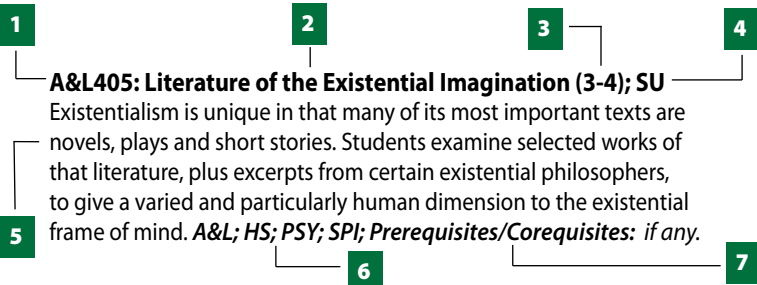


Course Listings

A Quick Reference Guide to Course Descriptions



- Course prefix and number
 Course levels: 300 & 400 - undergraduate
 500 & 600 - graduate, master's level
 700 & 800 - doctoral
- Course title
- Quarter credits earned upon successful completion of course
- Term(s) in which course is scheduled to be offered
FA = fall term **WI** = winter term **SP** = spring term **SU** = summer term
- Description of course
- Baccalaureate Structured Areas of Concentration for which the course meets requirements
A&L = Arts and Literature **PSY** = Psychology
GS = Global Studies **SPI** = Spiritual Studies
HS = Human Services **LOS** = Leadership and Organizational Studies
SOJ = Social Justice
- Prerequisite** - course(s) that must be in progress or completed to register for the course
Corequisite - course(s) that must be taken concurrently with the course

Index to Course Prefixes

Course number prefixes identify the academic discipline:

A&L Arts and Literature	LITR Literacy	PSYI Psychology – Integrative Studies Program
BUS Business	LOS Leadership and Organizational Studies	SCI Science
CHNG Creative Change	MATH Mathematics	SOC Sociology
ECED Early Childhood Education	MGMT Management and Leadership	SOJ Social Justice
ECON Economics	MIDS Middle Level Math/ Science Education	SPAN Spanish
EDUC Education	MRKT Marketing	SPED Special Education
ENVC Environment and Community	ORGP Organizational Development	SPIR Spiritual Studies
EXP Experiential Learning	PLSC Political Science	STCM Communication
FIN Finance	PSYA Psychology – Art Therapy	THRT Theater Arts
GBL Global Studies	PSYC Psychology	WTRG Writing
HIST History	PSYD Psychology - Drama Therapy	WSDN Whole Systems Design
HUMS Human Services		
LIB Liberal Studies		
LIBM Library Media		

Codes identifying courses that meet the requirements of a Bachelor of Arts student's Structured Area of Concentration (SAOC) and/or specialized certificate preparation are included at the end of each course description:

Arts and Literature *A&L*
Environmental Studies *ENV*
Global Studies *GS*
Human Development and Learning *HDL*
Human Services *HS*
Leadership and Organizational Studies *LOS*
Psychology *PSY*
Social Justice *SOJ*
Spiritual Studies *SPI*
Sustainable Business *SBUS*

A&L301: Writing from Life (3-4)

Direct observation and interaction are the focus of a creative writing class that explores different elements of fiction and narrative. Students practice how to develop the writer's mindset where no experience is wasted or useless. Notebooks for recording observations go with the student everywhere and provide the raw materials for writing. *A&L*

A&L302: Character Driven: Writing Short Fiction (3-4)

Students approach short story writing from a character-driven perspective. Through a variety of fiction exercises, students develop believable and compelling characters, and discover what happens when the characters are let loose on the page. Students learn how different elements of a story – such as plot, setting or structure – come into play. Through this process, students gradually build skills to produce a full-fledged story. *A&L*

A&L303: Writing the Stories We Know (3-4)

A creative nonfiction writing class in which students learn to bring stories artfully and truthfully to the page. Students explore narrative, find ways to frame stories,

choose details to put in and leave out, consider point of view and language usage. Students consider the similarities and differences between examples of personal essays and selections from different memoirs, autobiographies and biographies. *A&L*

A&L305: Writing Poetry and the Pursuit of Memory (3-4)

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

A&L311: Acting Fundamentals (3); FA, WI, SP

The study of acting as a dynamic process of self-discovery. Through a progression of improvisation and sound-and-movement exercises, students develop fundamental acting techniques: living truthfully under imaginary circumstances, deep listening and emotional availability to the scene partner. Students are encouraged to take risks in a safe and supportive environment. *A&L*

A&L312: Acting with Text (3); FA, WI, SP

Working with text and given circumstances, students apply the tools learned from Acting Fundamentals to the crafting of scenes. Students learn how to make strong choices that put the actor at the heart of the conflict and how to keep the spark of spontaneity alive in scripted work. *A&L*

A&L317: Indigenous Art & Literature (3-4)

Examines several forms of art and literature across time and place. Exploration of visual arts, music, writings, live stage and traditional art forms from various indigenous world views. Students visit local museums and cultural events in the local area as field trips and conduct intensive investigations through films, novels, poetry, spoken word and guest lecturers. *A&L; GS*

A&L318: Placemaking and Public Art (3-4); SU

Rethink art as an elite endeavor. Discover how art affects place and community. Students investigate the role of art in public arenas, from housing projects to commercial environments. Explore concept development, art plans, site-integrated sculpture, funding possibilities from grassroots-initiated to percent of public monies and take part in a community art project. *A&L*

A&L321: Ceramics I (3-4)

An introduction to the basic principles and elements of ceramics. Students learn a variety of clay-handling methods and skills, create pieces using various hand-building techniques and are introduced to wheel throwing and the primary principles of glazing and firing. *A&L*

A&L322: Ceramics II (3-4)

Building on the skills developed in "Ceramics I," students learn more advanced building and glazing techniques, including assignments completed using a potter's wheel. Students concentrate on techniques they wish to explore further and creatively apply their skills toward an artistic goal. Students may obtain instructor's approval for special projects. *A&L*

A&L325: Introduction to Drawing (3-4)

Students learn to manipulate traditional and modern material, establish an understanding of terminology and explore 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. *A&L*

A&L326: Literary Magazine Production (3-4); FA, WI, SP

Students grow as writers and editors by learning the history of literary magazines, surveying a number of current magazines and practicing several key factors of literary magazine production: design and layout, editing, publicity, distribution, fulfillment, fundraising, etc. Focus is on KNOCK, Antioch Seattle's literary magazine, including production of the current issue as well as plans for expanding key features of the magazine and website. *May be repeated for credit. A&L*

A&L335: The American Family in Literature and Film (3-4)

Students examine the parameters and significance of family in America. Students explore American families that have evolved over a historically specific time period. Films expand students' understanding of cultural contexts of the readings. Throughout, students examine elements of literary analysis such as voice/address, narrative forms, poetics, chronological devices and allusions. *A&L; HS; PSY; SOJ*

A&L338: Contemporary Native American Fiction (3-4)

Students discover general principles of Native American fiction, as well as explore the particular world view of Native American writers. In addition to the leaders of the Native American canon—

Sherman Alexie, Louise Erdrich, and Leslie Marmon Silko—students become familiar with many other Native American writers whose fiction has exploded onto the literary scene in the last 20 years. *A&L; SOJ*

A&L340: Internship in Publishing (1-4)

Students develop knowledge and skills focused on conventional and alternative marketing, publicity and distribution for an independent press. *A&L*

A&L341: Publicity and Outreach (1-4)

Students develop publicity and outreach materials to promote new and existing features of the B.A. in Liberal Studies Program. Learning outcomes include experience with design concepts, market research, professional writing, and outreach strategies. *A&L*

A&L390: Special Topics in Arts & Literature (1-8)

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

A&L400: Literary Criticism: Many Voices of Short Fiction (3-4)

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

A&L401: Border Crossings: A Multicultural Journey Through Film (3-4)

Movies and short stories are used as a means of crossing borders of race, class, gender and ethnicity, to view American society from diverse viewpoints. Students consider the element of privilege and the experience of living in the wealthiest country in the world. The stories, images, themes, characters and settings

encountered serve as jumping off points for students to write their own stories and poems, imagining their way into different lives. *A&L; HS; PSY; SOJ*

A&L402: Literature of Displacement (3-4)

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

A&L403: Postcolonial Protest Narratives (3-4)

A look at narrative strategies used by the colonized and formerly colonized to denounce their own oppression and dispossession in the 20th and 21st centuries. The assigned readings include representative selections from the major directions that literature of protest has taken in various parts of the postcolonial world. *A&L; GS; HS; PSY; SOJ*

A&L407: Writing Fiction: Whose Story (3-4)

An exploration of short-story writing with an emphasis on point of view and narrative voice. Students discover the ways in which shifting the point of view from one character to another can dramatically alter a story. They experience the different freedoms and restrictions of writing in first person or third person. Other key elements of story writing – such as character development, voice or plot – unfold in relation to the central question of “whose story?” *A&L*

A&L411: Spoken Word and Performance Poetry (3)

This exploration of the art of performance poetry engages students in critique/analysis of past and present performers and poetic styles through text, video and audio samplings. Students find/develop/refine their own voices with writing exercises and take written poems on the journey to become spoken-word pieces/performance poems. *A&L*

A&L422: Ceramics: Primitive Techniques Today (3-4)

Students work creatively with clay, regardless of experience level. Various techniques are explored, some of which have been used in cultures across the world for more than 10,000 years and are still employed today. The focus is on creative self-expression through clay and the exploration of optional low fire techniques. Class may require participation in firings off campus, outside of regularly scheduled class periods. *A&L*

A&L423: Mixed Media (3-4)

An exploration of 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 congruities in content and materials, composition, personal style and preference. Students learn to articulate their ideas and expand their understanding of the basic elements of art. *A&L*

A&L424: Mixed Media II (3-4)

Emphasis is on personal choice of subject matter. *A&L*

BUS310: Sustainable Workplace Relationships (3-4); SU

Good staff relations not only create a harmonious working atmosphere, but also improve communication and overall

departmental productivity. Examines principles, models and practices that nurture and sustain employees and successful teams over the long term. *LOS; SBUS*

BUS320: Economics for Global Sustainability (3-4); WI

Traditional micro and macro economic theory such as markets, pricing, supply & demand, international trade and government economic management are examined through the lens of social and environmental sustainability. Critiques of conventional economic thought, within the context of systems thinking, ecological economics and social responsibility are integrated into this course. *LOS; SBUS*

BUS330: Finance for Sustainable Business (3-4); SP

Explores the theory and methods of finance for sustainable business. Based on the principles of triple bottom line accounting, the financial implications of climate change, carbon trading, building social capital, and the creation of environmentally conscious shareholder value are investigated. *LOS; SBUS*

BUS390: Special Topics in Sustainable Business (1-8)

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

CHNG510: Communication Design (3); SU, FA, SP

Learn and share perspectives and skills for designing, presenting and evaluating effective communication. Analyze rhetorical contexts including intention, audience and hoped-for outcomes.

CHNG520: Critical Inquiry (3); SU, WI

Learn social inquiry and research methods by completing and critically reflecting on several small research projects. These projects address fundamental questions

about the construction of knowledge for action and the role of power in shaping what we know and understand.

CHNG530: Systemic Thinking for a Changing World (3); FA, SP

Develop conceptual frameworks and integrative and analytic skills for understanding complex, dynamic patterns in human and natural systems, with particular attention to the influences of dualism, reductionism and holism.

CHNG534: Methods of Collaborative Inquiry (3)

Explore methods of collaborative inquiry that engage members of organizations and communities in defining, designing and completing their own inquiries to initiate change.

CHNG545: Sustainability (3); FA, SP

Explore the many dimensions of sustainability – ecological, social, economic, organizational and personal – and how they interact with each other using practical examples and conceptual models.

CHNG550: Global Pluralism (3); SU, WI

Gain perspective of self in a global context and explore key forces – cultural, political, social, environmental, spiritual and economic – that impact the world community.

CHNG560: Transformative Leadership and Change (3); FA, SP

Gain a nuanced understanding of the dimensions of power, social organization and cultural diversity as applied to leadership opportunities and challenges.

CHNG570: Tribal Law for Practitioners (4)

This overview of the ethics, laws and legal issues facing managers and practitioners today pays particular attention to specific

laws affecting Native Americans. Issues include sovereignty, tribal jurisdiction, language policy, tribal schools, Indian Child Welfare, working with Tribal Councils, tribal justice resources and constitutional matters. Case studies demonstrate Native issues including Supreme Court Indian law opinions and social and legal issues involved in acts of violence against Native women.

CHNG590: Special Topics: Change Seminar (1-3); SU, FA, WI, SP

Students participate in a seminar on social change. The seminar provides support for students to follow an individual learning project, within the context of a collaborative learning environment.

CHNG599: Independent Study (1-3); SU, FA, WI, SP

Students work on independent study projects with consultation from an adviser.

CHNG601: Methods for Sustainable Change 1-A (2)

CHNG602: Methods for Sustainable Change 1-B (2)

CHNG603: Methods for Sustainable Change 1-C (2)

CHNG604: Methods for Sustainable Change 1-D (6)

Required: Attendance at new student orientation at an off-campus site prior to first quarter residency.

Over four quarters, students in the First People's Program in Creative Change learn how others have led and been involved in successful creative change through thinking and reflecting in action. With emphasis on collaboration for social change in Native communities, students improve their ability to learn from their experiences.

