the production of a full-fledged story. In workshop sessions, students hone their writing, developing a sense of audience and voice. No genius necessary—just a little creative elbow grease and a solid sense of humor.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC322C Collage

This course is designed for students who range from having no prior artistic experience to those who may be practiced artists. Its purpose is to explore techniques that encourage flexible creative movement in order to deepen and enlarge self-awareness. Students combine active imagination and dream journaling with specific collage work, pertinent readings, reflective writings, and class discussions to develop an ongoing dialog between their artwork and themselves.

This class is focused on processes and is not therapeutic in nature.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Psychology, Spiritual Studies

BAC322D Vocal Improvisation and Expressive Arts: Vocal Bliss

This course is an experiential introduction to vocal improvisation that explores how spontaneous vocal self-expression along with movement, drawing, and writing can nurture a musicianship of authenticity and joy and a healing process of personal and group empowerment within a supportive learning community. Students investigate personally and academically how this artistic experience relates to the theme of voice in the fields of education, psychology, spirituality, politics, and feminism. Students explore ways they might apply these ideas and practices to their areas of concentration.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC322F Ceramics I

This course provides an introduction to all the basic principles and elements of ceramics. Students learn a variety of clay handling methods and skills, create pieces using various hand building techniques, and are introduced to wheel throwing and the primary principles of glazing and firing.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC322G Ceramics II

Building on the skills developed in Ceramics I, students in this course learn more advanced building and

glazing techniques. Students concentrate on the techniques they wish to explore further and creatively apply their skills toward an artistic goal. Completing an assignment using the potter's wheel is required. As an alternative to regular assignments, students may obtain instructor's approval for special projects.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC322L Introduction to Drawing

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

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC322O Rhetoric of Comics (3)

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

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC325A The Making of a Literary Journal

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

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC326D Contemporary US Women Writers

In this course, students look at the diversity of American women's voices that make up Third Wave feminism, a movement which began in the early 1990s and which seeks to challenge and expand common definitions and understanding of gender and sexuality. Traits of third wave feminism include queer theory, women of color consciousness, and transnationalism. Students read selections from *Colonize This!*, an anthology of writings by young women discussing issues like gender, racism, nationalism, and queer identity, as well as from *The Color of Violence*, the anthology that came out of a 2000 all-women activist conference on ways to end the war being waged on communities of color in the US and around the world.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Global Studies

BAC415A Visual Literacy Studio: Capturing Mental Images for Creative Thinking

This studio explores the nature of visual thinking 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 printing 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. Participants are provided with opportunities for experiential and theoretical exploration of signs and symbolic meaning in the field of visual culture and their application to design communication. Through stimulating exercises and activities, not only do participants gain confidence in their ability to express themselves graphically, but they also experience the power of visual thinking in the process of working out creative responses to design challenges.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC418G Courageous Philosophy

A true philosophical education changes us. In this course, students explore the thought of philosophers who challenge themselves and us to question what we think we know and to look further. Students take up questions about the nature of reality and their place in it: "Why are we here?" "Are we free?" "Is this chair real?" "Why should I care?" "In what ways am I responsible for humanity?" Questions like this take courage to face in an authentic way. Students bring

together all the angles they come from and write together and work on these things that have kept humans thinking since antiquity.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Human Services.

BAC483A Ceramics Primitive Techniques Today

This course is for anyone interested in working creatively with clay, regardless of experience level. Various techniques are explored, some of which have been used in cultures across the world for over ten thousand years and are still employed today. The focus is on creative self-expression through clay, and the exploration of optional low fire techniques. This class may require participation in firings off campus, outside of regularly scheduled class periods.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature.

BAC484A Mixed Media

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

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature.

Global Studies

BAC425A Postcolonial Literature of Protest

In Shakespeare's *The Tempest*, the West Indian slave Caliban tells his master, "You taught me language, and my profit on't is, I know how to curse. The red plague rid you for learning me your language!" In this course, students look at narrative strategies used by the colonized and formerly colonized to denounce their own oppression and dis-possession in the 20th and 21st centuries. Some postcolonial writers consciously use the novel, a modern Western genre, linked to the rise of a literary European bourgeoisie, to denounce their cultural annihilation. Others, comfortable in the use of European languages (the stepmother tongue), nevertheless choose to produce art in native forms which predate colonialism: poetry, plays, and short stories. Yet others, despite having been successfully schooled in the cultures of their oppressors, totally reject European languages and genres, deciding to revive their own native cultures instead. The assigned readings include representative selections from the major directions that literature of protest has taken in various parts of the postcolonial world.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Global Studies, Human Services, Social Justice.

BAC422G Translating Gender

It is estimated that no more than 2% of the total number of adult fiction titles available in the United States is literature in translation. Some publishers even put that percentage at a dismal 0.4%. This course is designed to provide an in-depth analysis of how local and global politics

as well as the all powerful bottom line combine to determine what titles become available to English readers in the United States and how these titles become representative of a foreign culture. The course begins with a unit on reception theory — the critical thread that will weave its way throughout the class discussions—before examining fiction that informs readers' perceptions of gender dynamics in selected parts of the world. All assigned readings will be in English.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Global Studies, Human Services, Psychology

Human Services

BAC305X The American Family in Literature and Film

This course examines the parameters and significance of family in American literature. Students read three novels and a selection of poems and short stories about American families either recounted or imagined evolving over a historically specific time period. The authors are diverse in ethnicity, age, gender, sexual background and orientation. Films are used to expand students' understanding of cultural contexts of the readings. Throughout, students examine elements of literary analysis such as voice/address, narrative forms, poetics, chronological devices, and allusions, as well as the diverse narrative and poetic traditions that influence American literature.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Human Services, Psychology, Social Justice

BAC333N Community Organizing in Action

This course is designed to meet the needs and explore the interests of students who want to learn more about community organizing as human services advocates, grassroots activists and/or concerned citizens. Students explore specific aspects of community organizing to include social action, grassroots coalition building, and democratic/legislative processes. Throughout the quarter, students examine several current examples of grassroots organizing, moving from neighborhood activism to state-wide coalition building, choosing one specific grassroots effort to study in depth. Using the work of the selected grassroots effort as a case study, students study the issues involved and explore opportunities for experiential learning through student involvement. Opportunities for student projects are varied to include community education, organizational analysis, study of rural and urban organizing strategies, and comparison of organizing in Washington State with similar efforts in other states. Students' interests influence the direction of the course in the second half of the quarter.

This course meets demands of the following Structured Area(s) of Concentration: Human Services, Social Justice

BAC315Y Gay and Lesbian Studies

Although we have existed across cultures and times, the stories of lesbians, gay, bisexual and transgender (LGBT) people until recently was largely ignored. An ongoing political movement for LGBT rights has taken place in all the social sectors of society, and more recently, a vibrant body of studies has emerged from the academic community. Students use this scholarship to study the history and contributions of lesbians, gay, bisexual and transgender people. Students view

LCBT peoples lived experiences through the multi disciplinary lenses of the social sciences psychology literature and through their own stories and experiences. Students examine the roots of hetero centrism and homophobia in this culture and the effects it has had on all our lives regardless of our sexual orientations. To better understand the function of homophobia students study it in context with racism sexism and classism. The course includes weekly journals formal written assignments reading from the social sciences literature and poetry as well as art projects videos class presentations and small and large group discussions.

This course meets demands of the following Structured Area(s) of Concentration: Global Studies Human Services Psychology Social Justice

BAC404A Human Services Seminar Personal and Professional Development

This course includes the study of systems specifically an examination and critique of the human services delivery system and an overview of models of service. Students explore various perspectives on human behavior health and healing including indigenous approaches how to maintain boundaries and attention to self care trends in human services in Washington State. This course includes an in depth examination of one specific sector of human services in Seattle. The course is designed for students who currently work in the field of human services or who plan to work in this field and includes opportunities for research skill development and collaborative project completion.

This course meets demands of the following Structured Area(s) of Concentration: Human Services

BAC327G Service Learning Womens Education Project (2-4)

In this learning activity students participate in Antiochs Womens Education Project. Students learn about the lives of homeless women in our community and find ways to assist those seeking to improve their lives during a difficult time. Students are involved in setting up breakfast and assisting with a variety of learning activities including computer tutoring art projects discussions and writing groups.

This course meets demands of the following Structured Area(s) of Concentration: Human Services

Math and Science

BAC312J Birds in the Imagination and in the Field

Birds have fascinated humans in every culture and throughout the millennia. Taking a multidisciplinary approach this course views birds through many lenses and avenues. As naturalists class members observe and identify bird species in a variety of habitats learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. The symbolic role of birds as expressed through the literature myth art and spirituality of several cultures is explored along with how birds serve as metaphors for ones own relationship with the natural world. The readings include scientific as well as literary texts. Access to a pair of field glasses is highly recommended (but not required).

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature

BAC313K Companionship Animals and Their Humans

This course explores various aspects of the human-animal bond. Students are exposed to a variety of topics including health benefits of animal interactions, the influence of animals on human development, and animal-assisted therapy programs. Students examine the ethics of animal use, the relationship between animal abuse and interpersonal violence, and pet loss and grief. Throughout the course, students develop a better understanding of their interdependence with domestic animal species through readings, class exercises, open discussions, and the presentation of diverse perspectives on these topics.

This course meets demands of the following Structured Area(s) of Concentration: Foundation Studies, Psychology

BAC312Y Environmental Studies

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

BAC313M Environmental Analysis

This course examines the techniques and procedures used to evaluate the relative health of an ecological system. Students conduct a field research project, which includes data collection, analysis, and interpretation. Students synthesize their findings into a comprehensive product (deliverable) that addresses both abiotic (non-living) and biotic (living) factors.

BAC333M Social Science Research

This course introduces students to the theory and methods of social research. Students learn and practice skills needed to evaluate the research that others have conducted and to design research projects to answer questions about social issues.

This course meets demands of the following Structured Area(s) of Concentration: Foundation Studies, Human Services, Leadership & Organizational Studies, Psychology, Social Justice

Leadership and Organizational Studies

BAC405G Turning the Ship: Organizational Change

This course provides students of organizations and organizational change with techniques for being creative within organizations in times of change and uncertainty. Students review nonlinear approaches to changing and/or developing within an organizational context.

This course meets demands of the following Structured Area(s) of Concentration: Leadership & Organizational Studies

BAC434I Group Facilitation

This class is a hands-on introduction to group facilitation, with a special emphasis on team building. Students learn the theory and practice of group dynamics through in-class role-play experiences and reflective discussion. Elements of effective facilitation are addressed, along with plenty of opportunities to practice facilitation skills.

This course meets demands of the following

Structured Area(s) of Concentration
Human Services Leadership & Organizational Studies Psychology

BAC405K Theory and Practice of Coaching

This class is an experiential introduction to the theory and practice of life/personal coaching. Co-active coaching is the primary method studied, but other schools are also introduced. Students are introduced to concepts of fundamental coaching models, the relationship between coach and client, and specific techniques and skills utilized by the coach. Coaching ethics and general practice information are also addressed.

This course meets demands of the following Structured Area(s) of Concentration
Human Services Leadership & Organizational Studies Psychology

BAC330N Case Studies in Leadership

Much has been written about leadership as a set of attitudes, capabilities, and skills. But who are good examples of leaders and how did they come to be thought of that way? It is one thing to learn leadership theory, it is quite another to become a leader. This course explores leadership through the perspective of how well-known figures came to be leaders. Effective leadership principles are extracted from the lives of several successful leaders and a few failed leaders as well, primarily gleaned from biographies and autobiographies. Participants are invited to consider leadership as having less to do with roles and positions than it does with how one mobilizes oneself and others to do important things in the world.

This course meets demands of the following Structured Area(s) of Concentration
Leadership & Organizational Studies Social Justice

BAC428D Narrating Change Stories for Collective Action

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

This course meets demands of the following Structured Area(s) of Concentration
Leadership & Organizational Studies Social Justice

Psychology

BAC324A The Counseling Role

This course is designed to provide students with the opportunity to explore the counseling role with its unique implications and broad-based value across a wide variety of personal and professional disciplines. Students develop an understanding of the stages of the counseling relationship and gain insight into their own strengths/weaknesses.

and desires as a helper and/or as a helping professional. Students work with the basic building blocks of the counseling/helper role through significant practical experience involving large and small group role playing and feedback. Students also get the opportunity to witness role playing with several professional counselor/therapists of varied disciplines. The course examines issues related to counseling people from a wide variety of backgrounds, cultures, and belief systems, with the opportunity to reflect on ethical issues and standards involving the counseling role. This course is designed for students considering a vocation in the helping professions as well as for students just wanting to increase listening and communication skills and to develop more in-depth knowledge in relationship to these skills.

This course meets demands of the following Structured Area(s) of Concentration: Human Services, Psychology

BAC332A Interdisciplinary Perspectives of Loss and Grief

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

This course meets demands of the following Structured Area(s) of Concentration: Human Services, Psychology, Spiritual Studies

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.*

This course meets demands of the following Structured Area(s) of Concentration: Psychology

BAC411F Lifespan Development

This course is designed to offer a broad perspective of human development across the lifespan. The course encompasses historical and theoretical views of developmental tasks from birth to death. While the emphasis is on subjective development, students also consider the influence of society, race, and culture. 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 pre-requisites for admission to the Center for Programs in Psychology.

This course meets demands of the following Structured Area(s) of Concentration Human Services Psychology

Social Justice Studies

BAC312T Creating a Just Peaceful and Sustainable Future

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

This course meets demands of the following Structured Area(s) of Concentration Global Studies Human Services Social Justice

BAC315V Globalization Development and Grassroots Movements Issues in the Global South

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

This course meets demands of the following Structured Area(s) of Concentration Global Studies Social Justice

BAC333W Gender Violence and Social Change

In this course students investigate the ways in which sexism, racism and other forms of social injustice produce or contribute to particular instances of abuse as well as systemic, institutionalized violence. Students also examine how these same injustices manifest in unequal access to assistance, treatment paradigms tailored to some and inappropriate to others, or interpersonal/intercultural conflicts that stymie the larger movement for justice. One recurring subject of reading and discussion is how media representations of femininity and masculinity, romance, marriage and family may influence how abusive behavior is perceived or interpreted by victims, perpetrators, juries, judges or spectators within the viewing public. How the economic situations of women, people of color, and poor families can exacerbate experiences of abuse or limit access to help is another. Students closely examine recent policy debates about health care and welfare reform for their implications regarding the social reproduction of gendered violence and the possibility of social intervention.

This course meets demand of the following Structured Area(s) of Concentration: Global Studies, Human Services, Psychology, Social Justice

BAC317F Euro American Intellectual History

American intellectual history is primarily influenced by European intellectual traditions, and yet this history has also been shaped and enriched by the ideas and actions of many other cultural groups in this country, and the voices of people from the several classes that make up America. This course focuses on American intellectual history, both as it is taught in mainstream academic

settings and as it has been shaped by those who have changed society: Government politicians, European and American ideologues, civil rights activists, labor progressives, working class people, various American ethnicities and other marginalized voices blend together in this examination of the intellectual movements in America.

This course meets demands of the following Structured Area(s) of Concentration: Social Justice

BAC333R Wealth and Poverty

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

This course meets demands of the following Structured Area(s) of Concentration: Global Studies, Social Justice

BAC412G Black Masculinity: Its Habitus in U.S. Society

Habitus is a term referred to as the location where one resides relative to ideas, beliefs, attitudes, dispositions and world view. This course provides an introduction to the interdisciplinary study of Black – African American masculinity, identity making and location in

U.S. society through its students investigate the habitus of Black masculinity. Investigative and learning activities are focused on identifying why and how masculinity-making interacts with racial/ethnic issues, historical ethnicity, culture, institutional and interpersonal power relations, and class materialism in U.S. society. The major underlying theme of this investigation is the study of Black – African American male identity formation, reproduction, and gender perception and roles. This class is useful for people interested in social sciences, education, and other work in multicultural settings.

This course meets demands of the following Structured Area(s) of Concentration: Global Studies, Human Service, Psychology, Social Justice.

Spiritual Studies

BAC312W Joseph Campbell on Myth, Symbol and the Sacred

The purpose of this class is to provide an overview of the lifework of Joseph Campbell and his contributions to the study of comparative mythology. In addition to placing his work in the intellectual context of the 20th century, the course also examines the key elements of his view of the nature of archetypes, the role of metaphor and symbol, and the sacred dimension of existence. Recurrent themes in his work include the history of mythology, the myth of the hero, Kundalini Yoga, the myth of the Holy Grail, The Goddess, and the creative role of the artist. Students conclude with an inquiry into Campbell's understanding of a newly emerging global mythology. An increased appreciation of Campbell's ideas enhances the understanding of the

students' own personal mythologies and the responsibility each carries for the emerging mythology of the future.

This course meets demands of the following Structured Area(s) of Concentration: Spiritual Studies.

BAC319H Pilgrimage: Walking With Intention

It has been said that a journey can lead you to a place not on any map: Mecca, Jerusalem, the Ganges River at Banaras, Santiago de Compostela, Shikoku, Santuario de Chimayo, Canterbury, Mount Kailas. For centuries these places have evoked the archetype of the pilgrim who journeys to a sacred place as an act of devotion or to find healing or answers to life's fundamental questions. To study pilgrimage is to learn about culture, belief systems, and history, and about the parallel inner journey where one meets the stranger at the heart of the journey which is one's self transformed. In this highly experiential seminar, students commit to a regular practice of walking with intention, researching and presenting to the class one of the traditional historical pilgrimages. Students also design and complete a personally meaningful journey of some kind. Also included is a group pilgrimage on the Olympic Peninsula involving car camping and walking ten miles on boardwalk and beach.

This course meets demands of the following Structured Area(s) of Concentration: Arts & Literature, Spiritual Studies.

BAC319V Ideas of Heaven: Introduction to Religious Studies

This class explores the fundamental beliefs and practices of the major religions of our times including Buddhism, Christianity, Islam, Judaism, Taoism, and shamanistic traditions. Using

literature parable story and foundational texts from the faith systems as well as Huston Smith's *World Religions* students come to a deeper understanding of the similarities and differences between these faith systems develop more insight into their own beliefs and increase their capacity to engage in thoughtful dialogue

This course meets demands of the following Structured Area(s) of Concentration Global Studies Spiritual Studies

BAC319Y Introduction to Buddhist Psychology

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

This course meets demands of the following Structured Area(s) of Concentration Global Studies Psychology Spiritual Studies

BAC324D Transpersonal Psychology

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

This course meets demands of the following Structured Area(s) of Concentration Psychology Spiritual Studies

BAC413I Ritual Process and Ceremonial Design

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

This course meets demands of the following Structured Area(s) of Concentration Spiritual Studies

BAC413L Spiritual Psychology of the Human Heart

This course undertakes a study of the human heart as the meeting place of body soul and spirit within the human being Students view the heart as simultaneously a physical organ an interior region of soul and a receptacle for spiritual energy Beginning with a history of Western ideas about the heart including the scientific discovery of the blood and its circulation students explore the most recent scientific facts about the biology of the heart heart transplants heart attacks heart dysrhythmias etc Then students turn their attention to the feeling states of the heart viewing the heart as the seat of courage imagination and love And finally using the ideas of Robert Sardel los spiritual psychology students learn to

experience the heart as a meeting place between human and spiritual realities. The class includes a dissection instruction in various meditation techniques and the use of a heart feedback machine.

This course meets demands of the following Structured Area(s) of Concentration: Spiritual Studies

BAC416A Introduction to Jungian Psychology

This course presents an overview of Jung's theory including Jung's model of the structure of the personality and the psyche, typology implications for treatment and the analytic process. Students explore the differences between the personal and the collective unconscious by looking at four major archetypes: the Shadow, the Anima, the Animus, and the Self. Symbolism, myth, and metaphor are addressed as fundamental principles in Jungian analysis. These concepts are illustrated with discussions of relevant dream material as well as specific readings.

This course meets demands of the following Structured Area(s) of Concentration: Psychology, Spiritual Studies

Experiential Learning

BAC301E Learning from Experience Documenting Life Learning (1)

Adult learners bring considerable life experience to the completion of a B.A. degree. This class provides students the skills necessary to translate their life experience into potential prior learning credits. Class assignments take students through the concrete steps needed to

accomplish this translation and help them understand how to integrate prior learning into their degree. This class is required for all students intending to document prior learning credits. Attendance at all classes is required. *Eligibility: All B.A. students planning to document prior learning.*

BAC301G Writing Prior Learning Experience (2 - 3)

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

BAC327H Service Learning and Reflective Practice Seminar

This seminar supports students who are doing service learning or social action projects in the community or engaging in workplace internships. Sessions help students explore emergent issues and deepen their capacity for reflection in action within a context of peer collaboration. Expected outcomes include increased insight into the role of helper or change agent, better understanding of the dynamics of individual, organizational, and social change, and greater skill in interrelating theory with practice. Also

expected is an increased clarity about one's values, motivations, and commitments regarding human empowerment, social justice, environmental stewardship, and/or organizational health.

It can also be arranged with other students as a group independent study with a shared evaluator.

BAC396 Student Leadership

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

BAC397 Service Learning

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

BAC398 Internship/Practicum

Development of practitioner skills either through participation in one's current workplace or a new professional role one is considering or preparing to enter. Earned credit is based on meeting the goals of the Learning Contract used to target specific learning competencies.

BAC399 Independent Study

Independent Study includes all manner of independent learning beyond the scope or format of B.A. program curriculum offerings. It can include but is not limited to guided readings, independent research, special writing projects, studio work in the fine arts, music and theater, or completion of an individualized course syllabus.

Center for Programs in Education

The Center for Programs in Education (CPE) provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and respond to contemporary challenges and opportunities for children, youth and adults. AUS education programs draw on current research and study the implications of that research for learning. All offerings in the CPE promote constructivist pedagogy, critical reflection about practice in our increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions and commitment to justice through transformative education. They emphasize close integration of theory and practice and reflect Antioch's commitment to social justice, whole person learning and leadership for responsible educational change. All education candidates are expected to develop as competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Teacher Preparation Cohorts (Residency Certification)

Meeting a Range of Needs

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

- Bachelor of Arts in Liberal Studies completion with recommendation for a Washington state residency teaching certificate
- Graduate level courses leading to recommendation for a Washington state residency teaching certificate with the option to complete a Master of Arts in Education
- Master of Arts in Education
- Professional Teacher Certificate Preparation

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

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

An Integrated Approach

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

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

Admission Criteria

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

- 85 to 90 quarter credit hours from regionally accredited institutions

- A minimum of 40 hours of working with groups of students in elementary or middle school classrooms
- A high degree of literacy in all basic skill areas
- Two letters of recommendation
- A current resume
- Passing score on the Washington Educators Skills Test - Basic (WEST-B)
- Evidence of strong positive moral character

Degree Completion Requirements

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

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

Graduate Teacher Preparation (GTP)

Graduate Teacher Preparation emphasizes social change and innovative program design in elementary education with the opportunity to complete the Master of Arts in Education degree. Students come with a Bachelor of Arts or Bachelor of

Science and/or advanced degrees with an interest in changing careers and teaching in schools with diverse student populations. Candidates learn to

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

Credit loads vary depending upon the location and 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.

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

Admission Criteria (GTP)

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

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

Completion Requirements for Degree

- Completion of endorsement requirements
- Successful completion of field experiences
- Passing score on the Praxis II (West E) followed by student teaching

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

Upon successful completion of a research or inquiry project, students receive a Masters of Arts in Education.

Master of Arts in Education Campus-based (M.A.Ed.)

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

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

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

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

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

In addition to the selected studies, research projects enable students to examine in detail an area of professional interest. Students design their projects to pose and answer questions important to their work as educators.

A Collaborative Learning Environment

Faculty and peer support are important components of learning. The faculty encourages cooperative models of learning in an environment of critical intellectual inquiry. All students participate in introductory and concluding

seminars. These seminars provide students with support from faculty and peers for program planning, independent study, development and research. Students find opportunities for both independent and collaborative work in classes, projects and research.

Master of Arts in Education Site-based (M A Ed)

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

Coursework is organized around four interdisciplinary areas:

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

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

An Emphasis on Leadership and Innovation

The site based Master of Arts in Education is designed for educators who want to become creators, analysts and leaders for responsible and far reaching educational change. The overall curriculum can be tailored to local interests in education reform and social justice, such as assessment, multicultural education, restructuring classrooms, or curriculum design for a particular subject area. Students are encouraged to use collaborative learning, group investigation, learning through personal reflection, and research and inquiry, focused on innovative practice.

M A Ed Admission Requirements

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

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

M A Ed Degree Requirements

- Completion of 48 credits
- Completion of a research or inquiry project

Professional Teacher Certificate Preparation

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

Professional Teacher Certificate Preparation Only

Candidates are accepted on an open admission basis, and they complete the requirements for the Washington state professional teacher certificate. Both a pre-assessment and culminating seminar are required, for a total of five non-degree credits. The remaining ten core credits are selected in consultation with an AUS adviser and can include classes offered at Antioch, at other institutions, and through CE. Learning opportunities offered through the school districts, ESDs, or other professional development organizations can be part of independent study credit work. These courses and learning opportunities should support the candidates' progress and completion of their professional growth plans.

Integrated into the Master of Arts in Education Degree (M A Ed)

Students complete a Master of Arts in Education and integrate their work toward a professional teacher certificate into their graduate coursework. They must apply to and be accepted into the experienced educators M A Ed program. Both a pre-assessment and a culminating seminar are required, for a total of five

non degree credits. The remaining core credits (minimum 10) are aligned with the candidate's course of study for the M A Ed. Candidates complete the work for recommendation for professional certification and provide evidence of successful completion of their professional growth plan through established graduate coursework.