This series of courses is taken four consecutive quarters, starting in either spring or fall. For spring entry, students



begin SP, and continue SU, FA, and WI. For fall entry, students begin FA and continue WI, SP, and SU.

CHNG614: Environment and Community Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Environment and Community. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

CHNG615: Management and Leadership Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Management and Leadership. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

CHNG616: Organizational Development Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Organizational Development. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

CHNG617: Communication Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Communication. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable Change. Students may earn a maximum of three credits for Caucus.

CHNG618: Whole Systems Design Caucus (1); SU, FA, WI, SP

Students explore topics relevant to Whole Systems Design. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Methods for Sustainable

Change. Students may earn a maximum of three credits for Caucus.

CHNG631: Methods for Sustainable Change (3); SP, FA

CHNG632: Methods for Sustainable Change (3); SU, WI

CHNG633: Methods for Sustainable Change (3); FA, SP

Required: Attendance at new student orientation at an off-campus site prior to first quarter residency.

Over three quarters, students learn how others have led and been involved in successful creative change through thinking and reflecting in action. With emphasis on collaboration for social change, students improve their ability to learn from their experiences.

This series of courses is taken three consecutive quarters, starting in either spring or fall. For spring entry, students begin SP, and continue SU, FA. For fall entry, students begin FA and continue WI, SP.

CHNG655: Applications of Sustainable Change (4); SP, FA

CHNG656: Applications of Sustainable Change (4); SU, WI

CHNG657: Applications of Sustainable Change (4); FA, SP

Increase capacity to integrate theory, practice and reflection in a collaborative learning community. Collaboration, design and social change come together in a capstone change project.

This series of courses is taken three consecutive quarters, starting in either spring or fall. For spring entry, students begin SP, and continue SU, FA. For fall entry, students begin FA and continue WI, SP.

CHNG699: Thesis (1-3); Varies

Students demonstrate their academic competence in a topic related to their

degree program and their personal learning goals. Students explore the relationship between their practical experiences of social change and the relevant body of intellectual knowledge. Completion of a Thesis requires 3-6 credits.

ECED600: Early Childhood Education Concentration Independent Study/ Elective (1-4)

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

ECON390: Special Topics in Economics (1-8)

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

ECON630: Economics and the Environment (3); WI

Students use presentation and comparison of economic assumptions and models from several paradigms to address local and regional social, environmental and sustainability issues.

EDUC300: Reflective Practice (3)

Students begin an exploration of themselves as future educators through a cognitive process of reflective practice and address: 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?

EDUC301: Schooling in America (3)

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.

EDUC302: Children in America (3)

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

EDUC303: Multicultural Education (3); FA

Pre-service teachers become acquainted with 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.

EDUC304: Child Development and Educational Psychology (3); SP

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

EDUC306: Technology in American Society & Education (3); FA

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

EDUC307: School and Community Relations (3)

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

EDUC310: Curriculum and Instruction (3); FA

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

EDUC320: Child and Adolescent Literature (3); SU

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

EDUC321: Literature: Exploring Lives Through Story (3); FA

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

EDUC330: Arts, Culture and Learning (3); FA

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? Participants deepen their understanding, appreciation and confidence in guiding their potential students and themselves into the core of being human – generating beauty, communion and zest for life. Students explore with joy, humor and purpose the ways the arts can articulate soul and bring forth community, self-expression and celebration.

EDUC331: Arts and the Imagination (3)

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

EDUC340: 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 social studies.

EDUC341: The Meaning and Practice of Social Studies (3); FA

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

EDUC350: Math Content I (3); WI

Students examine concepts, skills and processes of number sense and algebraic sense with emphasis on problem solving and communication. Hands-on materials are used to solve problems and students develop stronger personal understandings of concepts such as number systems, place value, computation, patterns and relationships. Students use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. Focus is on mathematics as an integral part of life and accessible to all learners.

EDUC351: Math Content II (3); FA

Math concepts, skills and processes of geometric sense, measurement, probability and statistics are the focus, with emphasis on problem solving and communication. Hands-on materials are used to solve problems as students 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 use written and oral communication to explain their understanding of math concepts and their problem-solving strategies. Focus is on mathematics as an

integral part of life and accessible to all learners.

EDUC360: Literacy Issues and Methods I (3); FA

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

EDUC370: Critical Issues in Native American Education (3)

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

EDUC371: Tribal Law (1)

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

EDUC390: Special Topics in Education (1-4); Varies

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

EDUC399: Independent Study (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar,

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

EDUC430: Teaching the Arts (3); SP

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

EDUC440: Teaching Social Studies (3); WI

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

EDUC450: Math Methods for K-8 Teachers (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.

EDUC451: Instructional Methods: Mathematics I (3)

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

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

EDUC452: Teaching Life Science with Lab (3); SP

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

EDUC454: Teaching Physical Science with Lab (3); WI

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

EDUC456: Teaching Earth and Space Science with Lab (3); SP

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

EDUC458: Health, Fitness and Safety Education (3); WI

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

EDUC460: Literacy Issues and Methods II (3); WI

Students continue the study of literacy teaching and learning. The focus is on creating classroom contexts that support all student reading and writing

development, including those with special literacy needs.

EDUC462: Joy of Writing (3); SU

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.

EDUC477: English Language Learners (3); WI

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

EDUC479: Children with Special Gifts and Needs (3); SU

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

EDUC480: Current Assessment Practices (3); SP

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

EDUC481: Educational Law and the School (3); FA

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

EDUC482: Teacher as Professional (2-3)

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

EDUC484: Classroom Management and Discipline (3); FA

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

EDUC485: Field Experience (1-3)

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

EDUC490: Student Teaching (9-12); FA, WI, SP

During student teaching, students are responsible for: presenting a positive, professional and leadership role in the classroom and school; writing, teaching, assessing and reflecting upon lesson plans, curriculum units and an instructional sample; videotaping and critiquing two lessons; securing feedback from the host teacher and faculty supervisor and refining one's performance accordingly; and participating in both formal and informal evaluations. *Prerequisite: Successful passage of the WEST-E test(s) by the end of the 4th quarter of enrollment.*

EDUC491: Integration Seminar (1); SP

Teacher preparation interns continue their dialogues about the nature of schooling

and their roles in the profession. Emphasis on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. Students create the draft professional growth plan.

EDUC 502: Education and Society - Foundations of Schooling in a Diverse America (4)

An examination of the foundations of American education – philosophies and orientations that inform it; historic, economic, political, and social realities that impact it; philosophical and psychological sources that influenced it. Explorations highlight how schools have dealt with increasingly diverse student populations and societal needs over time. Classroom simulations address ethical and practical aspects of change and specific needs manifest by diverse communities.

EDUC504: Diversity and Equity (4)

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

EDUC505: Affirming Our Diversity (3); SU, FA, WI, SP

Students construct a critical and historical context for today's issues of race, class and gender, then examine culture and how it affects education and learning. The perspective of equity with all social groups calls attention to recurring public policy,

ethical and legal issues concerning access to schools, allocation of resources, social and cultural relationships, and educational outcomes. Students consider how those from diverse backgrounds can deal with cultural differences in the classroom by examining their own challenges and limitations.

EDUC506: Technology in the Classroom (3); SU, FA, WI, SP

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

EDUC509: Child Development and Learning Theory (4); SU, FA, WI, SP

Candidates explore specific development theories and themes in child development and learning and their implications for classroom instruction and learning. Teacher candidates apply, with practical applicability, the child development theories and current research to teaching in today's world.

EDUC 510: Strategies of Instruction and Assessment (4)

Teacher candidates explore behaviors, instructional patterns, classroom conditions, and school characteristics associated with student learning. Understanding research bases underlying ethical and just practice of instruction and assessment enable teacher candidates to develop skills using models of teaching and assessment, to understand and practice varied components of effective instruction,

and to work in multicultural settings.

EDUC511: Curriculum Studies and Reflective Practice (4)

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

EDUC512: Curriculum, Instruction, and Assessment in Secondary Mathematics I (4)

Teacher candidates develop an understanding of mathematics concepts and teaching methods through a socio-cognitive, developmental, and investigative approach. Faculty model instructional techniques with the integration of multicultural ideas, technology, and literature. Candidates develop lessons based on State and National math standards including strategies, content, and assessment addressing diverse learning needs.

EDUC513: Curriculum, Instruction, and Assessment in Secondary Mathematics II (4)

5-12 Mathematics teacher candidates deepen their understanding and application of mathematics concepts and teaching methods by developing curriculum reflective of current needs and standards. Lessons address learning diversity incorporating real-world applications, cultural relevance, appropriate technology, assessment, and literature connections. Candidates gain experience and practice by working closely with expert teachers to develop, teach, and reflect on a unit of math instruction.

EDUC514: Curriculum, Instruction, and Assessment in Secondary Science I (4)

5-12 Science teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use of technology, highlight multicultural issues present in science education, and apply current science assessment practices. Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

EDUC515: Curriculum, Instruction, and Assessment in Secondary Science II (4)

5-12 Science teacher candidates expand their science teaching methods by designing curriculum addressing current curricular needs and learning expectations related to the national, state, and local levels. They focus on furthering the integration and attention to multicultural and equity issues, connections with literacy, incorporation of technology, and designing lessons that are relevant to the lives of their students. Teacher candidates work closely with expert teachers to develop and teach a unit of instruction and gain practice in designing, conducting, and reflecting on formative and summative assessments in the school setting.

EDUC516: Adolescent Development (4)

Teacher candidates thoroughly examine specific theories, concepts, and methods related to the period of adolescence. They explore a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture and schooling on adolescent development.

EDUC534: Integrating the Arts (4); FA

Discipline Based Art Education creates a deep understanding of the interlinking concepts, skills and knowledge of academic subjects and the arts that empower the learner. Teaching Candidates will experience the multiple arts through methods that are a fusion of practice and theory grounded in an experiential context.

EDUC540: Instructional Methods for Social Studies I (4)

Teacher candidates learn to integrate the content of history, civic ideals, people and places, economics, and issues of power and authority in society by applying best practices in planning instruction and assessment in the context of state and national social studies standards. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies including Northwest history and the application of Initiative 1492.

EDUC541: Instructional Methods for Social Studies II (4)

Teacher candidates learn to integrate the content of history, civic ideals, people and places, economics, and issues of power and authority in society by applying best practices in planning instruction and assessment in the context of state and national social studies standards. Participants use a variety of approaches to explore a critical and integrated approach to teaching social studies including Northwest history and the application of Initiative 1492.

EDUC543: Secondary Literacy Issues and Methods I: Writing (4)

Teacher candidates learn theories and practices of teaching reading, writing and communication skills at the secondary level. Emphasis is on secondary content writing strategies and writing as the construction of meaning.

EDUC545: Secondary Literacy Issues and Methods II: Reading (4)

Teacher candidates learn theories and practices of teaching reading, writing and communication skills at the secondary level. Emphasis is on specific secondary content reading strategies and reading as the construction of meaning.

EDUC546: Leadership and Reform (4); SU

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

EDUC550: Instructional Methods: Mathematics I (4); SU, FA, WI

Teacher candidates develop an understanding of mathematics concepts and processes through a variety of teaching methods. They explore the concepts of number sense, algebraic sense and the meaning behind the algorithms of arithmetic. Faculty model a variety of instructional techniques with the integration of multicultural ideas and literature.

EDUC551: Instructional Methods: Mathematics II (4); SU, FA, WI

An examination of the content standards developed by the National Council of Teachers of Mathematics (NCTM) including Number and Operations, Patterns, Functions and Algebra, Geometry, and Data Analysis, Statistics and Probability.

EDUC552: Instructional Methods: Science I (4); SU, WI

Teacher candidates experience inquiry-based learning and teaching. Learning experiences integrate the appropriate use

of technology, highlight multicultural and sustainability issues present in science education, and apply current science assessment practices. Students develop inquiry-based, multicultural lessons that are based on the State and National Science Standards, with emphasis placed on assessing student understanding and reflective teaching practices.

EDUC553: Instructional Methods: Science II (4); SU, WI

Teacher candidates expand their science teaching methods by designing curriculum addressing current curricular needs and learning expectations related to the national, state, and local levels. They give particular attention to furthering the integration and attention to multicultural and equity issues, connections with literacy, incorporation of technology, and designing lessons that are relevant to the lives of their students.

EDUC558: Instructional Methods: Health Education & Physical Education (4); FA, SP

Candidates explore current issues around children's health and safety, including child abuse, from a variety of perspectives. Central foci include integration of health, fitness, and safety curricula into other content areas and integrating healthful practices into students' daily lives. Teacher candidates design units of instruction that assist students in establishing healthful daily practices in and out of school.

EDUC561: Literacy Issues and Methods I: Writing and Learning to Write (4); FA

Teacher candidates will explore the ways in which children acquire and develop their writing abilities. In the process prospective teacher candidates will examine their own writing abilities and seek to further develop them.

EDUC562: Media Literacy Education (2-3); SU

In our technological age, literacy must include the ability to evaluate critically that information received from a range of media. Students consider differing perspectives about literacy, media and the role of media literacy education in both organizational and school-based programs. Students are exposed to a variety of media literacy models through readings, films and class visits by local media literacy educators. Each then creates a plan for integrating media literacy into his/her own work.

EDUC563: Literacy Issues and Methods II: Reading and Learning to Read (4); FA

In this overview of critical issues in reading and writing, students learn theories and practices of teaching reading, writing and communication skills. The course considers the full spectrum in the field of literacy with particular emphasis on beginning reading development and reading as the constructing of meaning.