Admission Criteria

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

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

Completion Requirements for Professional Teacher Certificate Preparation

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

Education Courses

The number of credit follow the course names in parentheses

BATC310 Schooling in America/ EDU556D Educational Foundations (3)

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

BATC311 Children in America (3)

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

BATC320 Reflective Practice (3)

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

BATC321/EDU527D Curriculum and Instruction (3)

This course covers curriculum development, instructional theory, and assessment techniques. Students look at a spectrum of educational issues, from the theories of learning to the nuts and bolts of lesson planning and assessment rubrics. Throughout the course, students use a critical and multicultural lens to

understand the role of schooling in a democratic society. They also explore a variety of instructional methods that they apply directly to their instructional units.

BATC330 Child and Adolescent Literature (3)

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

BATC331 Literature Exploring Lives Through Story (3)

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

BATC340 The Joy of Writing (3)

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

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

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

BATC351 Teaching Life Science with Lab (3)

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

BATC352 Math Content I (3)

This course, the first of a two-quarter sequence, involves the study of mathematics content for elementary and middle school teachers and prepares students for courses in the methods of teaching K-8 mathematics. Based on national and state standards for school mathematics, the course focuses on concepts, skills and processes of number sense and algebraic sense with emphasis on problem solving and communication. Students use hands-on materials to solve problems as they develop stronger personal understandings of concepts such as number systems, place value,

computation patterns and relationships. Students also use written and oral communication to explain their understanding of math concepts and their problem solving strategies. A major focus of this course is to explore ways that mathematics is an integral part of life and is accessible to all learners.

BATC352A Instructional Methods Math (3)

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

BATC353 Teaching Social Studies (3)

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

BATC353A/EDU558 Social Studies Concepts (3)

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

BATC354 Arts and the Imagination (3)

In this course, students examine the role of the arts in society and in learning. They explore the use of the imagination

for motivating students and encouraging self-expression as they create their own works of art.

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

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

BATC354C Arts, Culture and Learning (3)

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

BATC360/EDU521F Multicultural Education (3)

This course is developed to acquaint pre-service teachers with the theories, domains and possibilities of multicultural

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

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

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

BATC370 Child Development and Educational Psychology (3)

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

BATC399 Independent Study (2-4)

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

BATC400 Field Experience (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 all students' reading and writing development, including those with special literacy needs.

BATC451/EDU591 Teaching Physical Science with Lab (3)

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

BATC452 Math Content II (3)

The second of a two-quarter sequence, this course involves the study of mathematics content for elementary and

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

BATC453/EDU592 English as a Second Language (3)

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

BATC454 Health, Fitness and Safety Education (3)

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

BATC455/EDU514E Schools, Society and Technology (3)

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

ticultural issues in technology education are highlighted.

BATC456 Current Assessment Practices (3)

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

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

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

BATC461/EDU503D Classroom Management and Discipline (3)

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

populations that traditionally fare poorly in the public schools

BATC462/EDU526 School Law and Child Abuse (3)

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

BATC470/ EDU510 Student Teaching (9-12)

During student teaching, students are responsible for

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

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

Through guided and independent study, students develop a self-directed curricular project that connects teaching and learning with crucial topics and issues

facing humanity and the planet. These projects center on creating models of teaching and learning that foster broad global awareness, highly informed social knowledge and active civic engagement. The project can involve either leading a new or upgraded curriculum for students or leading an in-service training for colleagues. Students develop a learning contract that outlines their goals and intentions for completing a process of developing, implementing and assessing their curricular development project.

EDU502B Instructional Methods Mathematics I (3)

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

EDU502C Instructional Methods Science (3)

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

EDU502D Instructional Methods Social Studies (3)

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

EDU502Y Instructional Methods Health Education & Physical Education (3)

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

EDU502Z Instructional Methods Integrating the Arts (2)

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

EDU503F Classroom Culture and Management (3)

Students thrive in classrooms in which the rhythm of the work complements and enhances the energies of the students. Time management, task management and pacing of instruction are important components of the rhythms of a classroom. Classrooms are also small communities, and through democratic

design they can support and develop the skills students need to be productive members of a democratic society. This course provides students with the opportunity to explore effective management designs for secondary classrooms.

EDU526B Foundations of Environmental Education (3)

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

EDU506B Methods of Environmental Education (3)

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

EDU506C Environmental Interpretation (3)

Environmental interpretation is defined as an educational activity that reveals meanings and relationships through the use of original objects by firsthand experience and by illustrative media, rather than factual information. More simply, environmental interpretation is an approach to communicating about the

environment. It involves translating the technical language of a natural science or related field into terms and ideas that people who aren't scientists can readily understand. This course examines the history, philosophy, and current trends of environmental interpretation and uses them as a theoretical framework for creating effective environmental interpretation programs. Students examine and critique several environmental communication programs and develop an environmental communication plan as a final class project.

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

Effective instruction is dependent upon the 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 pre-service educators to numerous child abuse and neglect issues. Students learn how to identify abused children, how to report child abuse to authorities, how abuse affects students' development, and strategies for child abuse prevention education.

EDU512B Instructional Methods Mathematics II (3)

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

EDU514B Technology in the Classroom (3)

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

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

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

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

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.

EDU517A Seminar I (1)

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

EDU517B Seminar II (2)

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

EDU525 Introductory Seminar (2)

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

EDU527I Curriculum Studies and Reflective Practice (4)

This course delineates major curricular orientations in education (dominant ideas and practices, as well as those that confront mainstream orientations and beliefs), investigates their pedagogical, social, and political origins within

American culture, and examines critiques of these orientations particularly from the perspectives of children and adolescents from non-dominant American cultures.

EDU534D Inquiry and Research (4)

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

EDU535C Leadership and Reform (4)

This course provides an overview of the wide landscape of educational change in society, present and past. Students gain a broad perspective on the critical issues of reform and innovation 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 are: What do we mean by moral? What is a moral person? How can we as educators create moral environments? How can we facilitate our students' moral development? How can we integrate moral education into the curriculum? To accompany this class, students may arrange with the instructor to develop a learning contract for an additional one-credit independent study which explores in greater depth an area of theory and practice in moral development, education and curriculum.

EDU539A Special Education in Inclusive Settings (2)

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

EDU540E/F Leadership Seminars I II (4 each)

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

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

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

EDU541E/F Research Project I II (4 each)

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

EDU541H School and Community Relations (3)

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

EDU542A Leadership and Change (3)

This course provides an overview of the wide landscape of educational change in

American schools and society past and present. Students gain a broad perspective on the critical issues of reform and innovation so they are able to evaluate the merit and effects of change projects.

EDU542F Introduction to Research (3)

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

EDU542H Research Proposal (4)

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

EDU545 Oral History (3-4)

This course in the qualitative research series introduces the collection of oral histories to master's degree 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 conduct an interview as well as how to analyze relevant documents. Each student identifies a research question and practices the technique by gathering one brief oral history of someone in the community. Ethical and legal issues are discussed at length.

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

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

EDU553C Research and Grant Writing (4)

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

EDU555 Teacher as Professional (2-3)

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

EDU556D Educational Foundations (3)

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

EDU598 Politics of Education (4)

This course is designed to engage students in a critical thinking process and enhance their practical and analytical

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

EDU559 Changing Schools (3)

In this course, students explore the knowledge and tools needed to bring about change within educational settings. Students examine 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 (3)

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

EDU572A/EDU572B Project Planning and Project Completion (3 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 learning contract, students engage in focused study in an academic discipline or the professional field of education. They become familiar with the current theory, bodies of knowledge, and lines of inquiry that lie at the heart of a curriculum area they teach or supervise, or in relation to which they are creating policy or program initiatives.

EDU601A Inquiry Proposal (4)

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

EDU601B Inquiry Development (4)

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

EDU601C Inquiry Report (4)

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

EDU701 Leadership for Affirming Diversity & Equity (4)

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

EDU767 Instructional Leadership and Supervision (4)

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

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

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

EDU769 School Law and the Administrator (3)

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

EDU770 Financial Leadership (3)

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

Center for Programs in Psychology

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

Doctorate in Psychology (Psy D) Program

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

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

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

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

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

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

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

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

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

Post 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.

Career Choices for M.A. graduates

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

professional interest such as substance abuse counseling or other clinical specialties

A Commitment to Diversity

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

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

(2) Faculty CPP faculty members all bring broad professional experience and diverse backgrounds in education to Antioch University Seattle. In addition to their teaching and advising responsibilities, they are active in their communities and/or in private practices.

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

Clinical Master of Arts Programs

Program Design

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

Commuter Option

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

Internship Experience

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

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

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

- Completion of one of the following academic prerequisites

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

–OR–

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

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

Additional Admission Requirements for Art Therapy

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

- Art coursework (27 quarters/18 semester hours) in both two and three dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.

Admission Essay

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

Transfer Credits

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

Provisional Admission to Clinical Programs

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

M A in Psychology —Child, Couple and Family Therapy

Degree Requirements

72 Total Credits to graduate

Required Coursework Completed Before Internship (39 credits)

- Family of Origin Systems (taken first quarter)
- Multicultural Perspectives (taken second quarter)
- Systems Perspectives in Family Therapy (taken first or second quarter)
- Theory and Practice of Counseling
- Theories and Practice of Family Therapy I
- Theories and Practice of Family Therapy II
- Communication and Counseling Skills
- Psychopathology
- 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 a family practice course
- Ethics in Family Practice

Elective Courses (15 credits)

- One elective in family practice course

- One elective in counseling a culturally specific population
- One elective in abusive relationships
OR: addictions and substance abuse
- Six other elective credits

Required Internship Courses (16 credits)

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

M A in Psychology — Mental Health Counseling

Degree Requirements

72 Total Credits to graduate

Required Courses Completed Before Internship (42 credits)

- Family of Origin Systems (taken first quarter)
- Multicultural Perspectives (taken second quarter)
- Communication and Counseling Skills
- Systems Perspectives in Family Therapy
- Group Counseling

- Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior
- Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern
- Psychopathology
- 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)

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

Required Internship Credits (15 credits)

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

- MHC Internship III
- Case Consultation III (taken third quarter of internship)
- MHC Internship IV
- Case Consultation IV (taken fourth quarter of internship)

M A in Psychology – Art Therapy with CCFT or MHC

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

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

90 Total Credits to graduate

Required Psychology Courses Completed Before Internship (30 credits)

- Systems Perspectives in Family Therapy (taken first or second quarter)
- Theories and Practice of Counseling
- Theories and Practice of Family Therapy I
- Theories and Practice of Family Therapy II
- Communication and Counseling Skills
- Psychopathology
- 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)

- Ethics in Family Practice

Other Required Art Therapy Courses (1.5 credits)

- Master's Project or Thesis

Elective Courses (6 credits)

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

Required Internship Credits (16 credits)

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

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

90 Total Credits to graduate

Required Psychology Courses Completed Before Internship (33 credits)

- Communication and Counseling Skills
- Systems Perspectives in Family Therapy
- Group Counseling
- Theories and Practice of Counseling Psychodynamic and Cognitive Behavior

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

Required Art Therapy Courses Completed Before Internship (34 credits)

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

Elective Courses (6 credits)

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

Other Required Art Therapy Courses (1.5 credits)

- Master's Project or Thesis

Required Internship Courses (15 credits)

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

Art Therapy Post-master's Certification

This program is for individuals already holding a master's degree who want to supplement their previous training with specialized preparation in art therapy. This program leads to a postmaster's certificate in art therapy which is designed

to meet requirements for American Art Therapy Association registration. Credits earned in the postmaster's certificate program are not applicable toward a degree.

Admission Requirements

- Master's degree in one of the fields below with a strong background in psychology
 - Psychology, sociology, social work or related field
 - Art education
 - Fine arts
- Psychology coursework (18 quarter/12 semester credits) in abnormal psychology, developmental psychology, and theories of personality. Courses in professional ethics and research methods are recommended.
- Art coursework (27 quarter/18 semester hours) in both two and three dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture.
- A portfolio of 20 works that demonstrates multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned.
- Two letters of recommendation: one from a professional with mental health credentials who supervised the applicant's practical counseling related experience, and one from an instructor of a psychology or counseling course assessing the applicant's potential as a graduate student. If the applicant has not enrolled in a college course for five years, two letters may be submitted from professional supervisors.

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

Admission Essay

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

Transfer Credit

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

Degree Requirements for the Certificate Program

60 Total AUS Credits for certification

Required Psychology Courses Completed Prior to Internship (12 credits)

(Limit of 12 credits to transfer or waive)

- Psychopathology
- 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

MA in Psychology — Integrative Studies

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

Program Design

Students entering the Integrative Studies in Psychology Program take 27 credits of required core courses, 24 credits in their concentration area and nine credits in their application project. Students design their program in consultation with a degree committee composed of a faculty adviser and field advisers drawn from the academic and professional communities. Students can select courses in their area of focus from either AUS or other accredited institutions. Examples of current student interests include: East/West psychology, eco psychology, health psychology, intercultural communication, adult development, somatic psychology, geriatric interventions and transpersonal psychology.

Program specific Admission Requirements

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

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

–OR–

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

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

Admission Essay

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

Transfer Credit

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

Provisional Admission to ISP Program

This option allows an applicant to be admitted into a pre-master's status when

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

Theoretical Foundation Courses (27 credits)

The theoretical foundation is comprised of the following required courses:

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

Individualized Self design Courses (24 credits)

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

Practical Application Courses (9 credits)

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

a formal research thesis, an internship or a creative/expressive project.

Psychology Courses for Master's Degree Programs

The number of credits follow the course names in parentheses.

MAP501B Systems Perspectives in Family Therapy (3)

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

MAP502X Integrative Studies Program Seminar (2)

The ISP seminar provides a conceptual, intra-personal and interpersonal context for understanding historical and cultural dimensions of the field of psychology and the student's own chosen role in the field. This includes specific attention to the developmental and ethical domains necessary for a balanced interdisciplinary degree. In addition, the seminar creates a sense of community among students in the Integrative Studies Program, orients them to graduate school (climate, culture, and parameters), and provides peer support throughout their work in the ISP program (degree process, course work, and application project). Students

enroll in the ISP Seminar for six quarters (Fall, winter, spring for two years) to earn 12 credits. **Prerequisite:** *ISP student status.*

MAP506F Ethics and Professional Issues (3)

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

MAP507H Theories and Practice of Family Therapy I (3)

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

MAP507I Theories and Practice of Family Therapy II (3)

The second part of a two-quarter sequence required for all students in the Child, Couple, and Family Therapy Program; this course continues the examination of different approaches to the theory and practice of couples and family therapy. Students experiment with various levels of clinical treatment (individual, couple, family, and extended family). Professional practice issues also are addressed. It must be taken immediately following the completion of Theories and Practice of Family Therapy

1 Prerequisite *Theories and Practice of Family Therapy I*

MAP508D Communication and Counseling Skills (3)

In this course students acquire and practice basic counseling tools such as listening skills congruent communication use of self as instrument and specific aspects of interviewing and contracting with a client. Reading assignments are supplemented with in class role playing and practice and additional out of class practice assignments.

MAP509B Psychopathology (3)

This course provides orientation to the etiology and symptoms of the major DSM IV TR categories of psychopathology as understood from a variety of perspectives. The class includes discussion of schizophrenia major affective disorders borderline narcissistic and other personality disorders and anxiety disorders. Focus is on the role of the symptom in the inner world of the individual and in the broader interpersonal and cultural contexts. **Prerequisite** *Abnormal Psychology*

MAP509C Psychodiagnostics and Treatment Planning (3)

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

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

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

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

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

MAP512C Research in Family Practice (1)

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

MAP512D Research Methods Introduction to Research (3)

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

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

People of different cultures and historical periods have experienced the connections

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

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

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

MAP535C Case Management in Mental Health (1)

This course enhances students' understanding of case management in mental

health including the history and philosophical basis of case management its role in the delivery of mental health services and its connections to counseling and psychotherapy inclusive of the inherent therapeutic value that case management may provide in a collaborative approach to treatment

MAP540A Techniques and Practice of Art Therapy (3)

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

MAP540B Ethical Issues in Art Therapy (1)

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

appropriate personal resume and have a consistent perspective accommodating personal and professional standards.
Prerequisite: *History and Theory of Art Therapy and Techniques and Practice of Art Therapy*. Open only to art therapy students.

MAP540C History and Theory of Art Therapy I (3)

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

MAP540D Developmental and Treatment Models in Art Therapy (3)

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

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

The purpose of this class is to provide background and preparation for prospective art therapists to practice art therapy in a variety of settings. Students learn the

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

MAP540G Art Therapy Practicum (1-3)

Prior to starting the formal internship experience art therapy students may opt to do a limited number of internship hours. This is designed as a precursor to the larger internship experience and is decided on a case by case basis. **Prerequisite** *Adviser's approval*

MAP540H History and Theory of Art Therapy II (3)

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

MAP596 ISP Application Project Literature Review (3)

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

MAP597 ISP Application Project (1-9)

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

MAP598A Internship Preparation (0)

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

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

Note: To be taken concurrently with Case Consultation

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

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

Note To be taken concurrently with Case Supervision

This learning activity focuses on helping students apply their academic learning and skills in practical settings such as mental health centers adolescent treatment facilities and youth and family service agencies CCFT students in this track must complete their internships over a minimum of four quarters

At least 500 hours must involve direct face to face client contact and at least 250 hours of these direct client hours must be with couples and families **Pre requisite** Minimum of 41 credits of the CCFT required core courses

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

Note To be taken concurrently with Case Consultation

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

and CCFT direct service requirements

Prerequisite Core CCFT and art therapy classes

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

Note To be taken concurrently with Case Supervision

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

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

Students apply their academic learning and skills in practical settings such as community mental health centers inpatient facilities college counseling centers and other public or private agencies that serve the mental health needs of individuals groups and families MHC students must complete their internships during a minimum of four

quarters for a minimum of 600 onsite hours. At least 300 of the internship hours must involve direct face to face client contact. **Prerequisite** Minimum of 42 credits including the MHC core required courses

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

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

MAP600 Internship Post Masters Art Therapy (1-3)

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

350 direct client contact hours. **Prerequisite** Core art therapy course

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

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

MAP601L Case Consultation Mental Health Counseling (1)

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

MAP601N Case Consultation Child Couple and Family Therapy (1)

The purpose of Child Couple and Family Therapy Case Consultation is

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

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

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

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

The purpose of Child, Couple and Family Therapy and Art Therapy Case

Supervision is to progressively improve the students counseling skills. Case Supervision involves intensive individual and group supervision of cases and is seen as an interactive process between students and supervisor. Students will also receive one hour minimum of supervision from the internship site supervisor. Videotaping, audio taping and/or direct observation is required. Expectations build upon the prior quarter. For example, the first quarter focuses more on individual art therapy and clinical assessment in a relational context, whereas the second quarter focuses on relational/family art therapy assessment as well as taking the appropriate clinical practice exam. The third quarter focuses on the integration of theory and practice, and the fourth quarter on the demonstration of one's competence in assessment, diagnosis, and counseling/psychotherapy. **Prerequisites:** Core required coursework and be concurrently enrolled in CCFT internship.

MAP602B Abusive Relationships (3)

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

MAP603C Family of Origin Systems (3)

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

relationships and conflicts. This course is the first in a two quarter sequence and is a prerequisite for the second course Multicultural Perspectives. **Prerequisites:** First quarter clinical students or by program and instructor permission for students outside of the clinical programs

MAP603D Family of Origin Systems and Art Therapy (3)

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

MAP604 Group Counseling (3)

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

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

This course provides an analysis of

the systems theory and therapy model developed by Virginia Satir. Students study and practice interventions such as the use of family maps to initiate change, sculpting, temperature reading and reframing. Satir's communication/experiential growth model helps move clients from problem focus to solution focus. Topics covered are Satir's theory of change, levels of change, and her concept of the personal iceberg. Discussion will include the applicability of Satir's model to various cultural and gender issues. This course meets the Advanced Theories requirement for MHC students. **Prerequisites:** Completion of Theories and Practice of Counseling Humanistic, Transpersonal and Eastern for MHC students; Theories and Practice of Family Therapy I for CCFT students

MAP607F Applied Couple Therapy (3)

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

MAP608B Addictions and Substance Abuse (3)

This course covers assessment, referral and intervention in addictions and substance abuse based on current

theories of etiology and treatment. It includes special topics such as children of alcoholics, women and addiction, family dynamics of addiction and family intervention, community resources and prevention.

MAP609C Counseling Sexual Minorities: Issues and Interventions (3)

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

MAP609E Multicultural Perspectives (3)

The second course in a two-quarter sequence (following Family of Origin Systems) for entering clinical students, this course promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of psychology. Further, it enhances students' abilities to apply their knowledge in this area to their professional work. *Prerequisite: Family of Origin Systems (for CCFT/MHC students); space may be available for other students during late registration.*

MAP609H Counseling Native Americans (3)

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

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

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

MAP609L Multicultural Perspectives and Art Therapy (3)

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

MAP609N Therapeutic Practice with Culturally Diverse Elders (1)

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

diagnosis using the DSM IV TR and individual and family therapy with elders of diverse cultural identities *Prerequisite* *Multicultural Perspective*

MAP611D Creative Modalities Bodily Knowing and Movement

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

MAP611E Creative Modalities Music Self Exploration and Therapy (3)

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

MAP611J Creative Modalities Writing and Therapy (3)

This course explores multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Students incorporate stream of

consciousness approaches such as journal writing and free verse and the more structured medium of dramatic story. Current theories on the use of these tools in therapy are covered. The format provides opportunity for individual and group projects that challenge the students to expand imaginative powers and clinical strategies. Students examine the relationship of writing, emotion and the imperative to create.

MAP611L Clinical Treatment of Children (3)

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

MAP611N Clinical Treatment of Adolescents (3)

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

MAP611P Clinical Treatment of Older Adults and Families (3)

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

MAP611Q Clinical Treatment of Infancy and Early Childhood (3)

This class introduces students to the richness and complexity of infancy and early childhood with particular emphasis on emotional development in the first two years of life. It draws on object relations, developmental psychology and multicultural perspectives to understand infant development within the family context and to emphasize the importance of relationships in normal development. Attention is also given to assessment and intervention and to the importance of observation as a clinical skill. While directly relevant to clinical work, it is not a skills focused class.

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

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

MAP613C Career Development and Counseling (3)

This course examines the practical and personal issues involved in making career choices and transitions. Students explore the meaning of work in people's lives

and how family, society and economic change impact it. This exploration includes an opportunity to experience resources to help people through this process, as well as look at ways to address these issues with diverse populations.

Prerequisite: Communication and Counseling Skills

MAP614A Human Development in the Family Life Cycle (3)

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

MAP615B Human Sexuality (3)

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

MAP616B Loss and Grief (3)

This course explores the experience of loss and grief from a variety of perspectives — personal, socio-cultural, psychological, therapeutic, symbolic and spiritual. The emphasis is on increasing awareness of one's own grief process and its potential impact on counseling work, as well as on developing an understand

ing of principles and practices involved in grief counseling and grief therapy

MAP618E Art Practice and Application of Meditation (1)

This course is held in two sessions. The practice of meditation is an important part of both sessions. During the first session students explore and discuss various meditations as well as aspects of being that are importantly related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second session. Practice of the meditations is integral to both sessions. In the weeks between sessions students engage in a regular meditation practice.

MAP619 Ethics in Family Practice (1)

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

MAP626D Advanced Theories Jungian (3)

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

Cognitive Behavior or by instructor permission for students outside of the clinical programs.

MAP626E Advanced Theories Feminist Perspectives (3)

This course explores feminist perspectives concerning the theoretical and experiential approaches to counseling and psychotherapy with women. Specific issues that particularly affect women are examined and discussed, including depression and other mental disorders, sexual abuse, sexual harassment, domestic violence and changing roles in families. In addition, counseling specific populations of women such as lesbians, older women and non-dominant ethnic and cultural groups is covered. *Prerequisite: Theories and Practice of Counseling, Humanistic, Transpersonal and Eastern or by instructor permission for students outside of the clinical programs.*

MAP631G Tests and Measurements (3)

This course is an introduction to psychological testing. It surveys the most widely used tests, emphasizing the basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. This is a hands-on course with opportunities to take, administer or observe the administration of a sample of tests.