EDUC565: Global Perspectives on Children's Literature (4)

An introduction to multicultural and international children's literature. Teacher candidates examine canons of high quality children's literature and become familiar with authors and illustrators who represent voices across cultures, continents, and languages. Through diverse literature candidates view current issues from a child's perspectives. Participants discuss current literary trends, themes, and genres, and instructional practices that help foster a love of reading in *all* students.

EDUC570: Critical Issues in Native American Education (3)

Educational issues in Native American communities, from birth through adulthood, are addressed, with particular

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

EDUC571: Tribal Law (1)

Students explore the legal history and current context for tribal sovereignty and its ramifications, including those that concern schools.

EDUC577: English Language Learners (4); FA, SP

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

EDUC578: Literacy for Secondary English Language Learners (4)

Teacher candidates research content-specific secondary teaching strategies for secondary English language students. The course integrates writing with literature across secondary content disciplines, addresses evaluation and modification of curricular materials, and teaches methods of evaluating student progress.

EDUC580: Current Assessment Practices (3); FA, SP

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

EDUC581: Educational Law and the School (3); FA, SP

An overview of the law and legal issues facing educators today including student discipline, professional liability, teacher certification, code of professional conduct, special education and other important constitutional law issues. Students learn how to identify abused children, how to

report child abuse to authorities, how abuse affects students' development and strategies for child abuse preventive education.

EDUC584: Classroom Management and Discipline (3); WI

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

EDUC585: Field Studies (12)

Students explore the diversity of teaching and schooling.

EDUC590: Student Teaching (11)

During student teaching, candidates must: present a positive, professional and leadership role in the classroom and school; write, teach, assess and reflect on lesson plans, curriculum units and an instructional sample; videotape and critique two lessons; secure feedback from the host teacher and faculty supervisor and refine one's performance accordingly; and participate in both formal and informal evaluations. Teacher candidate receive classroom management training and support throughout the student teaching experience. *Prerequisite:* Successful passage of the WEST-E test(s) by the end of the 4th quarter of enrollment.

EDUC591: Support Seminar (1); FA, WI, SP

Students focus on preparation of the endorsement portfolio.

EDUC592: Integration Seminar (1); SU, FA, WI, SP

Teacher preparation interns continue their dialogues about the nature of schooling and their roles in the profession. Emphasis

is on issues that arise in the course of student teaching and preparation for interviewing for jobs once students are certified. The draft Professional Growth Plan is created.

EDUC599: Independent Study (1-4); Varies

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

EDUC600: Subject Area Concentration Independent Study/Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

EDUC606: Research and Grant Writing (4)

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

EDUC607: Inquiry and Research (4); SU, FA, WI, SP

Designed for the educator as researcher, this explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative

research. Students examine and critique assumptions and studies from various research paradigms, including action research and quantitative methods.

EDUC608: Research Project I (4)

Each candidate selects a project of strong personal interest that involves an issue or problem central to contemporary education. The projects range widely; all address practical questions and most employ a variety of methodological research orientations.

EDUC609: Research Project II (4)

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

EDUC610: Inquiry Proposal (1-4); SU, FA, WI, SP

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

EDUC620: Inquiry Development (1-4); SU, FA, WI, SP

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

EDUC630: Introduction to Ecological Perspectives: Environmental and Sustainability Education (2)

Introduction to ecological dimensions of sustainability and its interconnectedness with local and global economic and social dimensions. Explores integrated environmental and sustainability issues and curriculum development using a Pacific Northwest based case-study approach.

EDUC631: Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2)

Explores the many dimensions of sustainability—social, economic, cultural, institutional, and personal that bear on the fabric of human society and its relationship to and effect on the natural environment. Promotes related understanding of self and community in the global context.

EDUC632: Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2)

Explores methods for identifying, investigating, and evaluating environmental and sustainability systems and issues using community resources. Develops interdisciplinary (human/social studies and environmental sciences) curriculum to promote student learning and engagement/advocacy in/for local and global sustainable communities.

EDUC633: Contemporary Issues in Environmental Education and Sustainability Education: Cultural, Social and Economic Dimensions (2)

Develops conceptual frameworks and analytic skills for understanding complex, dynamic patterns in human systems (with particular attention to the influence of dualism, reductionism, and holism) that underlie common and

specialized comprehension of critical contemporary issues in sustainability and the natural environment, especially those of food production and distribution and greenhouse gas emissions and global climate change.

EDUC634: Identifying, Investigating, and Evaluating Current Issues in Environmental Education and the Sustainability Education (4)

Evaluates, integrates and applies natural and social science perspectives to explore effects of human activities on the natural and built environments for their significance to sustainability in the near and long terms. Prepares for effectively teaching and assessing curriculum and programs for elementary and secondary school students.

EDUC635: Policy-making, Engagement, and Action in Environmental Education and Sustainability Education (4)

Explores how a variety of social, economic and environmental theories, perspectives, insights and innovations can be implemented and practiced with special attention on regional, national, and international sustainability innovations. Examines social, political and scientific considerations inherent in environmental policy and regulation. Prepares for effectively teaching and assessing curriculum and programs at the elementary and secondary level.

EDUC636: Professional Development and Contributions in Environment Education and Sustainability Education (4)

Examines the opportunities and benefits to becoming an active member of the environmental and sustainability education professional community through a field experience based capstone project. Experiential project reflects upon

cumulative portfolio learning and prepares for life-long personal and professional development as educator and citizen dedicated to the purposes and best practices of environmental stewardship and pursuit of sustainability.

EDUC640: Leadership and Change (4); FA

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

EDUC650: Inquiry Report (1-4); SU, FA, WI, SP

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

EDUC660: Instructional Planning (3)

A forum for creation of an exemplary instructional plan in the new endorsement area using the criteria described in the Pedagogy Assessment Tool. Students clarify and document their readiness to meet the prerequisites of the practicum and competencies required in the new endorsement area.

EDUC662: Practicum (3)

Students engage in three to six weeks (30 hours) of supervised internship in a classroom appropriate to the new endorsement area and collect documentation to submit in the work samples for the exit portfolio.

EDUC664: Culminating Project (3)

For the culminating project students prepare an exit portfolio, a collection of instructional plans and samples of student

work as documentation of their content knowledge and teaching effectiveness.

EDUC665: National Board Certification (3)

Provides support for teacher candidates pursuing National Board Teaching Certification.

ENVC300: Environmental Studies (3-4)

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

ENVC303: Birds in the Imagination and in the Field (3-4): FA

Takes a multidisciplinary approach to viewing birds through many lenses and avenues. As naturalists, class members observe and identify bird species in a variety of habitats, learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. Students also explore the symbolic role of birds as expressed through the literature, myth, art and spirituality of several cultures and consider how birds serve as metaphors for one's own relationship with the natural world. *A&L; ENV*

ENVC330: Bioregional Studies: Dynamic Duwamish (3-4)

Explore the Duwamish River using a deep time perspective: How can environmental history inform a sense of place and inspire a vision for the future? Students engage a multidisciplinary and bioregional approach to studying Pacific Northwest ecosystems with an experiential component - including

field studies, kayaking and restoration work -to understand the complex issues surrounding the river. *ENV*

ENVC335: Ecological Ceremonies (3-4)

Ecopsychology explores the value of the human relationship with the other than human world. Students explore the many modalities and methods used to further and nurture the healing aspects of being in relationship with the natural world. Students survey many traditional methods based on indigenous perspectives, including ceremony, ritual and shamanic healing practices. *ENV*

ENVC336: Nature Photography (3-4); SU

Explores the natural world through the eye of the camera, with emphasis on macro and telephoto equipment, and on photography hardware and software that enable digital enhancement of images. Substantial field work and projects guide students to a deeper understanding of how to produce quality nature photography, and how it contributes to a cultural understanding of our relationship to the natural world. *A&L; ENV*

ENVC351: Old Growth Forest Ecology (3-4)

Students embrace an interdisciplinary approach using natural and social sciences to look at both the complexity of the forests in the Pacific Northwest and the issues surrounding its management. Students study the diversity of Pacific Northwest forest ecosystems. *ENV; SOJ*

ENVC370: Environmental Education: Theory, Resources & Methods (3-4); FA

To inspire shareholders to care and protect their environment, students examine environmental education through its theory and practices, local and regional resources, and delivery style and methods. Students visit, provide service, and analyze



a local environmental program or non-profit. *ENV*

ENVC371: Techniques in Outdoor Education (3-4); SU

The Pacific Northwest is a Mecca of outdoor recreation, where water, forest, and mountains collide. Students are exposed to the many forms of outdoor education, as well as understanding institutional policies and safety procedures. All participants hike in the Cascade Range, paddle a sea kayak, demonstrate rock climbing techniques, and practice tying various knots, focusing on Leave No Trace techniques and navigation skills. *ENV*

ENVC390: Special Topics in Environmental Studies (1-8); Varies

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

ENVC400: Field-based Environmental Analysis (3-4); SP

Students examine the techniques and procedures used to evaluate the relative health of an ecological system. Students

conduct a field research project, which includes data collection, analysis and interpretation. Students then synthesize findings into a comprehensive product (deliverable) that addresses both abiotic (non-living) and biotic (living) factors. *ENV; SOJ*

ENVC590: Special Topics in Environment and Community (1-3); Varies

Students and faculty explore various topics using collaborative and individual approaches to create new knowledge.

ENVC610: Integrative Environmental Science (3); SU

Evaluate, integrate and apply natural and social science perspectives to explore effects of human activities on the environment.

ENVC620: Theories and Practices of Socio-environmental Change (3); SP

Explore how a variety of social, economic and environmental theories, perspectives, insights and innovations can be implemented and practiced with

special attention on regional, national and international sustainability innovations.

ENVC621: Philosophical Perspectives on Environment and Community (3)

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

ENVC622: Ethics and Environmental Justice (3)

Investigate the evolution of the environmental justice movement and its impacts on mainstream environmental thought. Develop more inclusive models of environmental practice and identify strategies for multiracial/class coalition building.

ENVC640: Environmental Policy and Decision-making Processes (3); FA

Examine social, political and scientific considerations inherent in environmental policy and regulation, and gain a deeper awareness of how these factors interact.

ENVC641: Political Ecology of Eating and Consumption (3); FA

The regular practice of eating has a significant impact on natural systems, cultural practices and political economic structures. Examine food consumption issues across political, social, cultural and economic dimensions and develop a more sophisticated awareness of the connection between how we eat and how we live.

ENVC642: Food Systems and Their Alternatives (3); WI

There are many pathways from soil to plate, with each maintaining an impact on social and ecological systems. Explore these varied systems – from the small

urban garden to global commodity agriculture – and acquire a deeper, more refined understanding of how food is produced and transformed around the world.

ENVC650: History and Culture of the Pacific Northwest Environment (3)

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

ENVC651: Globalization and Its Discontents: The Political Economy of the 21st Century (3)

Examine contemporary economic globalization and some of its cultural, social and ecological impacts throughout the world.

ENVC671: Permaculture and Sustainable Systems Design (3); SU

Develop a holistic approach and the practical skills and knowledge – in permaculture, urban sustainability, natural building and community development – to design and implement restorative and sustainable systems – at home, work and elsewhere – in harmony with the natural world.

ENVC672: Appropriate Technologies and Social Adaptations (3); FA

Students examine technology innovations, system applications and personal/communal/social adaptations across realms of environmental interest, such as renewable energy, organic recycling/composting, ecological design/green building, water conservation and restoration, and alternative communications/social media.

ENVC680: International Applications in Sustainable Change (3)

Travel overseas and engage in hands-on work on sustainable food systems, permaculture design and/or appropriate technologies.

EXP 192: Using the World as a Classroom (6)

A three-month individual internship that focuses on service work in a part of the world that is of particular significance to the student and his/her developing interests. This independent experience exposes the student to diverse cultures, broadening horizons and deepening understanding of personal world view. Students complete an ethnology project which explores the dynamic relationship between history and the present. An exploration of career possibilities and further language studies is part of the internship. Participants learn specific job skills, identify their strengths and challenges regarding work ethic, personal motivation and self-presentation. **GS; SOJ**

EXP301: Learning From Experience: Documenting Life Learning (1-2); SU, FA, WI, SP

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

EXP303: Writing Prior Learning Experience (2-3); SU, FA, WI, SP

For students who actively document life learning for college credit. Emphasis is on discrete disciplinary categories, class titles, learning competencies and coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development and are given

constructive feedback on their writing. They complete prior learning packages that are ready for evaluation by the completion of the class.

EXP390: Special Topics in Experiential Learning (1-8); Varies

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

EXP394: Prior Learning

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

EXP396: Student Leadership (2-10); Varies

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; involvement in program development or strategic planning initiatives.

EXP397: Service Learning (2-10); Varies

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

EXP398: Internship/Practicum (2-10); Varies

This includes learning related to the development of practitioner skills either in one's current workplace or in a new professional role or setting one is considering and/or preparing to enter.

EXP400: Service Learning: Women's Education Project (2-4); FA, WI, SP

In this learning activity, students participate in Antioch's Women's Education Project. Students learn about the lives

of homeless women in the Seattle community and find ways to assist those seeking to improve their lives during a difficult time. Students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects and discussion and writing groups. *HS*

FIN610: Managerial Finance and Accounting (3); SU

Learn to discern the financial health of an institution or business through knowledge of sustainable business practices and commitment to the triple bottom line: people, profits and planet.