MAP631L Research Methods Research in Family Studies and/or Therapy (4)

This course provides students with the opportunity to pursue particular methods and topics of interest in the research literature pertaining to family studies and/or family therapy. The specific methods and topics selected for study are determined by mutual agreement between the student and

course instructor. This course is for CCFT students who have met the Introduction to Research requirement (usually by waiver when admitted) and who may therefore take an advanced level research class. Since the course does not meet on a regular basis, students must be willing and able to work independently. Note: This course is not the same as, nor can it be substituted for, Research in Family Practice. **Prerequisite:** *Theories and Practice of Family Therapy I*

MAP640A Advanced Art Therapy Assessment (3)

This course provides an overview of pertinent assessment tools in the art therapy field. Students practice using existing assessment tools and/or develop their own. They write critical reviews on assessments and participate in class discussions. Further, several art therapy assessments are explored through role playing, in which the student writes a review from the viewpoint of the observer, clinician, or client. Those conducting role plays present an overview of the assessment and author. Students complete papers related to art therapy assessment with a specific population. **Prerequisite:** *Art Therapy in Diverse Settings*

MAP640B Art Therapy Research I (3)

This course covers advanced research design and implementation in the art therapy field. Literature in the art therapy field is explored and discussed. The class reviews research terminology and concepts, formats for proposals for research, problems in art therapy, and research design. Students gain an understanding of current research, pitfalls in research, ethics, and multicultural considerations. With assistance from the instructor, they complete a literature

search and design a research project. **Prerequisite:** *Art Therapy in Diverse Settings*

MAP640D Art Therapy Research II (3)

This class is a continuation of Art Therapy Research I in which students implement the research proposal completed in Art Therapy Research I. At the conclusion of the research, students document their study in a paper that includes a literature review, methodology, and results section, and future research options. **Prerequisites:** *All other art therapy classes and Art Therapy Research I*

MAP650A Art Therapy Master's Project (1-5)

In the art therapy master's project, with guidance from the art therapy faculty, students design, implement, and document an art therapy project which will expand scholarship in and make a contribution to the field of art therapy. This may be done through various media, e.g., film, presentations, visual imagery, etc. **Prerequisite:** *Core art therapy coursework*

MAP650B Art Therapy Thesis (1-5)

The art therapy thesis is an extensive research paper that expands the body of existing art therapy literature and makes a contribution to the field of art therapy. The student and art therapy faculty decide upon a research topic, timeline, design, and process of completion. **Prerequisite:** *Core art therapy coursework*

Doctor of Psychology— Clinical Psychology

Program Design

The Psy D program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners and agents of change in a complex world.

Features of the Program

- Flexibility to pursue the doctoral program full or part time (full time takes four years)
- Rotating concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States
- Many elective course options that round out the program
- Practical experiences integrated throughout the program, including a full year internship
- Clinical focus with flexibility to choose an applications oriented doctoral paper or research dissertation

Concentration Options

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

Concentrations are offered on a three year rotating basis. Students may choose more than one. The concentration areas are:

- Art Therapy
- Family Systems
- Forensics
- Existential/Humanistic Psychology
- Psychodrama

Admission Requirements for the Psy D in Clinical Psychology Program

- Completion of academic prerequisites. A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include: marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10 year requirement may be granted on a case by case basis.)
 - OR– A bachelor's degree in psychology within the last 10 years.
 - OR– A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of C:
 - Theories of Personality
 - Abnormal Psychology
 - Developmental Psychology
 - Introduction to Statistics(If these courses were completed more than 10 years ago, they must be retaken.)
- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting.

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program.
- Documentation of relevant professional and volunteer experience.
- Documentation of professional affiliations, publications, and licensure.

Additional Admission Requirements for Art Therapy Concentration

In addition to the program requirements above, admission to the art therapy concentration requires:

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology, and developmental psychology plus other elective psychology courses.
- Art coursework (27 quarter/18 semester hours) including work in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking, and sculpture.
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD, or by e-mail. Please note that portfolios become the property of Antioch University and are not returned. An applicant may apply to the Psy D art therapy concentration with some art studio coursework in progress. If accepted into the program, the student must complete these credits during the first year.

Admission Essay Instructions

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

Prior Graduate Work

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

Masters Degree in Mental Health Field

- Applicants who have completed a masters degree in a mental health related field receive 51 quarter credits toward the doctoral program requirements. Eligible fields include but are not limited to marriage and family therapy, mental health counseling, clinical social work, and art therapy.
- Accepted credits may be applied toward both core course requirements and elective credits.
- The Psy D faculty will complete a detailed transcript evaluation after the applicant's admission to the Psy D program and prior to initial course registration.

Other Masters Degrees

- Applicants with a masters degree in a field other than an approved mental health related field may request a course credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Students must have earned a grade of B or better.

- A maximum of 25 graduate level quarter credits may be accepted

Transfer into Psy D Program

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

To receive credit for coursework completed at an institution outside the United States or Canada, an applicant must have that institution send official transcripts and records directly to a credential evaluator. The applicant may select an evaluator from either of two websites: www.naces.org or www.iceeval.org. Certified translations and

evaluation of international documents are required. Four to 10 weeks should be allowed for the evaluation. The evaluation and the original transcript must be sent to the Admissions Office. International transcripts must be evaluated before admission.

International Student Admission

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

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

As a doctor of psychology student at Antioch University, students are required to take all courses that follow except those marked as electives. Courses required for each area of concentration also are listed.

Graduation Requirements

Total Credits to Graduate 150

In addition to the satisfactory completion of courses a student also must meet the following requirements to qualify for award of the Psy D degree

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory completion of clinical training sequence (see below)
- Performances reflecting program competencies (see below)
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral paper/dissertation
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

Psy D Competencies and Electronic Portfolio

The Psy D program is framed in terms of eight competencies needed by professional psychologists. The competencies are relationship intervention scientific foundations assessment supervision multicultural practice consultation and career development and management. Levels are the developmental steps to achieve each competency. All Psy D courses are tied into this framework; the levels become our course goals, and the course requirements ask student to perform (i.e. show they can use effectively in action) the content of that course to demonstrate the competency level. Psy D students in this program will create an electronic portfolio in which these key performances will

be archived throughout the program. The portfolios help faculty to assess and advise students, allow continuous improvement of the program, and help outside accreditors (e.g. APA) to see that the program prepares competent psychologists.

Clinical Training Sequence

Students who enter the program without a mental health related master's degree will be placed in a Social Justice Practicum, an agency institution or other setting that challenges the student to provide service one day a week to individuals from backgrounds significantly different than his/her own. This work (300 hours total) will be tied to a series of courses in the first year in which reflection on multicultural practice and other beginning level clinical competencies will be central to the work of the course. The next step of the clinical training will be for every student to see two clients each week in our on campus clinic under supervision throughout program enrollment. The clinical aspect of the concentrations will allow further clinical training. By asking students to demonstrate their clinical skills in our clinic and concentrations first, we will be able to confidently recommend students to outside sites for internship and other hour experiences. All of these supervised experience hours will count toward the 3300 hours required for licensure by Washington state.

Course Descriptions

The number of credits follow the course names in parentheses.

PSD700 Assessment Integration (3)

Students provide a battery of assessments and learn to draw inferences from multiple measures and provide feedback to clients and referral sources.

PSD731 Prior Learning Assessment (1)

Students who enter with a mental health master's degree work with a faculty member to demonstrate Psy D. competencies already achieved from prior graduate course work and clinical training.

PSD714 Psychology and Creativity Biography Art and Traumatic Memory (1)

This course is situated at the juncture between psychology and creativity. Using the biographies of artists and their art students will explore the connections between life stories, art products, and traumatic memory in constructing psychological portraits of the artists and their creative functioning. The applications of this exploration to clinical work are multifaceted.

PSD701 Assessment Intelligence Testing (3)

This course focuses upon assessment theory and technique as it applies to cognition and intelligence. Students are introduced to a variety of cognitive and intellectual measures. Primary focus is given to the Wechsler Scales, both child and adult. In addition to developing competencies with the Wechsler scales, this course addresses the fundamentals of test construction, psychometric properties, the history and future of assessment, contemporary controversies, diversity, and special populations. The course is designed as a hands-on, pragmatic primer that provides a beginning framework for all subsequent psychological testing endeavors. *Prerequisite: PSD175 Psychopathology*

PSD702 Assessment Neuropsychology (3) (Elective)

This seminar examines the structure

and function of the central nervous system, brain-behavior relationships, and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory, and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and dysfunction is addressed. *Prerequisite: To be taken concurrently with Neuropsychology*

PSD703 Assessment Personality Inventories (3)

This course introduces widely used instruments of self-reporting personality assessment, predominantly pencil and paper tests of personality. It covers rationale, administration, scoring, and interpretation of these measurement tools, and includes information on the use of automated procedures, the appropriate application of these tests, and the ethical considerations in their use in both clinical and non-clinical settings. Students are encouraged to make a critical assessment of these tests in light of reliability and validation studies, appropriateness of item selection in terms of language, gender, and cultural bias, etc., and the applicability to tests for the specific use stated. *Prerequisite: PSD175 Psychopathology*

PSD704 Assessment Projective Testing (3)

This course focuses on projective testing, specifically on the Rorschach. Core objectives are for students to be able to score the Rorschach using the Exner System and to gain experience in qualitative interpretation of the scores, analysis of the content, and sequence analysis into personality description. The class also includes analysis and scoring of other projective tests, such as TAT.

PSD705 Communication and Counseling Skills I: Multicultural Perspective (3)

In this course students acquire and practice basic counseling tools within a multicultural perspective such as listening skills, congruent communication, use of self as instrument, and specific aspects of interviewing and contracting with a client. Reading assignments are supplemented with in-class role plays and practice, and additional out-of-class practice assignments. Eligibility: For students entering without an M.A. in a mental health-related field.

PSD706 Community Psychology (3)

This course examines psychology in the community context with special attention to community mental health prevention and delivery systems for psychological services. Central topics include primary and secondary prevention/delivery, the role of psychologists as change agents implementing actions to bring about greater social justice, and the political and regulatory aspects of psychology.

PSD707 Ethics (3)

This course provides a thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their application to daily practice are used to deepen students' understanding of how these principles are applied.

PSD708 Family of Origin I: Multicultural Perspective (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 multicultural, multigenerational family dynamics. Particular emphasis is placed on students examining their own personal and pro-

fessional development in terms of their family history, ethnicity, relationships, and conflicts.

PSD709 Group Therapy and Practice (3)

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

PSD710 Historical and Socio-Cultural Perspectives in Psychology (3)

This course sets the field of psychology in a larger socio-cultural context, exploring questions regarding its historical roots and development, its place in the contemporary world, and its potential future in response to the needs of the 21st century. The intent is to foster in students an ability to think creatively about the possibilities and to act as informed change agents in the world.

PSD711 Learning Theory (3)

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

PSD712 Lifespan Development I – Child (3)

This class is the first of a two-course series on human development. This course focuses on psychological development from prenatal life through adolescence and on the theories and application of normal development within a socio-cultural context. Classical

developmental theory is examined within this context as well as issues in development such as emotional, social, cognitive and moral growth. Students learn about clinical and theoretical problems in development through required readings and case material.

PSD713 Lifespan Development II – Adult (3)

The second of a two course series on human development, this course focuses on development from young adulthood to geriatric life and on the theories and application of normal development within a socio-cultural context. Social, cultural, biological and psychological issues of adulthood and aging are presented. Cognitive functioning, adult life transitions, psychosocial aspects of adulthood, coping and adaptation, work and retirement, bereavement and related issues are explored. Students learn about clinical and theoretical problems in adult life development through required readings and case material.

PSD715 Psychopathology (3)

This course introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the Diagnostic and Statistical Manual–IV (DSM-IV-TR). It is designed to give students the knowledge needed to identify behavioral patterns for diagnostic categories presently used by the medical system in the United States.

PSD716 Psychophysiology (3)

Focused on the biological bases of behavior, this course provides foundational knowledge in the areas of neuroanatomy, neurophysiology and neurochemistry. Students become knowledgeable about the issues surrounding research concerning the biological basis of behavior so that they can become

critical consumers of new information in this area.

PSD717 Neuropsychology (3) (elective)

This course begins with an overview of the central nervous system in terms of its structure and function, then studies the connections between neurophysiological processes and behavior. Behavioral dysfunctions and related mechanisms and approaches used by clinical neuropsychologists are reviewed. Students present case material they have researched on neuropsychological dysfunctions.

PSD718A Research Seminar I (2-3)

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 then decide upon a realistic doctoral paper or dissertation question, refine that question, consider appropriate methodology, students will also outline a proposal and develop a plan for a literature review and form their Doctoral Paper/Dissertation Committee. Students who register for 3 credits will also be expected to schedule and pass their first Doctoral Paper/Dissertation Committee meeting. The class will function as a consultation group with each student presenting their work to receive feedback from their peers and offering feedback to their peers about their projects. *Prerequisites:* PSD726 *Quantitative Methods and Analysis 1*, PSD727 *Quantitative Methods and Analysis 2*, PSD728 *Qualitative Methods and Analysis 1* and PSD734 *Qualitative Methods and Analysis 2*.

PSD718B Research Seminar IA (1)

This class is designed to allow students to schedule and pass their first doctoral committee meeting during a subsequent

term to PSD718A Research Seminar I
Prerequisites PSD726 *Quantitative Methods and Analysis 1* PSD727 *Quantitative Methods and Analysis 2* PSD728 *Qualitative Methods and Analysis 1* and PSD734 *Qualitative Methods and Analysis 2* PSD718A *Research Seminar I*

PSD719 Research Seminar II (2)

A continuation of Research Seminar I the second quarter focuses on developing the student's idea for a doctoral paper or dissertation into a research proposal. An application to the Human Subject Committee is prepared if necessary.

PSD720 Research Seminar III (2)

Research Seminar III facilitates students in the data collection phase of their dissertation or drafting of their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress of the data collection.

PSD721 Research Seminar IV (2)

This final section of the Research Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper.

PSD722 Social Psychology (3)

This course is focused on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Topics covered include social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation, and ethnic conflict.

PSD723 Theories Systems Perspectives in Family Therapy (3)

This course provides an introduction to systems theory and practice in family therapy. Systemic theory is applied

across a wide variety of family structures regarding a diverse range of presenting problems. Clinical interventions address the whole family system as well as its individual couple, sibling, and parental subsystems. Multicultural perspectives are also addressed.

PSD724 Theories Cognitive Behavioral (3)

This course introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive behavioral treatments for some personality disorders such as Dialectical Behavioral Therapy.

PSD725 Theories Psychodynamic (3)

This course covers post-classical models that depart radically from Freud's drive structural model including relational (Mitchell), control masters theory (Weiss & Sampson), object relations (Modell), social constructivist (Hoffman), intersubjective self psychology (Stolorow), and cyclical psychodynamic (Wachtel) models. Classical analytic concepts such as unconscious, transference, countertransference, resistance, and self are reconstructed and applied to clinical case material presented in class.

PSD735 737 Practicum Seminar I, II and III (3 each)

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

- Additional faculty and peer support for students working in their practicum
- Additional resources for case conceptualization and therapeutic work including attention to cultural influences and diverse contexts

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

PSD749 Psychopharmacology (3)

This course will focus on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. The role of special populations and multicultural differences will be included. This course will introduce students to the basic principles of pharmacology as background for understanding the clinical indications, mechanisms for action, common adverse effects, drug interactions, contraindications, reasons for treatment failures, and controversies regarding each major class of psychoactive drug currently in use.

PSD755 Theories Humanistic (3)

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

PSD726 Quantitative Methods and Analysis 1

This course is the first of two courses on methods used in quantitative research in psychology. Students will study how research questions are operationalized, how appropriate designs are chosen, the ethical and validity issues in research, and experimental and survey designs. Data analysis methods appropriate for these designs will be learned currently. Students will begin a self-

experiment and design and begin data collection for a survey research project.

PSD727 Quantitative Methods and Analysis 2

In the second course on methods used in quantitative research in psychology, students study quasi-experimental design, quantitative descriptive methods, program evaluation, and analogue research, plus the data analytic strategies used with them. Students complete the self-experiment and survey studies started in the previous term, analyze the data, and create APA style reports.
Prerequisite: PSD726 *Quantitative Methods and Analysis 1*

PSD728 Qualitative Methods and Analysis 1

The first in a two-course series on methods used in and data analytic strategies for qualitative research in psychology, this course focuses on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology, and ethnography. Particular methods will be presented by means of student presentations. A qualitative study will be designed and data collection begun in this course. Computer-aided qualitative data analysis will be introduced.

PSD734 Qualitative Methods and Analysis 2

In the second course on methods used in and data analytic strategies for qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry will be presented. The qualitative study will be completed, data analyzed, and an APA style report created.
Prerequisite: PSD728 *Qualitative Methods and Analysis 1*

PSD776 Supervised Experience (0)

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

PSD777-779 Professional Seminar I, II and III (3 each)

This is a three quarter linked seminar for students in a specific concentration. The purpose is to provide:

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

Advanced Art Therapy Concentration

PSD755 Theories: Advanced Art Therapy Studies I (3)

This course is the first part of a three quarter sequence. The course explores advanced art therapy theory and creativity studies. Several theories intrinsic to art therapy are explored. Additionally, students create their own art therapy theories based on their work with clients.

PSD756 Theories: Advanced Art Therapy Studies II (3)

This course is the second part of a three

quarter sequence. This course examines postmodern theoretical applications to art therapy theory and practice. Post modern theories may include Lacanian and Foucauldian applications to theory and practice.

PSD757 Theories: Advanced Art Therapy Studies III (3)

This course is the third course in a three quarter sequence. This course will focus on visual culture and art therapy. It will examine the multi-dimensional ways in which art therapy is read by clients, therapists, and the public at large. It examines ways that art therapy is used ethically, multiculturally, and from a social justice perspective.

PSD758 Psychology and Creativity: Biography, Art, and Traumatic Memory (3)

This course is situated at the juncture between psychology and creativity. Using the biographies of artists and their art, students will explore the connections between life stories, art products, and traumatic memory in constructing psychological portraits of the artists and their creative functioning. The applications of this exploration to clinical work are multifaceted.

Family Systems Concentration

PSD729 Theories and Practice of Family Therapy I (3)

The first part of a two quarter sequence, this course introduces the major theories of child, couple, and family therapy, and the different therapeutic practices associated with them. Students are encouraged to explore the effectiveness of these different approaches. The history and development of the fields of child, couple, and family therapy are discussed. Prerequisites: Family of Origin Systems

and Systems Perspectives in Family Therapy

PSD730 Theories and Practice of Family Therapy II (3)

The second part of a two quarter sequence, this course examines the different approaches to the theory and practice of child, couple and family therapy. Students continue to build their knowledge of these different approaches as well as investigate various levels of clinical treatment (individual, couple, family and extended family). Professional practice issues also are addressed.

Prerequisite: *Theories and Practice of Family Therapy I*

PSD731 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*

Existential Humanistic Psychology Concentration

PSD750 Existential Humanistic I

After a brief overview of the main tenets of Existential Humanistic theories, the major focus of this course is the paradox of Choice (Freedom) and Responsibility, studying of how this paradox emerges in both healthy and unhealthy ways, as well as how one might approach treatment. Towards the end of this

quarter, the paradox of Isolation and Desire for Connection, is studied. Major writers read during this quarter may include Yalom, Nietzsche, Sartre, Horney, Farley, and Suzuki.

PSD751 Existential Humanistic II

This quarter continues the study of the ways in which Isolation and The Desire for Connection, can result in healthy or neurotic anxiety, and the possible symptoms that may emerge. The focus moves on to explore the Meaning and Meaninglessness paradox and the ways in which suffering might emerge as a result of a failure to embrace the healthy anxiety that this paradox raises. Writers explored may include Yalom, Frankl, Heidegger, Horney, Farley, and Moustakas. *Prerequisite:* *Existential Humanistic I*

PSD752 Existential Humanistic III

This final quarter completes the study of the Meaning and Meaninglessness paradox, as well as exploring the Death (Non Being) and Striving for Life paradox. As with previous quarters, the focus is on both how to understand the etiology of psychological symptoms, and various ways to understand an Existential Humanistic approach to the therapeutic process. Writers explored may include Yalom, Kierkegaard, Nietzsche, Farley, Suzuki, and Becker. *Prerequisites:* *Existential Humanistic I and II*

Forensic Psychology Concentration

PSD760 Forensic I: Integration of Law and Psychology (3)

Students are prepared to build a practice in forensic psychology areas. This first quarter covers the details of 1) conducting custody evaluations or co-parent therapy with high conflict litigants in the family law cases, and 2) forensic mental

health outpatient treatment. During the subsequent three quarters, students will be closely supervised while conducting evaluations or treatment services in either of these two areas of practice.

PSD761 Forensic II Theory/Practice Integration (6)

This is a three quarter linked seminar for students who are in the forensic psychology concentration. The seminar provides 1) an ongoing group that focuses on the forensic applications of psychology, 2) faculty and peer support for students conducting evaluations and working with cases, and 3) supervision skills practice through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

PSD762 Forensic III Theory/Practice Integration (6)

The purpose of the second quarter seminar is to provide 1) an ongoing group that focuses on the application of forensic psychology, 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration, and 3) supervision skills practice through peer review of video tapes of their evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

PSD763 Forensic IV Theory/Practice Integration (3)

The purpose of the third quarter seminar is to provide 1) an ongoing group that

focuses on the application of forensic psychology, 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration, and 3) supervision skills practice through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work three additional hours conducting services or report writing. One hour of individual supervision will occur each week to be scheduled at a mutually convenient time.

The Center for Creative Change

The Center for Creative Change (CCC) is a dynamic and innovative graduate center that prepares students to become effective systems thinkers and leaders in facilitating positive sustainable change in the world around them. CCC faculty believes that creating change depends on understanding the world as a system and managing multiple relationships and perspectives. CCC provides a learning community for working adults — a combination of experience, theory and applied research, real casework, on the job challenges and community based projects. Whether students focus on businesses, nonprofits, community organizations, the environment or other application areas, the degrees in CCC help them develop the knowledge and practical skills necessary to be successful change agents.

CCC offers five degree and six certificate programs in an integrated model of graduate education.

The five degrees are

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

The six certificate programs are

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

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

Time Requirements

Classes are offered one weekend per month in 4 day modules running Friday through Monday. The masters programs are designed to be completed in seven quarters (22 months). Certificate programs generally take nine months to complete.

Admission Requirements

Candidate Competencies

- Ability to work collaboratively with other students and faculty in a learning environment
- Ability for reflection, self-awareness, critical thinking and sustained inquiry
- Demonstrated evidence of organizational, conceptual and expressive skills, including writing and oral communications
- Competence in using computerized communication tools and access to a computer with Internet connection
- At least two years of practical work experience relevant to program of interest

Program Requirements

All of the CCC master's degree programs require students to complete a total of 66 credits distributed as follows:

- 18 credits of required core classes
- 12 credits of Reflective Practicum 1: Simulation and Case Study
- 12 credits of Reflective Practicum 2: Capstone Change Project and thesis
- 24 credits of CCC degree specialization and elective courses. In addition, students are required to attend:
 - Initial new student retreat at an off-campus site
 - On-campus orientation prior to the beginning of the first quarter
 - Extended residency at the conclusion of their course of study

Required Core Courses (18 credits)

The number of credits follow the course names in parentheses.

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 review, and revising, students develop for final evaluation a portfolio and deliver at least one oral presentation.

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. Students gain skills in describing complex systems and framing strategies with an understanding of mutual causality.

CCC520 Critical Inquiry (3)

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

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 characters

tics of sustainability. Students use social/natural science and philosophical perspectives to explore historical contexts, tools, techniques, and integrative designs relative to their respective areas of personal interest and professional focus.

CCC550 Global Pluralism (3)

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

CCC555 Transformative Leadership (3)

This course starts with two premises: 1) that transformative leadership is not limited to a role or position, such as manager, but is a function everyone has the potential to manifest, and 2) that transformation goes beyond first order change. Leading, following, authority, and types of power are explored. Through this course students further develop their leadership abilities as well as the group and systemic perspectives necessary to engage, catalyze and lead effective adaptive work.

Reflective Practicum Seminars (Two courses, 12 credits each)

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

In Reflective Practicum 1, students explore diverse practices for facilitating

sustainable social change in business communities, organizations and cultures. Throughout the year, students develop frameworks and principles for understanding social change by critically examining real life examples, participating in simulation exercises and conducting an in depth case study. Key elements of the course include collaborative learning and the practice of reflecting on lived experience as a pedagogy for adult learning. Guest presenters and other CCC faculty provide multiple perspectives on social change.

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

Reflective Practicum 2 offers the opportunity for students to undertake sustainable change projects in businesses, organizations and communities with the collaboration and support of students and faculty in other CCC programs. Students take responsibility for learning through reflection on their projects in a community of fellow scholar practitioners.

A degree thesis is integrally connected with the change project and offers students the opportunity to apply theoretical knowledge to a topic of inquiry appropriate to their degree specialization. Students make a presentation of their change projects at a public symposium at the conclusion of the three quarter RP2 sequence.

New student Retreat

The degree program begins with a required three day new student retreat. The retreat provides an overview of the curriculum, exposes students to underlying learning philosophies, and introduces the basic leadership, team dynamics and systems theories that underpin the entire experience. Each exercise and activity is

designed to assist students in learning about each other and to begin the formation of a learning community. The program typically takes place at an off-site retreat center. There is an additional charge to cover retreat lodging and meals.

M A in Environment and Community

The Environment and Community program (ENC) is designed for professionals, activists, educators, volunteers, and others interested in the interdependence of environmental and social issues, and who want to strengthen their abilities to work for meaningful change. Emphasizing social science perspectives and natural science literacy, the ENC program focuses on the relationships among values, ideas, theory, practice, social and institutional structures, constructive engagement, and modalities of socio-environmental change. The program 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 recognition that community involvement is necessary for individual growth and enrichment of our society underpin the mission of the ENC program. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Ecological Planning. Students who choose the environmental education option earn certificates in Integrated Skills for Sustainable Change and Environmental Education.

Features of the ENC Program 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.

ENC Degree Requirements (66 credits)

To complete an ENC degree, students take the 42 CCC core credits, plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser-approved courses from other degree programs.

Required ENC Degree Courses (12 credits)

ENC620 Theories and Practices of Social Environmental Change (3)

This course focuses on how theories, perspectives, insights, and innovations can be implemented and practiced. Studies engage various social, economic, and environmental themes and issues, utilizing readings, projects, guest speakers, and student/faculty experiences to explore viable options and new directions. Particular attention is given to practice modalities of regional, national, and international sustainability innovations. Students are encouraged to make relevant ties with the content of previous and/or current courses.