GBL300: Antioch Education Abroad (1-8)

May be reelected for up to 24 credits as part of the B.A. in Liberal Studies Program Study Abroad option. *GS*

GBL390: Special Topics in Global Studies (1-8)

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

GBL402: War and Gender (3-4); FA

Through essays, documentaries, and reports by international human rights activists and organizations, students examine the gender dynamics in contemporary armed conflicts. *GS; SOJ*

HIST390: Special Topics in History (1-8); Varies

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

HUMS390: Special Topics in Human Services (1-8)

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

LIB301: Liberal Studies Seminar (3-4): SU, FA, WI, SP

Students formulate an understanding of the purposes of a liberal arts education;

explore ways of thinking, knowing and learning required by such an education; survey the theory and philosophy of self-directed, adult and experiential learning; and explore the acquisition of voice, whole-person learning, the nature of learning communities, cultural diversity and the historical context of the liberal arts.

LIB302: Diversity, Power & Privilege (3-4); WI, SP

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

LIB310: Educational Design (1-2); SU, FA, WI, SP

Students learn the process and phases of directing their own degree program, and how to access learning resources and strategies for collaborative learning; work with their core faculty advisor and choose a pre-approved area of academic concentration, or design an individualized area of concentration with the assistance of a degree committee; develop a plan for how to meet the requirements of that concentration, and the required liberal arts competencies. Repeatable up to 6 credits earned.

LIB311: Educational Design II (Individualized pathway) (1); SU, FA, WI, SP

Through this workshop/independent study, the student continues to develop self-directed learning skills. Working closely with a core faculty adviser and her/his committee, the student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core

outcome competencies, and plans the second degree committee meeting.

LIB312: Educational Design II (Structured pathway) (1); SU, FA, WI, SP

This workshop/independent study is for the student choosing a structured pathway area of concentration. In consultation with the core faculty adviser, the student chooses one of the preapproved areas of academic concentration, develops an individualized plan for how to meet the requirements of that concentration, and articulates preliminary program goals and a plan for achieving the program's liberal arts competency outcomes.

LIB390: Special Topics in Liberal Studies (1-8); Varies

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

LIB399: Independent Study (1-10); Varies

Includes all manner of independent learning beyond the scope or format of the B.A. program curriculum. It includes, but is not limited to: guided readings; independent research; special writing projects; studio work in the fine arts, music and theater; and, when appropriate, completion of a course syllabus on an individualized basis.

LIB401: Liberal Studies III: Competency Demonstration (1-2); SU, FA, WI, SP

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

LIB402: Liberal Studies IV: Senior Synthesis Seminar (1-2); SU, FA, WI, SP

Graduating students complete senior synthesis/'capstone' projects in learning community contexts. Students learn dynamic and professional presentation skills in preparation for their presentation to the senior symposium. The seminar also provides a reflective forum for degree completion.

LIB404: Integration and Synthesis Seminar (2); SU, FA, WI, SP

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Students also complete senior synthesis/capstone projects in learning community contexts. Students learn dynamic and professional presentation skills in preparation for their presentation to the senior symposium. The seminar also provides a reflective forum for degree completion.

LIB410: Mapping Worlds: Wayfaring at the Margins (3-4)

Maps illuminate, inform, inspire and empower, but also obscure, deceive and oppress. Drawing from history, geography, politics, psychology, information technology and art, maps are examined as guides to uncharted territories, visual representations, social constructions, political instruments, metaphors, and expressions of the imagination. Highly experiential, participants learn to read, interpret, deconstruct and create maps. *A&L; GS; SOJ*

LIB450: Senior Synthesis (1-10); Varies

A capstone learning experience that may include an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

LIBM600: Library Media Concentration Independent Study/ Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

LIBM602: School Library Program Management for the 21st Century (3); SU

Students examine various procedures for developing a comprehensive collection for the K-12 school library. They use existing electronic and in-house management tools and processes for analyzing existing collections, with an emphasis on the practical application of these tools. Students become prepared to promote a dynamic, multicultural school library collection that meets the needs of students and staff. They connect with the school curriculum and state standards, address current curricular issues and support leisure reading.

LIBM604: Technology-based Instructional Resources (3); SU

Students are introduced to the technology appropriate for a school library program and examine, evaluate and utilize a variety of technology-based instructional resources for use in the classroom and school library setting. The emphasis is on the role of the librarian in connecting students and teachers to information media, regardless of its format. This lab-centered course helps librarians create a

technology-friendly media center in which technology/instructional tools are an integral part of the library program.

LIBM606: Technology in the Library: Production and Presentation (3); SU

Participants focus on teacher-librarian productivity, instructional presentation and student productivity to support student-centered learning in the classroom. Librarians and future librarians learn how to transform the learning experience by designing lessons based on Grade Level Equivalents, ISTE technology standards and a scope and sequence of technology skills designed to meet the technology standards for No Child Left Behind legislation.

LIBM608: Selection of Children's and Adolescent Library Materials (3); SU

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

LIBM610: Library Research Skills: Working in Collaboration (3); SP

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

LITR600: Literacy Concentration Independent Study/Elective (1-4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

LOS301: Leadership, Mindfulness and Social Justice (3-4)

Approaching leadership from the inside out, through an experiential exploration of contemplative mindfulness practices. Students deepen awareness of guiding values and commitments to social justice while developing practical leadership skills for social change in the workplace and community. *HS; LOS; SOJ; SPI*

LOS306: Intro to Nonprofit Management (3-4)

Overview of management functions in nonprofit organizations, including capacity-building, advocacy, fundraising and board development. Emphasizes building community collaborations, multicultural issues and change leadership. *HS; LOS; SOJ*

LOS310: Theory and Practice of Coaching (3-4)

An experiential introduction to the theory and practice of life/personal coaching. Co-active coaching is the primary method studied; includes introduction to other schools. Students learn concepts of fundamental coaching models, the relationship between coach and client, and

specific techniques and skills utilized by the coach. They also study coaching ethics and general practice information. *HS; LOS; PSY*

LOS315: Group Facilitation (3-4)

A hands-on introduction to group facilitation, with special emphasis on team building. Students learn the theory and practice of group dynamics through in-class role-play experiences and reflective discussion and identify elements of effective facilitation. There are plenty of opportunities to practice facilitation skills. *HS; LOS; PSY*

LOS325: Case Studies in Leadership (3-4); SP

Explores leadership by examining how figures who are well known came to be leaders. Effective leadership principles are extracted from the lives of several successful leaders and a few failed leaders as well, primarily gleaned from biographies and autobiographies. Participants consider that leadership has less to do with roles and positions than it does with how one mobilizes oneself and others to do important things in the world. *LOS; SOJ*

LOS390: Special Topics in Leadership & Organizational Studies (1-8); Varies
Includes course offerings of special interest within or across areas of concentration.

LOS400: The Power of Engaging: Listening, Collaboration, Facilitating (6-8)

Addresses the challenges and promises of working collaboratively, recognizing that cross functional workplace teams and community-based partnerships are needed more than ever to meet the complexities of today's organizational and societal needs. Focus on learning to design and facilitate participatory meetings, conferences, change processes and community meetings. *LOS; SOJ*

LOS401: Leadership and Conflict Resolution (3-4)

Well-managed conflict can bring communities and individuals closer together, be resolved nonviolently and contribute to a richer and more diverse community experience. Emphasizes skills that help students understand and influence community conflict, manage interpersonal conflict and understand their own relationship with conflict more deeply. Includes an outdoor ropes course component. *HS; LOS; SOJ*

LOS402: Intercultural Communications and Conflict Resolution (3-4)

Introduces communication styles and considers practices that create greater awareness when communicating across cultures. Explores relationship building across cultures, among global cultures, and inside our local multicultural communities. *HS; LOS; SOJ*

LOS403: Far From Equilibrium: Systems Perspectives on Change (3-4); SP

Properties of complex living systems are brought to life – wholism, purposefulness, interdependence and self-organization, with special emphasis on patterns of emergence. Inquiry focuses on what it means for group, organizational and community systems to embrace instability and uncertainty; that is, to live creatively as participative, adaptive and self-renewing systems far from equilibrium at the edge of chaos. *LOS; SOJ*

LOS406: Turning the Ship: Organizational Change (3-4); FA

Provides students interested in organizations and organizational change with techniques for being creative within organizations in times of change and uncertainty. Students review nonlinear approaches to changing and/

or developing within an organizational context. *LOS; SOJ*

LOS408: Facilitating Democratic Participation (3-4); WI

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

LOS410: Narrating Change: Stories for Collective Action (3-4)

Students explore ways stories can be used to guide organizational and community change, and draw from ethnography's focus on narrative and traditions of participatory and action-oriented research. In a dynamic interplay of theory and practice, students alternately study underlying principles of story-based change while they engage in an application project that utilizes stories from their own organization or community in cycles of reflection and action. *LOS; SOJ*

LOS415: Expeditionary Leadership: Lessons in Group Facilitation (3-4); SU

Explores the complexities of facilitative leadership by examining real-life case studies of expeditions on the edge, from Shackleton's journey to the Antarctic to Arlene Blum's all-woman ascent of Annapurna. Students apply lessons from the successes and failures of studied expeditions to facilitating effective groups in nonprofits, business, schools and communities. Experiential course format involves overnight camping and both wilderness and urban day hikes. *HS; LOS; PSY*

MATH320: Real-World Mathematics (3-4)

Enrich understanding of mathematics through engaging and interactive experiences. Using an investigation/inquiry approach, students explore mathematics concepts in multiple ways.
SBUS

MATH390: Special Topics in Math (1-8); Varies

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

MATH400: Math Tutorial (1); FA

Offers a small group tutorial experience that supports proficiency in mathematics literacy. Through structured, weekly meetings with a tutor, students engage in exploring analytical, mathematical concepts and processes to support their academic and career successes.

MGMT590: Special Topics in Management and Leadership (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

MGMT630: Strategic Thinking and Planning (3); SP

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

MGMT631: Managing in a Changing Context (3)

Students and faculty collaboratively address specific personal, organizational and global issues and topics related to management and leadership in the 21st century.

MGMT633: Innovation and Creativity in Turbulent Times (3); SU

Examine diverse paradigms associated with the study of creativity, concepts of similarities and differences from both Eastern and Western traditions and various convergent and divergent processes for solving puzzles.

MGMT640: Leadership in Business and Organization Systems Inquiry (3); FA

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

MGMT643: Harnessing Human Diversity (3)

Explore the interdependence of personal, interpersonal and transpersonal identities to harness the immense richness of diverse human identities in order to enhance creativity, morale and productivity in the workplace.

MGMT646: Evoking Spirit at Work through Islamic Mysticism (3)

Explore the human spirit at the core of all learning experiences from the venue of Islamic mysticism – Sufism in particular. The principal objectives are to create awareness of the conditioning of thoughts by diverse paradigms – ranging from the reductionist to the holistic – and to use mystical and mythological perspectives to go beyond conventional thinking to reexamine everyday reflections and practices.

MRKT610: Socially Responsible Marketing (3); WI

Examine the role, practical application, ethics and social responsibility of marketing including learning the

values-based approach to marketing and the building blocks of creating and managing a successful integrated marketing program. Includes exploration of marketing as a tool for organizational and social change and gaining consulting experience with a real client project.

ORGP590: Special Topics in Organizational Development (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

ORGP615: Overview of Organizational Dynamics: Practicum (3); WI

Students develop an effective lens to participate in organizational change with a local organization. The change work will involve diagnosing issues and building momentum for improving organizations. Students learn the theoretical bases, operating principles, terminology and concepts used to conduct a systems-based change.

ORGP621: Human Behavior in the Workplace (3)

Beginning with family of origin, students examine their own personal and professional development, including identifying the ways in which the generational family patterns impact their work as practitioners.

ORGP622: Personal Wellness in Organizational Systems (3)

Using a systems framework and emphasizing the intersection of the personal and the organizational, students develop models and assess an actual organization using their organizational wellness model.

ORGP630: Practitioner Development (3); SU

Explore the impact of self in a consultative relationship and focus on the skills and insights that accompany increased self-awareness and effectiveness in doing organizational change work.

ORGP631: Consulting Practice (3)

Learn the fundamentals of collaborative consultation based on principles of action research and process consultation, and apply these concepts as you consult with local organizations.

ORGP632: Systems-level Intervention and Change (3)

Students collaboratively explore large-group strategy in whole-organization and community-change efforts, with a focus on technologies such as Future Search, Real Time Strategic Change, SimuReal and Open Space.

ORGP633: Intervening in a System (3); SP

Learn the principles, ethics, design and implementation of systems change to facilitate and directly work with organizations and people. Students learn how to approach people in the organization to build trust among organizations, the people who work within, and the consultant.

ORGP640: Group Dynamics and Facilitation (3); FA

Deepen theoretical and practical understanding of group process and group roles.

ORGP641: Theory and Practice of Coaching (2)

Gain an overview of coaching types, learn coaching theories and practices (including: adult development, social psychology, motivational theories, organizational development, human systems thinking

and personality style assessments), receive videotaped feedback and develop the business case for the value of coaching. Eligibility: permission of the instructor; open only to CCC students.

ORGP642: Conflict Management (3); SP

Explore the interconnection of various types and levels of conflict and increase practitioner skills in managing conflict by practicing the application of concepts and models.

ORGP643: Trauma and Healing in Organizations (3)

Through an exploration of organizational culture, students look at sources of organizational trauma and the resulting internal dynamics. Using a systemic perspective, students learn ways to address these dynamics and heal organizations.

ORGP644: Creating Collaborative Teams (3)

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

ORGP645: Coaching (3); SU

Interactively explore coaching theories and best practices that encourage 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.