ENC658 Integrative Environmental Science (3)

This course uses natural and social science perspectives to explore the effects of human activities on the environment. Using an integrative approach, the course examines scientific principles and concepts, natural resources, and their sustainability, environmental quality,

biodiversity and land use and the role of environmental science in society. Students become more familiar with the language of environmental science and strengthen their capacity for understanding and critically evaluating scientific information about the environment.

ENC670 Economics and the Environment (3)

This course prepares students to use both mainstream and alternative economic models in their efforts to achieve environmental and community sustainability. Traditional and ecological market economics contend with bioregional and community economics as alternative approaches to sustainability. Economic assumptions and models from each of these paradigms are studied, compared, and used to address local and regional social and environmental issues.

ENC680 Environmental Policy and Decision making (3)

This course examines the social, political, and scientific considerations inherent in environmental policy and regulation, enabling students to gain a deeper awareness of how these factors interact with each other in environmental decision-making processes at all levels of government. The course explores how public policy is developed, ideological foundations, and the range of environmental policy instruments currently in use. Students gain an understanding of US federal and international environmental policy. Students consider current policy topics to enable them to develop ideas on how to facilitate socio-environmental change through policy and regulation. In particular, the course helps students acquire skills as agents for creative change inside and outside environmental policy-making institutions.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. ENC elective offerings vary from quarter to quarter and include the following:

ENC610 Philosophical Perspectives on Environment and Community (3)

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

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

In this course, students address a 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.

ENC656 Healthy Sustainable Communities (3)

This course explores what makes communities healthy and sustainable, including the natural and built environment, social capital, and connectedness, cultural and ethnic diversity, vibrant local economies, and participatory responsive governance. Grounded in appreciative inquiry, students examine the concepts and practices that contribute to community vitality and long-term well-being by studying real-life examples. Using a case study approach, students assess the health and sustainability of

their own communities and develop practical strategies for enhancing them

ENC657 Healthy Environments Healthy People (3)

This course explores the role of the bio-physical environment as a determinant of health. Grounded in the health sciences, it considers how indoor and outdoor environmental quality, including toxic chemicals and microbiological organisms, affect population health and how a healthy environment can contribute to human health. Students become knowledgeable about current environmental health issues at the community, national, and global levels, learn how to research and evaluate environmental health information, and learn how to use this information to effect social change.

ENC681 Ethics and Environmental Justice (3)

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

ENC696 Permaculture (3)

This course examines principles and methodologies of restorative and sustainable ecological design. Course material covers the standard permaculture design course curriculum along with content organized within four stages of applied design: (a) observation and mapping, (b) site assessment and design, (c) materials, technology, and construction, (d) care and feeding of applied systems. Combining various skills in permaculture, urban sustainability, natural building, and community development, the course takes a holistic approach to design. Through lecture, discussion, observation, field trips, and hands-on learning, participants develop

the practical skills and knowledge to design and implement restorative and sustainable systems at home, work, and elsewhere in harmony with the natural world. No prior experience in design or systems required.

M A in Environment and Community with Environmental Education Certificate Option

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

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

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

**EDU658 Environmental
Interpretation (3)**

**EDU507A Human Development
and Learning Theory (3)**

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

M S in Management

The Graduate Management program (GMP) is designed for professionals from a wide variety of professional backgrounds who are interested in learning

to succeed as managers in business government public agencies and/or the nonprofit sector. The curriculum blends theory and practical application in traditional core business disciplines with added emphasis on leadership development reflective practice systemic thinking and skills in group and organizational dynamics. In addition to a masters degree students earn certificates in Integrated Skills for Sustainable Change and Business Leadership and Change Management.

GMP Degree Courses (66 credits)

To complete a GMP degree students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser approved courses from other CCC degree programs.

Required GMP Degree Courses (12 credits)

MGT617 Finance Stakeholders and the Bottom Line (3)

This course 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 begins 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 discern the health of an institution or business behind the numbers they report.

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. Students collaborate on a team assignment a marketing consultation project for an organization in the community. Students learn to understand and discuss the basic vocabulary key concepts and analytical tools in the field of marketing. In addition they will have a grasp of emerging issues and areas of debate and learn to exist business issues in terms of their impact on customer value.

MGT625 Strategic Thinking and Planning (3)

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

MGT632 Leadership in Business and Organization Systems Inquiry (3)

Students use a case in point method to learn and practice key concepts of effective leadership in groups. Students explore their own group dynamics and analyze how these interactions are a reflection of the adaptive challenges faced by the larger society and themselves. Through case studies students use their own leadership challenges as the context for peer team consultations. Throughout the course students utilize their own leadership perspectives identify the roles they often play in organizations learn

reflection in action skills and develop a greater understanding of the many forces influencing group or team behavior

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. GMP elective offerings vary from quarter to quarter and could include the following:

MGT621 Managing Change in a Changing Context (3)

Students and faculty collaboratively address specific personal, organizational, and global issues related to management and leadership in the 21st century. Recent topics explored in collaborative teams have included: (1) complex social systems, (2) personal goals and creativity in group settings, (3) entrepreneurial teams, (4) spiral dynamics, and (5) action research.

MGT624 Innovation and Creativity in Turbulent Times (3)

This course has been designed to familiarize 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. Curriculum and format enable 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.

MGT631 Harnessing Human Diversity (3)

Most organizations, institutions, and governments recognize the importance of managing diversity in their workforce to enhance creativity, morale, and productivity. Most diversity management programs, however, introduce interventions that principally address a few of the outward symptoms of social disparity and fail to explore the complex dynamics of underlying forces and value systems in different conditions of space and time. This course explores the interdependence of personal, interpersonal, and transpersonal identities with a mind to unveil the base psyche and harness the immense richness of diverse human identities.

MGT633 Spirit in the Workplace (3)

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

everyday reflections and practices from mystical and mythological perspectives

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

This course studies contemporary economic globalization and some of its cultural, social, and ecological impacts throughout the world. The culture of capitalism and the economic principles of the market economy are the starting points in this study of the constructive and damaging effects of contemporary globalization. The course clarifies the sources of diverse forms of resistance that globalization is provoking in many cultures.

MA in Organizational Psychology

The Organizational Psychology program prepares graduates to understand and facilitate positive human relationships within organizations and to promote healthy, sustainable workplaces. Students develop psychological and systemic perspectives for working with individuals, teams, and organizations. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Organizational Dynamics. Students in Organizational Psychology gain

- Deep understanding of self
- Ability to nurture interpersonal relationships
- Appreciation of the role of spirit in work
- Practical understanding of organizations as systems
- Innovative skills to intervene effectively

OPP Degree Courses (66 credits)

To complete an OPP degree, students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser-approved courses from other CCC degree programs.

Required OPP Degree Courses (12 credits)

OPP536 Organizational Theory (3)

This course is focused on creating and maintaining sustainable, high performance organizations. Using a systems approach to understanding organizations, students examine the interdependent components of organizations and study the relationship of the organization to its environment. Key components include strategy, structure, culture, human systems, leadership, change, and methods of measurement and feedback.

OPP536B Human Behavior in the Workplace (3)

This course explores a systems perspective to human behavior in the workplace. Students gain an understanding of key concepts from the field of psychology with an emphasis on family systems theory regarding individual behaviors and patterns of behaviors in organizations. Beginning with family of origin, particular emphasis is placed on students examining their own personal and professional development, including identifying the ways in which the generational family patterns impact their work as practitioners.

OPP536C Overview of Organizational Development (3)

This introduction to the discipline of Organizational Development (OD)

gives students a simple yet effective lens to view organizational change, diagnose issues and build momentum for improving organizations. In addition, students learn the theoretical bases, operating principles, terminology, and concepts used in creating an OD perspective within various organizational contexts as well as practical applications and implementation tools.

OPP638D Group Dynamics and Facilitation (3)

This course deepens students' theoretical and practical understanding of group process and group roles. Working in groups, students increase their theoretical and practical understanding of the role of facilitator. Students examine models of group facilitation, identify the values and attitudes they bring to the facilitator role, and practice facilitation within and outside the classroom setting.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. OPP elective offerings vary from quarter to quarter and could include the following:

OPP510 Consulting Practice (3)

In this introductory course, students learn the fundamentals of collaborative consultation based on the principles of action research and process consultation. Students learn to apply these fundamentals as they consult with local organizations. Through collaborative and individual exploration, students gain understanding of the consultant role in change efforts and insight into themselves as practitioners.

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.

OPP604 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.

OPP613 Personal Wellness in Organizational Systems (3)

This course explores the concept and experience of personal wellness within organizational life. Using a systems framework and emphasizing the intersection of the personal and the organizational, students gain knowledge and skills to enhance their own wellness and to use as a practitioner in organizations. Over the quarter, participants develop models of personal and organizational wellness and assess an actual organization using their organizational wellness model.

OPP622B Conflict Management (3)

This course provides an in-depth opportunity for students to increase their practitioner skills in managing conflict. The course focuses on both theoretical and practical understanding of conflict in interpersonal relationships, groups, and organizations. The course utilizes systems concepts to expand students' understanding of conflict dynamics in human systems and to explore the interconnection of various types and levels of conflict. Students also use course material to understand their own attitudes and behavior in conflict situations. In-class and outside practice allow students to apply concepts and models.

OPP631 Systems level Intervention and Change (3)

Students collaboratively explore the large group as a strategy in whole organization and community change efforts. Focusing on technologies such as Future Search, Real Time Strategic Change, SimuReal, and Open Space, students learn about the history, philosophy, theory, and practice of large group interventions. In doing so, students learn to 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. This learning activity is an opportunity for students to become inspired, knowledgeable, and excited about pursuing these new approaches.

OPP640 Collaborative Team Creation (3)

In this course, students will learn how to form teams that work collaboratively with each other and other teams. Learning how to build teams is an essential skill for all of us, no matter where our career leads. Students study communication, personality styles,

problem solving and decision making, coaching, and conflict management with the goal of creating collaborative teams.

M A in Whole Systems Design

Whole Systems Design (WSD) is a master's degree for adults wanting to bring wisdom, clarity, skill, and creativity to their work for positive change — in their organizations, communities, cultures, and personal lives. Founded in 1982, the WSD program begins with the holistic/systemic assumption that the world is radically interconnected, interdependent, and evolving. WSD integrates inquiry and practical engagement in new and exciting ways, informed by work in a wide range of disciplines including philosophy, the new sciences of chaos and complexity, natural and social science literature, and the arts. Going beyond the mere inclusion of ideas from the various disciplines, it seeks out patterns that connect across the fields, creating new syntheses. It engages learners in an exploration of the profound implications of these notions and in the development of skills and awareness necessary for effective action in our complex, rapidly changing world. WSD is organized around the three closely interrelated dimensions of systemic thinking: holistic perspectives and design praxis. Through a combination of coursework, community-based projects, and individualized study, learners develop and synthesize competence in all three areas. In addition to a master's degree, students earn certificates in Integrated Skills for Sustainable Change and Systems Thinking and Design.

WSD Degree Courses (66 credits)

To complete a WSD degree, students

must take the 42 CCC core credits plus 9 credits (three courses) in this degree specialization area and 15 credits (five courses) of electives. Electives may include adviser approved courses from other CCC degree programs.

Required WSD Courses (9 credits)

Holistic Perspectives (3)

Through a choice of holistic perspectives courses, students explore selected expressions and qualities of holistic insight and experience. Some of these expressions offer participatory, non dual or systemic outlooks, some come from process philosophy, others consider the holistic idea of irreducibility, a relational 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. Recent course offerings have included Experience of Place, Wholophilist and Mary Parker Follett.

Design Theory and Practice (3)

In these design courses, students learn to engage effectively with clients, developing clarity around purpose, creating and implementing new possibilities as well as offering more specialization in setting or mode. Recent course offerings have included Design Languages, Designing With/In Community, Design Approach and Participatory Design.

Advanced Systems Theory and Philosophy (3)

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

Elective Courses (15 credits)

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

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

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

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

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

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

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.

WIN607F Notating Imagination Advanced Design Communication (3)

In this seminar students explore notation syntactically and semantically as an emerging new area in advanced design communication. The focus is on notations as signs that mediate between several sets of concepts, traditions and approaches. Students seek out a specific context through which they notate and score their imaginative ideas. Students learn to use notation to make whole systems design accessible to others.

WIN610H Wholophilia Design as Practice of Wholeness (3)

Wholophilia focuses on the understanding of design as a practice of wholeness. Students explore the often neglected work of love (Agape, Eros, Philos) in relationship to design. They develop a true sense of the world as philomorphic (form loving) activity and an understanding of the relationships between wholeness, love and design. This seminar provides a context for rigorous inquiry into systems thinking and design action.