ORGP646: Multi-Stakeholder Collaboration (3); WI

Students gain key techniques to facilitate engagement across boundaries of disciplines, sectors, worldviews and turfs. Examining and applying theories and principles of bringing diverse groups together, students build competencies to draw out unique perspectives, find common threads and deepen the capacity for collective action.

PLSC390: Special Topics in Political Science (1-8); Varies

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

PLSC440: Political Economy of Oil States (3-4); SU

Trains students in the comparative method of political science. Emphasis on dependency theory and on the theory of the *rentier* state, through examination of three oil-producing states. Students evaluate theory for its internal consistency and normative implications, and to test its validity using empirical evidence. *GS; SOJ*

PLSC462: Marx's Theory of History (3-4); SP

Marx typically wrote as a critic, critiquing some of the most famous works in the liberal tradition. Students understand where the primary differences exist between the way Marx and the classical economists understood supply and demand. The class experiences Marx's critique of consumer society as well as his critique of property, which has serious ramifications for the liberal understanding of liberty. Students rip apart an analytical question set and organize an analytical essay that answers the question. *GS; SOJ*

PSYA500: Competency Assessment I (0); FA, WI, SP

Provides an orientation to the CFT specialization, curriculum, and student

e-portfolio. Emphasis given to students' educational process, career goals, and preliminary assessment of beginning clinical competencies. **Note:** *Open only to first-quarter students or by program permission.*

PSYA501: Competency Assessment II (0); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details regarding internship preparation are provided. Prerequisites: Completion of the required core courses in the student's specialization; must be taken one quarter before starting internship.

PSYA502: Competency Assessment III (0); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. **Note:** *Open only to students in their final quarter of internship or by program permission.*

PSYA503: Family of Origin Systems and Art Therapy (3); FA, SP

Introduces family of origin systems perspective for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a lab fee for supplies. **Prerequisite:** *First-quarter clinical/AT students.*

PSYA504: Multicultural Perspectives and Art Therapy (3); WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of art therapy. Emphasis on nonverbal aspects of art therapy. There is a lab fee for supplies. **Prerequisite:** *PSYA503: Family of Origin Systems and Art Therapy; others by permission of liaison.*

PSYA505: Group Art Therapy (3); WI

Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of client groups through creative experiential activities, lecture and role-play. There is a lab fee for art supplies. **Prerequisite:** *PSYC506: Communication and Counseling Skills.*

PSYA506: Family Group Art Therapy (1); WI

Designed for CFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experiential activities, lecture and role-play. There is a lab fee for supplies. **Prerequisite:** *PSYC506: Communication and Counseling Skills.*

PSYA507: Art Therapy in Diverse Settings: Individual and Group Therapy (3); WI, SU

Provides background and theory on the practice of art therapy in a variety of settings, primarily with adult through geriatric populations. The student integrates theories inherent to art therapy with a spectrum of psychopathology and developmental characteristics in divergent treatment settings through lectures, role-

play, readings and papers. There is a lab fee for supplies. **Prerequisite:** PSYA510: *History and Theory of Art Therapy I*.

PSYA508: Techniques and Practice of Art Therapy (3); FA

Provides studio-based comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. Case studies are used to illustrate specific AT applications. There is a lab fee for supplies.

PSYA510: History and Theory of Art Therapy I (3); WI

Overview of the history of art therapy as a field of study and practice, inclusive of the founders, the therapeutic approaches, philosophical frameworks, theoretical emphasis and formation of the American Art Therapy Association (AATA). There is a lab fee for supplies.

PSYA511: History and Theory of Art Therapy II (3); SP

Provides a continuation of and further development of History and Theory of Art Therapy I. There is a lab fee for supplies. **Prerequisite:** PSYA510: *History and Theory of Art Therapy I*.

PSYA518: Ethical Issues in Art Therapy (1); SP

Provides historical, philosophical and practical context for ethical, clinical and professional issues in art therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to art therapy and ethical research practice. Students prepare a file of relevant ethical codes, a glossary, a bibliography and other related material. There is a lab fee for supplies. **Prerequisites:** PSYA508: *Techniques and Practice of Art Therapy*

and PSYA510: *History and Theory of Art Therapy*. Only for AT students.

PSYA540: Developmental and Treatment Models in Art Therapy (3); SP, FA

Provides an overview of the developmental stages and effective treatment models with differing populations, primarily children through adolescents. Emphasizes individual and group art therapy format with role-play to demonstrate different models and stages. Students research, write critiques and apply these models with diverse clients. There is a lab fee for supplies. **Prerequisites:** PSYA510: *History and Theory of Art Therapy I* and PSYA508: *Techniques and Practice of Art Therapy*. Only for AT students.

PSYA551: Art Therapy Research in Individual and Family Therapy (3); FA

Covers research literature, design and implementation in the art therapy field, applicable to individual clients or family clients. Students research, design and complete a literature review and gain approval to implement the research project. The instructor aids in research ideas as needed. There is a lab fee for supplies. **Prerequisite:** PSYA511: *History & Theory of Art Therapy II*

PSYA590: Special Topics in Art Therapy (1-5); Varies

Explores contemporary and seminal issues related to theoretical understanding, clinical assessment and treatment issues using art therapy with individuals, groups, couples and families. The emphasis is on the creative process within the therapeutic realm that attends to multicultural competency. Developmental, interactional and multicultural aspects are examined.

PSYA591: Pre-Internship Practicum and Supervision in Couple and Family Therapy/Art Therapy (1-3); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

Prerequisites: PSYA503: *Family of Origin Systems and Art Therapy*, PSYC505: *Systems Perspectives in Family Therapy*, PSYC506: *Communication and Counseling Skills*, and PSYC515: *Psychopathology*. This is an elective course; once elected, students are expected to repeat the course for a minimum of two quarters.

PSYA592: Pre-Internship Practicum and Supervision in Mental Health Counseling/Art Therapy (1-3); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

Prerequisites: PSYA503: *Family of Origin Systems and Art Therapy*, PSYC505: *Systems Perspectives in Family Therapy*, PSYC506: *Communication and Counseling Skills*, and PSYC515: *Psychopathology*. This is an elective course; once elected, students are expected to repeat the course for a minimum of two quarters.

PSYA599: Independent Studies – Art Therapy (1-6); Varies

For students who seek to design a course currently not offered at Antioch University Seattle. Students must designate an

evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must be submitted to the program associate by Friday of week seven of the prior quarter.

PSYA600A: Internship: Mental Health Counseling/Art Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 700 on-site hours, 350 of which must involve direct face-to-face client contact using art therapy. There is a fee each quarter for liability insurance. *Prerequisites:* Core required courses as listed in MHC/AT plan of study. Must be taken concurrently with Case Consultation.

PSYA600B: Internship: Couple and Family Therapy/Art Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families and 350 of which must use art therapy, and 100 hours of supervision from an Antioch-approved supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance. *Prerequisites:* Core required courses as listed in CFT/AT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.

PSYA601A: Case Consultation: Mental Health Counseling/ Art Therapy (1); SU, FA, WI, SP

Provides MHC/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practices associated with art therapy and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues. There is a lab fee for supplies. *Prerequisites: Core required courses as listed in MHC/AT plan of study and concurrent enrollment in MHC/AT internship. Enrollment optional after four quarters of internship.*

PSYA601B: Case Consultation: Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP

Provides CFT/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class and integrated with theories and practices associated with art therapy, emphasis typically is given to such topics as individual and family assessment, integration of theory and practice, and ethical and professional issues. There is a lab fee for supplies. *Prerequisites: Core required courses as listed in CFT/AT plan of study and concurrent enrollment in CFT/AT internship. Enrollment optional after four quarters of internship.*

PSYA602B: Case Supervision: Couple and Family Therapy/Art Therapy (1); SU, FA, WI, SP

Designed for CFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch-

approved supervisor. (See the updated list of approved supervisors at “My Center” on FirstClass.) Provides minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. Supervision integrates family therapy and art therapy. There is a lab fee for supplies. *Prerequisites: Core required courses as listed in CFT/AT plan of study and concurrent enrollment in CFT/AT internship. Enrollment optional after four quarters of internship.*

PSYA650: Art Therapy Master’s Project (1–5); SU, FA, WI, SP

An individualized process designed mutually by the student and art therapy chair to expand scholarship in and make a contribution to the field of art therapy. This process may include various media, including film, presentations and visual imagery. *Prerequisites: Core art therapy coursework.*

PSYA651: Advanced Art Therapy Research in Individual and Family Therapy (3); WI

A continuation of Art Therapy Research in Individual and Family Therapy, in which students implement the research project through data collection and analysis. A student’s completed research project includes an abstract, literature review, methodology and results section, and future research options. There is a lab fee for supplies. *Prerequisites: All other art therapy classes and PSYA551: Art Therapy Research in Individual and Family Therapy.*

PSYA653: Advanced Art Therapy Assessment (3); FA

Provides an overview of art therapy and pertinent assessment tools used in the art therapy field. Students practice the utilization of these tools and/or develop and demonstrate their own tools. Art therapy assessment of specific populations

also included. There is a lab fee for supplies. *Prerequisite:* PSYA511: *History & Theory of Art Therapy II.*

PSYA660: Art Therapy Thesis (1–5); SU, FA, WI, SP

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

PSYA751: Professional Seminar I – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content.

PSYA753: Professional Seminar II – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. *Prerequisite:* PSYA751: *Professional Seminar I – Art Therapy.*

PSYA755: Professional Seminar III – Art Therapy (3); WI, SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. *Prerequisites:* PSYA751: *Professional Seminar I – Art Therapy*, PSYA753: *Professional Seminar II – Art Therapy.*

PSYA799: Independent Studies – Art Therapy (1-3); SU, FA, WI, SP

Students work with faculty to design a course in an area of their interest not covered in the Psy.D. curriculum.

PSYA810: Dissertation Seminar I – Art Therapy (1-3)

Students in the Art Therapy concentration within Psy.D. work with an art therapist as they plan their dissertations, build their dissertation committees and schedule their first committee meeting.

Prerequisites: PSYC731: *Research Ethics and Quantitative Methods and Analysis*, PSYC732: *Quantitative Methods and Analysis II*, PSYC733: *Qualitative Methods and Analysis I* and PSYC734: *Qualitative Methods and Analysis II.*

PSYC310: The Counseling Role (3-4); FA

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing and practice, as well as additional practice assignments, supplement the readings. *HS; PSY*

PSYC320: Loss and Grief: Interdisciplinary Perspectives (3-4); SU

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

PSYC330: Transpersonal Psychology (3-4); WI

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

PSYC340: Ecopsychology (3-4); FA

Ecopsychology is the emerging synthesis of concerns in the fields of psychology, ecology and the environmental movement. Ecopsychology broadens the context of traditional psychological perspectives to include the human relationship with the other-than-human world in historical, theoretical and applied aspects. *PSY; SOJ*

PSYC350: Social Psychology (3-4); SP

Provides an overview of classic and contemporary research in social psychology, the study of individual behavior in group contexts, group behavior and associated phenomena. Students explore social psychology both theoretically and practically, examining interpersonal and group dynamics, and exploring how the thoughts, feelings and actions of individuals are influenced by (and influence) the beliefs, values and practices of large and small groups. *HS; PSY; SOJ*

PSYC360: Liberatory Psychology and Cultural Healing (3); SU

Psychologies of liberation are emerging on every continent in response to the collective traumas inflicted by colonialism and globalization. Students explore how the personal and collective unconscious, as well as historical and current events, are ways to see through and listen into the psychological wounds of individuals and communities for the purposes of

creating individual and community well-being. Students explore the concepts and implementation of cultural healing.