WIN616C Mary Parker Follett (3)

In the early years of the last century Mary Parker Follett (1868-1933) spoke of self-organization as a fundamental characteristic of life – of the creative power of difference – of power with rather than power over – strategies of cross-functional teams and the importance of coordination and integration as compared to control. This course delves deeply into the pragmatic implications of her ideas on power, freedom, responsibility, democracy, conflict, design and individual/group relating in a range of settings. Students consider the social/historical/intellectual milieu of her work and how it relates to the contemporary context facing wholistic/systemic thinkers and practitioners. Specific topics are chosen based on students' interests.

WIN617B Experience of Place (3)

This interdisciplinary course develops greater awareness of our inter-relationships with the places we frequent to enhance our effectiveness, health, the quality of our designs and our relationship with the more-than-human world. Places, both built and natural, may affect our sense of self, our sense of safety, the kind of work we get done, the ways we interact with other people, even our ability to function as citizens in a democratic society. Building from our sensory experience of place, students explore their interactive relationship to their surroundings, the impact it has on how and what we do and are in the world and the design implications for our residences, work places and communities. Seattle, as a place we hold in common, an evolving synthesis of its naturally occurring location, conscious and unconscious human design and relationship with its larger environment – is a particular focus. The course includes a walking tour of downtown.

M A in Strategic Communication

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

STC Degree Courses (66 credits)

To complete a STC degree, students must take the 42 CCC core credits plus 12 credits (four courses) in this degree specialization area and 12 credits (four courses) of electives. Electives may include adviser-approved courses from other CCC degree programs.

Required STC Degree Courses (12 credits)

STC610 Communicating Across Cultures

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

STC620 Legal and Ethical Issues in Communication

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

STC630 Communication Media and Technologies

Students are introduced to current and emerging communications technologies that transform the way we convey information. Students learn to analyze the impact of the messages produced with various media and the social and political implications of each.

STC640 Participatory Communication for Social Change

Students learn tools and innovative models that prepare them to become participatory communication strategists. In addition, students develop their approach to working with groups committed to social change. This approach will include facilitating group members to create methods for effectively communicating their message to the external environment.

Elective Courses (12 credits)

Four elective courses (12 credits) are required for graduation and may be chosen from any CCC program with adviser approval. STC elective offerings vary from quarter to quarter and may include the following:

- Assessing and Benchmarking Communication
- Proposal Writing
- Risk Communication

- Communication and Sustainable Development
- Dealing with the Media
- Community Education through Media

Center for Creative Change Graduate Certificate Programs

Business Leadership and Change Management (18)

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

Ecological Planning and Design (18)

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

Effective Communication Strategies (18) *(beginning winter quarter 2007)*

Professionals study how to anticipate and respond to communication challenges. This certificate is recommended for professionals in the business, nonprofit, and public sectors. Requirements are any three of the following courses: Communications Media and Technologies; Communicating across Cultures; Legal and Ethical Issues in Communication or Participatory Communication for Social Change, plus three elective courses (9 credits) taken in any CCC program approved by the student's adviser.

Environmental Education (22)

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

Integrated Skills for Sustainable Change (18)

This certificate program provides foundation courses for people who want to implement change in their organizations or communities. It is recommended for community leaders and professionals seeking specialized education. Requirements are CCC540 Communication Design; CCC545 Systemic Thinking for a Changing World; CCC520 Critical

Inquiry CCC560 Ecological Sustainability
CCC550 Global Pluralism and
CCC555 Transformative Leadership

Organizational Dynamics (18)

Professionals develop psychological and systemic perspectives for working with individuals and organizations and hone techniques for facilitating healthy sustainable workplaces. It is recommended for human resource personnel, organizational development specialists and professional consultants. Requirements are any three of the following required courses (9 credits): OPP536 Organizational Theory, OPP536B Human Behavior in the Workplace, OPP536C Overview of Organization Development or OPP638D Group Dynamics and Facilitation, plus three elective courses (9 credits) in any CCC program approved by the student's adviser.

Systems Thinking and Design (18)

Students in this certificate program develop an understanding of the systemic nature of problems and design solutions for the whole rather than just the parts. This certificate is recommended for visionaries in corporations, nonprofits, governmental and nongovernmental agencies. Requirements are two courses (6 credits) in Systems Theory and Philosophy, two courses (6 credits) in design theory and practice, and one course (3 credits) in holistic perspectives, plus one elective course (3 credits) in any CCC program approved by the student's adviser.

Center for Continuing Education

Antioch's Center for Continuing Education (CE) offers professional development opportunities to meet the changing continuing education needs of teachers, leaders and other professionals. Through certificate programs, courses, workshops and special events, CE promotes learning that connects profession with passion and Antioch as a center for professional growth. Students learn from active professionals in the field who know what's happening now – and what's on the horizon. They work on projects that draw on real life situations and develop a network of instructors and classmates they can rely on. Students leave their classes and programs ready to put into action what they've learned.

CE collaborates with a variety of the following educational partners who bring additional resources to the community: Heritage Institute, Staff Development for Educators, Education Development Center, Heinemann Publishing, Academy for Coach Training and the Dispute Resolution Center of Snohomish and Island Counties. These partnerships, as well as other CE certificates and courses, extend Antioch's strengths into the community and further serve the needs of alumni. Courses and programs offer either continuing education units or continuing education credits, neither of which may be applied to a degree at Antioch.

Because CE offerings are responsive to community needs, they change often. Antioch's website is the best way to learn about CE programs: www.antiochseattle.edu/ce. Or call 206.268.4111, e-mail ce@antiochseattle.edu or stop by the CE office.

Academic and Student Life Policies

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

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

Below are some of the most frequently consulted academic and student life policies:

Enrollment Status

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

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

This status is the basis for determining eligibility for financial aid, loan deferment, and all other types of enrollment verification. A student enrolled for at least 4 total credits of graduate psychology, internship, and case consultation is considered to be full time for academic purposes.

Credit Load Limits

Graduate students may take a maximum of 12 credits per quarter. Undergraduate students may take a maximum of

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

Attendance

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

Academic Progress

Student Satisfactory Academic Progress Policy

Maintaining Satisfactory Progress

Antioch is committed to assisting students in achieving their degree or other credential sought.

Consequently, Antioch expects students to complete coursework by the end of the quarter of registration.

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

Students are allowed a maximum of two attempts to take a course or other activity registered for credit.

Minimum Cumulative Percentage of Credits

All students must have completed or have actively in progress a minimum of 75% of their total attempted Antioch credits. Completed or in progress courses

include those with earned credits or approved In Progress (not expired)

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

Unfinished Credits

Students are limited to a cumulative total of 8 unfinished credits of study at Antioch at any given time

Unfinished credits are those recorded as in progress (IP) or expired in progress (IPX)

Academic Action for Unsatisfactory Progress

First Quarter Academic Concern

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

- Development of a schedule for completing unfinished credit
- Continued enrollment limited to a maximum of 6 credits for graduate students or 9 credits for undergraduate students
- Enrollment Maintenance Fee (EMF) registration status
- Leave of absence

Second Quarter Academic Warning

After a second consecutive quarter of unsatisfactory progress, students are placed on academic warning and will not be permitted to register again until they have met with their advisors and center director

to determine and document program conditions of continued enrollment

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

- Schedule for completion of coursework
- Continued enrollment limited to a maximum of 6 credits
- Leave of absence
- Enrollment Maintenance Fee (EMF) registration status
- Withdrawal from the program

Third Quarter Academic Hold

After three consecutive quarters of unsatisfactory progress, students are placed on academic hold and must take a mandatory leave of absence or may be withdrawn from the program. After the mandatory absence, students' eligibility to continue will be reviewed. If approved, they will not be permitted to register until they have met with their advisors and center director to determine and document program conditions of continued enrollment. A student may appeal an academic hold and request immediate re-enrollment by submitting a written request to the Academic Appeals Committee. See Appeals Process.

Satisfactory Progress and Financial Aid

Eligibility

Students must make satisfactory academic progress to be eligible for financial aid. Students who have not previously attended Antioch are considered to be in good academic standing. For students who have attended Antioch but did not receive financial aid, the

universities will determine eligibility by reviewing their past Antioch records

Minimum Cumulative Percentage of Credits

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

Minimum Cumulative Credits and Maximum Time Frame

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

- B.A. 270 including transfer credits
- M.A. Psychology – CCFT or MHC 108
- M.A. Psychology – CCFT or MHC with Art Therapy 135
- M.A. Psychology – Integrated Studies 90
- Post-master's Certificate in Art Therapy 90
- M.S. Management 99
- M.A. Environment and Community 99
- M.A. Organizational Psychology 99
- M.A. Whole Systems Design 99
- Certificate programs: Center for Creative Change 27
- M.A. Education 72
- M.A. Education with Graduate Teacher Preparation 111
- Graduate Teacher Preparation without M.A. 87
- Professional Teacher Certificate 23

In addition, a full-time undergraduate

student must complete at least 32 credits per year to remain eligible for financial aid.

Additional Standards for Washington State Financial Aid

Students receiving Washington state financial aid including state work study, state Educational Opportunity Grant (EOG) and WA State Need Grants must complete each quarter the following number of credits:

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

Students are placed on financial aid probation if they complete at least one-half but less than all of the minimum number of credits for which the aid was calculated and disbursed. Students may receive financial aid for the following quarter but must earn all credits for which they register to continue to receive financial aid. Students are not eligible for further financial aid if they earn less than half of the credits for which they have previously received aid awards.

A student may regain eligibility if all credits enrolled for in one quarter are completed.

Appeal Process

Students placed on academic hold may appeal in writing to the Academic Appeals Committee. Generally, an appeal should be based on a student's unusual circumstances. An appeal request must be supported and signed by both the adviser and program director. Appeals must be submitted to the Academic Deans Office no later than the fifth day of the quarter.

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

Continuous Enrollment

Students must notify the university if they want to take any quarter off from course work by requesting a Leave of Absence or Enrollment Maintenance status

Leave of Absence (LOA)

A LOA is a period of time during which a student has officially notified the school that he or she will not be affiliated with Antioch 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 an LOA registration card to the Registrar's Office by the end of the first week of the quarter of absence The card must be signed by both the student and the adviser and be submitted for each consecutive quarter the student intends to be on leave Filing can only be done one quarter at a time unless an exception is granted in advance and approved by the student's adviser *Note taking a LOA may cause financial aid loans to go into repayment contact the Financial Aid Office for further information*

If an LOA registration is not submitted and the student has not registered for the current quarter the student will be withdrawn To return the student must apply for readmission Students are limited to four consecutive LOA quarters After that unless the student registers for credit or enrollment maintenance (EMF) he or she will be withdrawn

Withdrawal

According to the LOA and other policies the university can withdraw

students a student can withdraw or a program may initiate withdrawal In all cases the registrar is notified Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office

Readmitted students must comply with university policies and program requirements in effect at the time of readmission and with any specific program/adviser conditions imposed

In Progress Policy

The university expects that a student will complete all coursework by the end of the quarter In exceptional circumstances a student may request an exception and negotiate with the instructor for an In Progress (IP) An In Progress may be granted solely at the discretion of the instructor Classroom courses may be allowed up to one additional quarter Other courses may be allowed up to two additional quarters

If the work is not finished by the deadline the instructor has set the instructor can approve another deadline up to the maximum time permitted for the course If the work is not complete by the final deadline set by the instructor and an assessment has not been submitted a No Credit (NC) will be assigned not subject to change To earn credit for a course marked No Credit or permanently incomplete the student must reenroll in and repay for the course Note that enrollment maintenance and Leave of Absence quarters count as in progress quarters

IP contracts are not available to nonmatriculated/visiting students

Upon withdrawal from Antioch our standing IPs are converted to NC (No Credit) An NC is permanent and not subject to change

Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term

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

Non Matriculated (Visiting) Students

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

Grades

Antioch does not award letter or numeric grades for learning completed either prior to or during enrollment. However at a student's request the registrar will provide a letter outlining Antioch'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).

NC and permanent incomplete credit designations are not subject to change.

Due Process and Student Grievances

Antioch is committed to the fair and equal treatment of students in all areas.

All members of the Antioch community are expected to conduct themselves honestly responsibly and in a manner that respects the rights of others. To this end a student code of conduct including a statement of student rights and responsibilities is maintained and

published in the student handbook.

The student grievance policy is also outlined in the student handbook.

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

Communication Protocol

FirstClass (FC) e mail accounts and addresses are assigned for all Antioch students. Students are required to check their FC e mail at least weekly and are responsible for being aware of information posted through FC to Official Announcements programmatic folders and bulletin boards. To comply with student records confidentiality and security requirements official e mail communication with Antioch including e mail between students and instructors should originate from and be conducted within the FC system.

Students are required to report and maintain a current address with the university. Address changes should be reported to the Registrar's Office by letter or the address change form available on FC.

Degree Completion

A student must be enrolled for courses or for enrollment maintenance status to be eligible to graduate at the end of a term. Students are allowed six years from their original date of enrollment to complete a degree. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

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

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

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

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