PSYC370: Archetypes in Classical Literature (3-4)

Students approach the literature of classic writers such as Homer, Dante, Conrad, Dostoyevsky and Willa Cather as psychological material. Responses to the rich symbols and metaphors may include art projects, theatric representations, poetry, and/or musical production pieces. *A&L; HS; PSY*

PSYC380: Indigenous Psychology (3-4)

Surveys several indigenous worldviews and perspectives on human development and psychological well-being, with a focus on environmental stewardship and justice. *PSY; SPI*

PSYC390: Special Topics in Psychology (1-8); Varies

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

PSYC420: Introduction to Jungian Psychology (3-4)

An overview of Jung's theory, including Jung's model of the structure of the personality and the psyche, typology, implications for treatment and the analytic process. Students explore differences between the personal and the collective unconscious by looking at four major archetypes: the Shadow, the Anima, the Animus and the Self. Students consider symbolism, myth and metaphor as fundamental principles in Jungian analysis. *PSY; SPI*

PSYC450: Seminar in Archetypal Psychology (3-4)

Students examine a view of self and world that begins with the assumption that mind is grounded not in physiology, behavior,

language or society, but in the processes of imagination. Focus is on the philosophical assumptions of the archetypal perspective, from the origins of this primarily Western perspective in Classical Greece, the Renaissance, the Romantic era and 20th century depth psychology. *PSY; SPI*

PSYC490: Theories of Personality (3-4); SP

The major Western and Eastern personality theories and theorists within their cultural and historical contexts provide students with a broader understanding of the evolution of ideas concerning human nature. Attention given to the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HDL; HS; PSY*

PSYC492: Lifespan Development (3-4); SU

Traces the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum on which crises and change, coping and adjustment occur within a social context. Students address how a developmental perspective informs them of important lifespan issues. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HDL; HS; PSY*

PSYC494: Abnormal Psychology (3-4); WI

Introduces students to the theories and concepts of human behavior, as understood in the field of psychology. Topics include: defining abnormal behavior; understanding the historical context; reviewing psychological models and forms of assessment; delineating the major categories of abnormal behavior;

treatment interventions; and social, cultural, ethical and legal issues related to this area of study. *This class satisfies prerequisites for admission to the School of Applied Psychology, Counseling and Family Therapy. HDL; HS; PSY*

PSYC500: Competency Assessment I (1); FA, WI, SP

Provides an orientation to the CFT Specialization, curriculum, and student e-portfolio. Emphasis given to students' educational process, career goals, and advising issues. *Note: Open only to first-quarter clinical students or by program permission .*

PSYC501: Competency Assessment II (1); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details regarding internship preparation are provided. *Prerequisites: Completion of the required core courses in the student's specialization; must be taken one quarter before starting internship.*

PSYC502: Competency Assessment III (1); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. *Note: Open only to students in their final quarter of internship or by program permission.*

PSYC503: Family of Origin Systems (3); FA, WI, SP

Introduces family of origin systems perspective as a basic interpretive framework for understanding and addressing issues of human development in the context of multigenerational family dynamics. Students examine

their own development in terms of their socio-cultural roots, family history and unresolved family conflicts. **Note:** *Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical specializations.*

PSYC504: Multicultural Perspectives (3); SU, WI, SP

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups and families, and the impact of such differences on the theory and practice of MHC and CFT. **Prerequisite:** *PSYA/PSYC/PSYD503: Family of Origin Systems (for CFT/MHC students); space may be available for other students during late registration.*

PSYC505: Systems Perspectives in Family Therapy (3); SU, FA, WI, SP

Introduces family systems theory for the clinical assessment and treatment of mental health problems, inclusive of multicultural perspectives. Emphasis is on understanding and intervening in the interpersonal dynamics of the family system as a basic framework for mental health treatment. Required of all MHC and CFT students. **Prerequisite:** *PSYA/PSYC/PSYD503: Family of Origin Systems (or may be taken concurrently; waived for ISP students)*

PSYC506: Communication and Counseling Skills (3); SU, FA, WI, SP

Offers students the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing and contracting with a client. In-class role-playing and practice, as well as additional practice assignments, supplement the readings.

PSYC507: Group Counseling (3); SU, FA, WI, SP

Introduces students to the theory and practice of group counseling. Emphasizes integrating theoretical approaches to group counseling and learning basic skills needed to prepare for leading a variety of client groups. **Prerequisite:** *PSYC506: Communication and Counseling Skills.*

PSYC508: The Counseling Profession and Identity (3); SU, FA, WI

This course provides the foundation for the development of one's professional identity within the fields of counseling. Areas for exploration include the history and philosophy of the counseling profession; professional organizations (including membership benefits, current issues, counselor roles, etc.); professional credentialing (including licensure, accreditation, public policy); the role of counselors as part of multi-disciplinary crisis response teams; counselor supervisions models and practices; and counselor self-care strategies.

PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior (3); SU, FA, WI, SP

Links theoretical foundations of psychodynamic and cognitive behavior theories to their application in the practice of counseling. **Prerequisites:** *PSYC506: Communication and Counseling Skills and PSYC490: Theories of Personality.*

PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern (3); SU, FA, WI, SP

Links theoretical foundations of humanistic, transpersonal and eastern theories to their application in the practice of counseling. **Prerequisites:** *PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior.*

PSYC512: Individual Therapy in the Family System (3); SU, FA, WI, SP

Links theoretical foundations of individual psychotherapy with their application in the context of family dynamics and relationships. Individual psychotherapy methods are grounded in the overarching perspective of systemic theory.

Prerequisites: PSYC506: Communication and Counseling Skills and PSYC490: Theories of Personality.

PSYC515: Psychopathology (3); SU, FA, WI, SP

Provides orientation to the etiology and symptoms of the major DSM-IV-TR categories of psychopathology, as understood from a variety of perspectives. Includes discussion of schizophrenia, major affective disorders, borderline, narcissistic and other personality disorders and anxiety disorders. Focus is on the role of the symptom in the inner world of the individual and in the broader interpersonal and cultural contexts. *Prerequisite: PSYC494: Abnormal Psychology, PSYC490: Theories of Personality.*

PSYC516: Psychodiagnostics and Treatment Planning (3); SU, FA, WI, SP

A survey of approaches to assessment, steps in delineation and presentation of client patterns and issues, and decision-making procedures for recommending appropriate treatment options for clients. Students become familiar with the use of DSM-IV-TR and multi-axial diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. *Prerequisite: PSYC515: Psychopathology.*

PSYC518: Ethics and Professional Issues (3); SU, FA, WI, SP

Introduces specific ethical guidelines for counselors and therapists, with attention to the broader historical, cultural and professional contexts within which

helping behavior occurs. Emphasis is on developing the ability to think about clinical situations in ethical terms.

PSYC519: Ethics in Family Practice (1); FA, WI, SP

Provides an overview of special topics in family law, ethics and professional issues related to the practice of couple and family therapy with a case-focused presentation.

Prerequisite: PSYC518: Ethics and Professional Issues. (CFT students are encouraged to take these courses concurrently.)

PSYC522: Human Development in the Family Life Cycle (3); SU, WI, SP

Focuses on the basic developmental tasks of individuals throughout the lifespan, and how these tasks relate to stages of the family life cycle. Students also examine stressors common to contemporary American families and their effect on the family life cycle. *Prerequisite: PSYC492: Lifespan Development.*

PSYC523: Human Development in Context: Gender – A Lifespan Perspective (3); FA, WI, SP

Presents current theories and perspectives on the development of gender identity and gender role across the lifespan. Within an interdisciplinary perspective, students explore the psychological, interpersonal and societal issues related to gender in Western culture. Particular attention is given to students' individual experiences.

PSYC524: Human Sexuality (3); FA, WI, SP

Focuses on psychological aspects of human sexuality and the development of interpersonally intimate relationships, including sexual attitudes and values, sexual issues in intimacy and communication, and the influence of social contexts in the meaning and experience of sexual behavior.

PSYC525: Art, Practice and Application of Meditation (1); FA

Exploration of various meditations and aspects of being which are related to meditation practice. Investigation into the psychological benefits of meditation and how to use these practices as therapeutic interventions take place during the second meeting. Practice of the meditations in class and between classes is integral to course content.

PSYC526: Culturally Responsive Cognitive-Behavioral Therapy (1); SP

Presents a practitioner-oriented framework for addressing diverse cultural influences in therapy, an overview of the key concepts and principles in the field of Cognitive- Behavioral Therapy and opportunities to practice CBT with fellow students and in relation to case examples of culturally diverse clients. Students learn cutting-edge research from *Culturally Responsive Cognitive-Behavioral Therapy* (2006), co-edited by the instructor.

Prerequisite: PSYC506: Communication and Counseling Skills.

PSYC527: Career Development and Counseling (3); FA, WI, SP

Provides a practical understanding of the resources and tools available to counselors in relationship to career development. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms with special attention paid to the connections between career and mental health issues.

Prerequisite: PSYC506: Communication and Counseling Skills.

PSYC528: Abusive Relationships (3); FA

Provides an integrated perspective on forms of abuse, including sexual, physical and emotional. Explores the relational dynamics commonly found in such

situations, examines the experiential and interactive patterns shared by participants in abusive systems and discusses the treatment implications and models for intervention.

PSYC529: Addictions and Substance Abuse (3); SU, SP

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.

PSYC530: Loss and Grief (3); WI

Explores the experience of loss and grief from a variety of perspectives – personal, socio-cultural, psychological, therapeutic, symbolic and spiritual. Emphasis on increasing awareness of one's own grief process and its potential impact on counseling work as well as on developing an understanding of principles and practices involved in grief counseling and grief therapy.

PSYC531: Assessment and Treatment of Domestic Violence (3)

Addresses the theory and practice of assessing, treating and monitoring domestic violence. Emphasizes the practical application of theory to treatment. *Prerequisite: Permission of instructor for BAC students.*

PSYC535: Historical and Socio-cultural Perspectives in Psychology: Social Justice, Advocacy and Practice (3)

Explores how contemporary social and cultural changes impact how people negotiate personal identity and live out their self-concept. Synthesis of wide-ranging and multidisciplinary perspectives, including the environmental, cultural, social, economic and political contexts

within which individual and community behavior is shaped.

PSYC537: Historical and Socio-cultural Perspectives in Psychology: Explorations in Psychology and Spirituality (3); SP

Examines how humans experience connections between spirit and psyche, diverse spiritual traditions and transpersonal psychology. Investigates such questions as: What is the self? What are the connections between self and spirit, between psychological and spiritual development? How can spiritual perspectives and practices contribute to psychotherapy?

PSYC539: Historical and Socio-cultural Perspectives in Psychology: History of Psychology (3)

An introduction to the historical, cultural and intellectual foundations of the field of psychology on the cusp of the 21st century. In particular, students explore the history of “madness,” the philosophy of science, the effects of culture and gender, and ways in which psychological thought has been translated into application. In a broader sense, we come to understand how a diversity of explorations into the human endeavor contributes to what is called “Psychology.”

PSYC540: Counseling African Americans (3)

Students explore cultural considerations necessary to provide relevant assessment and treatment to African American clients. More specific course content and assignments are provided in the syllabus. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC541: Counseling Jews (3)

Assists students in developing an understanding of Jewish cultural and religious contexts that inform assessment and interventions with respect to clinical

issues presented by Jewish individuals, couples and families. The class illustrates the way in which anti-Semitism and its internalization inform this cultural and therapeutic context. The class assists students to develop therapeutic attitudes and strategies that effectively address these issues. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC542: Counseling Multiracial Families (1); SU

Examines the lives of contemporary interracial couples, multiracial individuals and multiracial families, including cross-racial adoptive families. A multicultural counseling competency framework is applied to discussion and recommendations of counseling intervention with this population. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC543: Counseling Asian-Americans & Pacific Islanders (3)

Explores cultural considerations necessary to provide relevant assessment and treatment to various Asian American and Pacific Islander populations. *Prerequisites:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC544: Counseling Native Americans (3)

Offers students an opportunity to explore psycho-social/cultural considerations relevant to assessment and treatment issues with urban and reservation-based Native Americans, extended families and communities. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC545: Counseling Hispanic/Latino(a) Clients (3)

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisites:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC546: Counseling Clients with Disabilities (3)

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC547: Counseling Sexual Minorities: Issues and Interventions (3)

Students address a range of clinical, cultural and developmental issues related to sexual minorities in light of theory, intervention and practice. A variety of approaches serve to heighten participants' awareness of problems such as homophobia and heterosexism as they affect the counseling relationship and process. *Prerequisite:* PSYA/PSYC/PSYD504: *Multicultural Perspectives.*

PSYC550: Research Methods: Introduction to Research (3); SU, FA, WI, SP

Introduces social science research methods and fundamental strategies of inquiry in psychology. Includes quantitative and qualitative methods, descriptive and inferential statistics, the logic of hypothesis development and testing, and the role of program evaluation.

PSYC551: Research in Family Practice (1); FA, SP

Addresses special topics in research concerning child/couple/family studies and therapy. After an overview of basic research issues in the field, students develop and pursue a research question for themselves. *Prerequisite:* PSYC550: *Research Methods: Introduction to Research (CFT students can take this course sequentially or concurrently with PSYC550: Research Methods: Introduction to Research).*

PSYC552: Assessment: Tests and Measurements (3); SU, FA, SP

Introduces psychological testing and surveys the most widely used tests. Emphasis on basic skills necessary to interpret and appropriately use testing, both for clinical and research purposes. A hands-on course with opportunities to take, administer or observe the administration of a sampling of tests.

PSYC580: Applied Couple Therapy (3)

First in a sequence of three courses that must be completed prior to beginning internship. An introduction to an integrative systems model for conducting couple therapy and emphasizes the development of clinical skill for working with couples. *Prerequisite:* PSYC512: *Individual Therapy in the Family System.*

PSYC581: Applied Family Therapy (3)

Second in a sequence of three courses following the completion of Applied Couple Therapy. An introduction to the common factors approach to conducting family therapy and emphasizes the development of clinical skills for working with families. *Prerequisite:* PSYC512: *Individual Therapy in the Family System.*

PSYC582: Theories of Couple & Family Therapy (3)

Third in a sequence of three courses following the completion of Applied Couple Therapy and Applied Family Therapy. A review of the foundational theories of couple and family therapy and how these different clinical approaches are effectively applied. *Prerequisite:* PSYC580: *Applied Couple Therapy, PSYC581: Applied Family Therapy.*

PSYC590A: Special Topics in Mental Health Counseling (3)

Explores contemporary and seminal issues related to the theoretical understanding, clinical assessment and/or treatment

of individuals and groups across the lifespan. The emphasis is on a mental health counseling approach to these topics and examining them through a lens that takes into consideration appropriate developmental, interactional and multicultural aspects.

PSYC590B: Special Topics in Couple and Family Therapy (3)

Explores contemporary and seminal issues related to the clinical assessment and/or treatment of children, couples and families. The emphasis is on taking a systemic approach to these topics and examining the developmental, interactional and multicultural aspects of these issues.

PSYC591: Pre-internship Practicum and Supervision in Couple and Family Therapy (1); SU, FA WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. First quarter students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

***Prerequisites:** PSYA/PSYC/PSYD503: Family of Origin Systems, PSYC505: Systems Perspectives in Family Therapy, PSYC506: Communication and Counseling Skills, and PSYC515: Psychopathology. This is an elective course; once elected, students are expected to repeat the course for a minimum of two quarters.*

PSYC592: Pre-internship Practicum and Supervision in Mental Health Counseling (1); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time, and may carry up to a total of five clients

in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance.

***Prerequisites:** PSYA/PSYC/PSYD503: Family of Origin Systems, PSYA/PSYC/PSYD504: Multicultural Perspectives, PSYC506: Communication and Counseling Skills, PSYC515: Psychopathology. This is an elective course; once elected, students are expected to repeat the course for two consecutive quarters.*

PSYC594: Case Management in Mental Health (1); SU

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

PSYC598: Internship Preparation (0); SU, FA, WI, SP

Assists students in identifying professional practice goals and finding prospective internship sites consistent with those goals. It also helps students negotiate and complete their internship contract and other related requirements.

***Prerequisite:** May be taken any quarter before the internship starts, but it is highly recommended to be taken no less than two quarters before starting internship. May be repeated.*

PSYC599: Independent Studies (1-6); SU, FA, WI, SP

For students seeking to design a course currently not offered at Antioch University Seattle. Students must designate an evaluator, write a syllabus and schedule learning activities of the independent study prior to registration. All independent studies must have prior approval of the student's adviser, and all paperwork must

be submitted to the program associate by Friday of week seven of the prior quarter.

PSYC600A: Internship: Mental Health Counseling (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 600 on-site hours, 300 of which must involve direct face-to-face client contact. There is a fee each quarter for liability insurance.

Prerequisites: Core required courses as listed in MHC plan of study. Must be taken concurrently with Case Consultation.

PSYC600B: Internship: Couple and Family Therapy (1-3); SU, FA, WI, SP

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples, and families – usually over five quarters but never less than four. Students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance. *Prerequisites:* Core required courses as listed in CFT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.

PSYC601A: Case Consultation: Mental Health Counseling (1); SU, FA, WI, SP

Provides MHC students the opportunity to receive on-campus consultation regarding their work at internship sites. Progressive emphasis across quarters given to: individual assessment, relational/family assessment, integration of theory and practice, and the demonstration of clinical competence within a multicultural context. Additional emphasis on ethical and professional issues and the supervision and consultation process. *Prerequisites:*

Core required courses as listed in MHC plan of study and concurrent enrollment in MHC internship.

PSYC601B: Case Consultation: Couple and Family Therapy (1); SU, FA, WI, SP

Provides CFT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues.

Prerequisites: Core required courses as listed in CFT plan of study and concurrent enrollment in CFT internship.

PSYC602B: Case Supervision: Couple and Family Therapy (1); SU, FA, WI, SP

Designed for CFT students who are completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch-approved supervisor. (See the updated list of approved supervisors at “My Center” on FirstClass.) Provides a minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues.

Prerequisites: Core required courses as listed in CFT plan of study and concurrent enrollment in CFT internship.

PSYC610: Psychopharmacology (1); SP

An overview of psychopharmacology for nonmedical counseling or psychology students. Students explore the uses of medication for mental disorders from a holistic perspective. Course material is presented within the whole picture of treatment. *Prerequisite:* PSYC515: Psychopathology.

PSYC612: Clinical Treatment of Children (3); FA, SP

Provides an overview of clinical techniques in the treatment of children from early childhood to puberty. Topics include: play therapy, parent education, family therapy, collateral parties, transference/counter-transference, use of expressive mediums, discussion of diagnostic issues and medication use.

PSYC613: Clinical Treatment of Adolescents (3); SU

Explores the many facets and issues involved in the psychotherapeutic treatment of adolescents.

PSYC614: Clinical Treatment of Older Adults and Families (3); WI

Introduces concepts related to human development, assessment and treatment of older adults. Emphasis given to selected subtopics such as: myths about growing older, cultural aspects of aging, contemporary social trends – such as children being raised by their grandparents instead of their parents – and other topics.

PSYC616: Treating Internalized Oppression (3); SU, WI

Introduces counseling theories and interventions for issues that result from internalized oppression based on gender, class, race, age, religion etc. Emphasis on self-exploration as a basis for subsequent clinical work. Theoretical material, counseling demonstrations and practice sessions are included in the course expectations. *Prerequisites:* PSYC506: *Communication and Counseling Skills* and PSYA/PSYC/PSYD504: *Multicultural Perspectives*.

PSYC617: Clinical Treatment of Adult Survivors of Childhood Sexual Abuse (3); SU

Students are introduced to the application of counseling theories and interventions

to assist clients in addressing clinical issues resulting from childhood sexual abuse (CSA). The effects of CSA on human development as well as the relationship between CSA trauma and the emergence of psychopathology throughout the lifespan are addressed. Emphasis is on developing an understanding of principles and practices involved in the childhood sexual abuse healing process using multiple modalities. *Prerequisite:* PSYC506: *Communication and Counseling Skills*.

PSYC621: Creative Modalities: Transference, Countertransference and Creativity (3)

A variety of expressive arts modalities offer students an opportunity to engage with their immediate experience and to observe and creatively attend to experience as the basis for learning about transference and countertransference phenomena. This provides a substantive and imaginative introduction to the personal experience of these illusive dynamics. The concepts of transference and countertransference have evolved tremendously since Freud's identification of them. In addition to the experiential nature of this course, students explore the evolution of theory about transference and countertransference and its clinical application through reading and discussion of seminal and current writing. *Prerequisites:* PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*, PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior* or by program and instructor permission for students outside of the clinical specializations.

PSYC622: Creative Modalities: Movement and Therapy (3); FA

Introduction to the theory and practice of dance/movement therapy, with focus on psychotherapeutic use of movement and body experience toward the expression,

communication and transformation of the self. Includes experiential movement work as an important adjunct to conceptual work derived from readings and group discussion. Class schedule includes an all-day intensive meeting. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

PSYC623: Creative Modalities: Music, Self-exploration and Therapy (3)

An overview of the field of music therapy. Offers varied perspectives of therapeutic approaches in this creative modality and hands-on opportunities for exploration in the uses of music in therapy. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

PSYC624: Creative Modalities: Adventure-based Counseling (3); SU

Introduction to a spectrum of therapeutic uses of outdoor experiences, ranging from vision quests to challenge/survival programs. Students have an opportunity to pursue special topics of interest as well as to participate in planning and facilitation of scheduled field experiences. **Prerequisite:** PSYC506: *Communication and Counseling Skills*; good health. Please clear any health concerns with instructor before registering. Prior experience in outdoor activities not required, but students must be able to hike several miles with a backpack and be able to participate in ropes course activities. Group gear for trips is provided. Students are responsible for their own personal gear, a share of food and transportation costs and ropes course fees.

PSYC625: Creative Modalities: Writing and Therapy (3)

Explore multiple forms of the art of writing as a tool for both therapeutic work and creative expression. Includes current theories on the use of these tools in therapy. Examination of the relationship of writing, emotion and the imperative

to create. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

PSYC626: Creative Modalities: Psychodrama (3)

An introduction to the theory and practice of psychodrama. Developed by J.L. Moreno in the first half of the 20th century, psychodramatic methods, widely used in group psychotherapy, also are applied in education, business and community development. Students learn about the interweaving of dramatic ritual, role theory and sociometry in Moreno's approach. Students explore the ethics of psychodramatic practice and the appropriate application of action methods in client groups. This is learning by doing; practice outside of class in a peer group is a requirement of the course. **Prerequisite:** PSYC506: *Communication and Counseling Skills*.

PSYC628: Integrative Process Therapy: The Virginia Satir Systemic Model (3); SU

Provides an analysis of the systems theory and therapy model developed by Virginia Satir. Students explore and practice interventions, such as the use of family maps to initiate change, sculpting, temperature reading and reframing. Discussion includes the applicability of Satir's model to various cultural and gender issues. This course meets the Advanced Theories requirement for MHC students. **Prerequisites:** PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern for MHC students*, PSYC581: *Applied Family Therapy for CFT students*.

PSYC630: Advanced Theories: Existential (3); FA

Explores the emergence of existential practice from its roots in existential philosophy. Although the focus of study is on this phenomenological approach to research and therapy, it also can apply to

fields such as education and organizational theory. **Prerequisite:** *PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

PSYC631: Advanced Theories: Brief Therapies (3); FA

Provides an introduction to the theory and practice of brief psychotherapies. Focuses on cognitive, narrative and solution-focused approaches. Includes consideration of clinical issues that arise in today's often time-limited clinical settings, such as the evidence-based treatment movement and working within managed care. **Prerequisite:** *PSYC510: Theories and Practice of Counseling, Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical specializations.*

PSYC632: Advanced Theories: Jungian (3); SP

Overview of Carl Jung's theory, emphasizing the impact of analytical psychology on counselors' attitudes and values in working with clients. Introduces the use of typology in understanding personality; the role of imagination, symbols and creative process; and the application of dream analysis in therapy. **Prerequisite:** *PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or permission of instructor.*

PSYC633: Advanced Theories: Introduction to Buddhist Psychology (3)

Students discuss primary Buddhist ideas and explore their relevance to the development of emotional stability, joy in life, higher functioning in daily affairs and peace of mind with their inner lives and the outer world. Mindfulness/vipassana meditation is an integral part of this exploration. **Prerequisite:** *PSYC511:*

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

PSYC634: Advanced Theories: Gestalt (3); WI

Gestalt therapy is a phenomenological/existential therapy founded by Frederick and Laura Perls. Students explore gestalt concepts through lecture, reading, discussions, video and live demonstrations. Students have the opportunity to try out the techniques of this approach, including awareness, the dialogue or empty chair, staying with feelings, the experiment and others. **Prerequisite:** *PSYC511: Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

PSYC635: Advanced Theories: Object Relations (3); WI

An introduction to the rich and complex object-relations theory in psychoanalysis, with focus on key concepts and writings based on the British school (Klein, H. Segal, Winnicott, Bion) from its inception to contemporary concepts. Emphasis on the object-relations perspective, intrapsychic and interpersonal functioning in adulthood, as well as on its model of early development and implication for personality structures. Experiential and clinical applications are considered along with theoretical analysis. **Prerequisite:** *PSYC510: Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior, or by program and instructor permission for students outside of the clinical specializations.*

PSYC636: Advanced Theories: Cognitive Behavior Therapy (3); SP

Cognitive behavior therapy (CBT) is especially useful for beginning therapists because it provides clear, specific

strategies and a well-defined structure that can be flexibly modified as one gains experience. CBT emphasizes the development of a cooperative therapeutic relationship. Special attention is given to the practice of CBT in a gender-sensitive and culturally responsive manner.

Prerequisite: PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

PSYC637: Advanced Theories: Psychosynthesis (3)

Psychosynthesis is both a clinical approach and a self-development practice serving psychological integration and spiritual self-realization. It is itself a synthesis of traditions, ranging from psychoanalysis to Christian and Jewish mysticism to Buddhism. This 90-year-old approach views psychological and spiritual development as inseparable and interdependent. Techniques including inner dialogues, meditation, guided imagery, movement, drawing and writing are taught for working with issues such as deepening experience, sub-personality conflict, narcissism, the I, the will and addiction, the self, etc. **Prerequisite:** PSYC511: *Theories and Practice of Counseling: Humanistic, Transpersonal and Eastern, or by program and instructor permission for students outside of the clinical specializations.*

PSYC638: Advanced Theories: Adlerian Therapy (3)

This provides an advanced understanding of Adlerian Psychology theory and application of the theory to the practice of psychotherapy, couple and family therapy, and parent education. Adlerian Psychology provides a comprehensive foundation for the counselor and therapist that is relevant, radical, practical and hopeful. It consequently lends itself to creative

integration with contemporary models and methods. The course includes lecture, discussion, experiential exercises, case illustrations and video demonstrations.

Prerequisite: PSYC510: *Theories and Practice of Counseling: Psychodynamic and Cognitive Behavior or by program and instructor permission for students outside of the clinical specializations.*

PSYC651: Research in Family Studies (3-4); FA, SP

Provides an opportunity to pursue individually selected topics of interest in research literature pertaining to family studies and/or family therapy. Because the course does not meet on a regular basis, students must be able to work independently. **Prerequisite:** *If students have received a waiver for PSYC550: Research Methods: Introduction to Research, they may take this course.*

PSYC701: Diverse Cultures and Social Systems (3); FA

The culture of psychology as a profession, orientation to the clinic, electronic library. A framework for understanding and addressing individuals in social systems, multi-cultural ethnic groups, and multi-generational families. Entry to an ethnic/cultural community to start a community action research project, and to practice listening skills.

PSYC702: Diverse Ethnic Groups (3); WI

Classes and clinical experience to complete degree mapped out. Ethnic/cultural groups framework for understanding and addressing individuals in social systems, multi-cultural ethnic groups, and multi-generational families. Oppression and discrimination of U.S. ethnic groups. Development of community action research project and practice basic "presence" in clinic and community. **Prerequisite:** PSYC701: *Diverse Cultures and Social Systems*

PSYC703: Multicultural Families as Social Bases of Behavior (3); SP

Psychologists' career options. Multi-cultural/multi-generational family framework for understanding and addressing individuals in the context of social systems, multi-cultural ethnic groups, and multi-generational families. Examination of cultural ancestry of own family of origin. Implement community action research project. Clinical observer for clinic client and attending supervision. *Prerequisite:* PSYC702: *Diverse Ethnic Groups.*

PSYC704: Individuals Within Culture and Community (3); SU

Examine the individual within the framework for understanding social systems, multi-cultural ethnic groups, and multi-generational family dynamics. Apply social systems contextual understanding to work as clinical observer with clinic clients. Assessment phase of community action research project. Group advising/reflection on the community action research project. *Prerequisite:* PSYC703: *Multicultural Families as Social Bases of Behavior.*

PSYC706: Medical Issues and Introduction to Psychopharmacology (3); FA

An overview of health issues that relate to clinical psychology, including basic classifications of drugs used in clinical psychology and their mechanisms of action.

PSYC707: Theories: Cognitive-Behavioral (3); WI

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

PSYC708: Theories: Personality and Psychodynamic Theories (3); SP

Developmental and dynamic elements of personality, diagnosis and therapy as seen in psychodynamic theories. Students consider the description, etiology, assessment, and understanding of symptoms of behavior disorders as well as a methodology for organizing clinical data.

PSYC709: Theories: Individual Differences and Humanistic Psychology (3); SU

Provides an overview of the basic theory of humanistic thought with focus on such ideas as self-actualization, internal congruence, self-disclosure, awareness of the here and now, and interpersonal encounters and irrationalism. Students are introduced to the works of a variety of seminal theorists, such as Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSYC711: Assessment: Intelligence Testing (3); FA

Introduces students to fundamentals of assessment with a focus on intelligence testing using the Weschler Scales. Covers test construction, psychometrics, history of assessment, contemporary controversies in assessment and assessment with diverse populations.

PSYC712: Assessment: Intelligence Testing Practicum (1); FA

This practicum supports students to complete assessments learned in the linked class. *Corequisite:* PSYC711: *Assessment: Intelligence Testing*

PSYC713: Assessment: Personality Inventories (3); WI

Introduction to personality assessment using objective measures. Includes administration, scoring and interpretation with specific focus on applications with diverse populations. *Prerequisites:*

PSYC721: Psychopathology and PSYC711: Assessment: Intelligence Testing.

PSYC714: Assessment: Personality Inventories Practicum (1); WI

Practicum experience focused on administration, scoring and interpretation of objective personality measures.

Corequisite: PSYC713: Assessment: Personalities Inventories.

PSYC715: Assessment: Projective Testing (3); SP

Introduction to projective assessment with a focus on the Rorschach. Includes training in the Exner scoring and interpretation system. *Prerequisites: PSYC721: Psychopathology, PSYC711: Assessment: Intelligence Testing and PSYC713: Assessment: Personality Inventories.*

Prerequisites: PSYC721: Psychopathology, PSYC711: Assessment: Intelligence Testing and PSYC713: Assessment: Personality Inventories.

PSYC716: Assessment: Projective Testing Practicum (1); SP

Demonstrate assessment skill in projective testing. *Corequisite: PSYC715: Assessment: Projective Testing.*

PSYC717: Assessment: Integration (3); SU

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

Prerequisites: PSYC721: Psychopathology, PSYC711: Assessment: Intelligence Testing, PSYC713: Assessment: Personality Inventories, and PSYC735: Psychometrics.

PSYC718: Assessment: Integrative Practicum (1); SU

Practicum experience focused on skills integrating multiple assessment measures in full battery assessments. *Corequisite: PSYC717: Assessment: Integration.*

PSYC719: Theories: Systems Perspectives in Family Therapy (3); FA

Provides an introduction to systems theory and practice in family therapy. Systemic

theory is applied across varied family structures and a range of presenting problems. Clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multicultural perspectives also are addressed.

PSYC721: Psychopathology (3); FA

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

PSYC722: Psychophysiology (3); FA

Focuses on the biological bases of behavior and provides foundational knowledge in the areas of neuroanatomy, neurophysiology and neurochemistry. Students become knowledgeable about issues surrounding research on the biological basis of behavior so they can become critical consumers of new information in this area.

PSYC723: Psychopharmacology (3); WI

Focus is on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences. *Prerequisites: PSYC706: Medical Issues and Introduction to Psychopharmacology and PSYC722: Psychophysiology.*

PSYC724: Learning Theory (3); WI

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

PSYC725: Lifespan Development I – Child (3); SP

Part one of a two-course series on human development, students focus on prenatal development through adolescence. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive and moral growth.

PSYC726: Lifespan Development II – Adult (3); SU

Part two of a two-course series on human development, students focus on young adulthood to geriatric life. Social, cultural, biological, cognitive and psychological issues of adulthood and aging are presented.

PSYC727: History of Psychology (3); WI

Examines the field of psychology in a larger socio-cultural context by exploring its historical roots and development, place in the contemporary world and potential future in response to the needs of the 21st century.

PSYC730: Ethics (3); WI

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

PSYC731: Research Ethics and Quantitative Methods and Analysis (3); FA

This is the first of two courses on methods used in quantitative research in psychology. Students explore how to design and carry out ethical research, how research questions are made operational, how appropriate designs are chosen, and how data files are set up and data analysis is planned.

PSYC732: Quantitative Methods and Analysis II (3); WI

This second course on methods used in quantitative research in psychology explores a variety of quantitative designs and both bivariate and multivariate statistics. *Prerequisite:* PSYC731: *Research Ethics and Quantitative Methods and Analysis.*

PSYC733: Qualitative Methods and Analysis I (3); SP

The first in a two-course series on methods used in, and strategies for data analysis for, qualitative research in psychology. Students focus on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. They design a qualitative study and begin data collection. Includes an introduction to computer-aided qualitative data analysis.

PSYC734: Qualitative Methods and Analysis II (2); SU

In the second of a series on methods used in, and strategies for data analysis for, students investigate qualitative research in psychology and additional methods from theoretical traditions of qualitative inquiry. They complete the qualitative study, analyze the data and create an APA-style report. *Prerequisite:* PSYC733: *Qualitative Methods and Analysis 1.*

PSYC735: Psychometrics (3); WI

The theory and technique of psychological measurement.

PSYC736: Social Psychology (3); FA

Examines on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Includes social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation and ethnic conflict.

PSYC737: Group Therapy (3); SP

Focuses on acquisition of knowledge and skills of group theory and group therapy skills. Applications include: short term and long term, psychoeducational and support, and with particular populations such as women, men, children, adolescents, the medically ill and ethnically and racially diverse populations.

PSYC738: Couples Therapy (3); SU

An integrative systems perspective on couples therapy, including developmental, interactional and multicultural aspects.

Prerequisite: PSYC774: *Child and Family Systems: Intervention.*

PSYC740: Affective Life and Relational Psychoanalysis (3); FA

Explores the concepts and practices of relational psychoanalysis and the psychotherapeutic and intellectual traditions that have created and developed it. Focus is on 1) the functions and meanings of affectivity; 2) the location of affectivity within an interactive, intersubjective, coauthored therapeutic space; 3) a cultural history, interpretive perspective. *Prerequisite:* PSYC708: *Theories: Personality and Psychodynamic Theory.*

PSYC750: Health Psychology I (3); FA

First in a series of three courses that provide an overview of health issues as they relate to clinical psychology from a lifespan developmental perspective. This first course focuses on health issues for children and families. *Prerequisites:* *Either Adult Psychology or Child and Family Systems concentration completed, PSYC722: Psychophysiology.*

PSYC751: Elective Professional Seminar (3); FA

Designed to support a transition following completion of the first year clinical training sequence, students are introduced to the

operation of Antioch Community Clinic and assigned their initial clients. They receive supervision, engage in case conceptualizations, and explore basic clinical principles. *Prerequisites:* PSYC701: *Diverse Cultures and Social Systems, PSYC702: Diverse Ethnic Groups, PSYC703: Multicultural Families as Social Bases of Behavior and PSYC704: Individuals Within Culture and Community.*

PSYC752: Health Psychology II (3); WI

Second in the series of health psychology courses, students focus on health issues in early and middle adulthood. *Prerequisite:* PSYC750: *Health Psychology I.*

PSYC754: Health Psychology III (3); SP

Third in a series of courses to address health psychology from a lifespan developmental perspective. Students focus on geropsychology and explore common problems of older adults and the aging process. *Prerequisite:* PSYC752: *Health Psychology II.*

PSYC760: Forensics I (3); FA

Covers basic concepts in forensic psychology such as psychopathy, risk assessment, legal terminology, malingering, ethics, testifying and landmark legal cases. *Prerequisites:* *Either Adult Psychopathology or Child and Family Systems concentration completed, PSYC713: Assessment: Personality Inventories. Recommended: PSYC715: Assessment: Projective Testing.*

PSYC762: Forensics II (3); WI

Covers basic concepts in criminal forensic psychology, kinds of criminal forensic evaluations and common forensic evaluation instruments. *Prerequisite:* PSYC760: *Forensics I.*

PSYC764: Forensics III (3); SP

Covers basic concepts in civil forensic psychology, kinds of civil forensic

evaluations, report writing. **Prerequisite:** PSYC762: *Forensics II*.

PSYC771: Professional Seminar I-Child Clinical Psychology (2-3); WI

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisite:** PSYC725: *Lifespan Development I: Child*.

PSYC772: Child & Adolescent Assessment (3); FA

The first course in the Child Clinical Psychology concentration. The role of assessment in diagnosis, treatment, and follow-up with children, adolescents, and their families including ethical /multicultural considerations. Teaches skills in both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports, and communicating treatment recommendations.

Prerequisites: PSYC776: *Developmental Psychopathology*, PSYC730: *Ethics*, PSYC711: *Assessment: Intelligence Testing*, PSYC717: *Assessment Integration*, PSYC701: *Counseling and Communication with Culturally Diverse Clients*, PSYC702: *Individual Differences and Culture in Families of Origin/or consent of instructor*.

PSYC773: Professional Seminar II-Child Clinical Psychology (2-3); SP

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application

of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisite:** PSYC771: *Professional Seminar I-Child Clinical Psych*.

PSYC775: Professional Seminar III-Child Clinical Psychology (2-3); SU

This three-quarter linked seminar accompanies coursework in specific concentrations. Seminar provides additional consultation on case conceptualizations, cultural issues, diverse contexts and overall application of the concentration area content. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisite:** PSYC773: *Professional Seminar II-Child Clinical Psych*.

PSYC776: Developmental Psychopathology (3); SU

An overview of the field of developmental psychopathology and childhood disorders. Students examine relevant biological, behavioral, psychodynamic, cognitive, socio-cultural, evolutionary, and family systems explanations in relation to both adaptive and maladaptive pathways. Students learn basic rapport building, diagnostic interviewing, behavioral observations, differential diagnosis, and treatment planning skills. **Prerequisite:** PSYC725: *Lifespan Development I: Child*.

PSYC777: Child & Adolescent Therapy I (3); WI

The second course in the Child Clinical Psychology concentration. An introduction to child, adolescent, and family interventions including exploration of the current literature on evidence-based psychotherapies, measuring efficacy and outcome. Students focus particularly on the ethical, legal, and multicultural issues in the complex practice of child clinical psychology. **Prerequisites:** PSYC772:

Child & Adolescent Assessment, PSYC704: Systems of Psychological and Social Change.

PSYC778: Child & Adolescent Therapy II (3); SP

The third course in the Child Clinical Psychology concentration. An advanced seminar in child and adolescent psychotherapy continuing the exploration and implementation of evidence-based child, adolescent, and family treatments as well as current trends and issues related to the practice of child clinical psychology. **Prerequisite:** PSYC777: *Child & Adolescent Therapy.*

PSYC780: Adult Psychotherapy I: Introduction (3); FA

An overview of a major approach to the assessment and treatment of adults, including clinical expertise, research evidence and patients' characteristics, values and context. **Prerequisites:** PSYC701: *Diverse Cultures and Social Systems*, PSYC702 *Diverse Ethnic Groups*, PSYC703: *Multicultural Families as Social Bases of Behavior and PSYC704: Individuals Within Culture and Community*, and two of the following: PSYC707: *Theories: Cognitive-Behavioral*, PSYC708: *Theories: Personality and Psychodynamic Theories*, PSYC709: *Theories: Individual Differences and Humanistic Psychology*, or PSYC719: *Theories: Systems Perspectives in Family Therapy.*

PSYC781: Professional Seminar I – Adult Psychotherapy (2-3); WI

Students apply information acquired in Theories I to clients in the Antioch Community Counseling and Psychology Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Corequisite:** PSYC780: *Adult Psychotherapy I: Introduction.*

Prerequisites: PSYC721: *Psychopathology*, PSYC730: *Ethics*.

PSYC782: Adult Psychotherapy II: Interventions (3); WI

An advanced exploration and refinement of the approaches initially studied in Theories I. **Prerequisite:** PSYC780: *Adult Psychotherapy I: Introduction.*

PSYC783: Professional Seminar II – Adult Psychotherapy (2-3); SP

Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisite:** PSYC781: *Professional Seminar I: Adult Psychotherapy.*

PSYC784: Adult Psychotherapy III: Interventions (3); SP

Designed to give students a comparative look of the main psychotherapeutic approach studied and specific applications. It also expands the context of application to include biological, developmental and socio-cultural influences. Cutting-edge research and development are pursued. **Prerequisites:** PSYC780: *Adult Psychotherapy I: Introduction and PSYC782: Adult Psychotherapy II: Interventions.*

PSYC785: Professional Seminar III – Adult Psychotherapy (2-3); SU

Students apply information acquired in the theory classes to clients in the Antioch Clinic or its satellites. Individual and group supervision is provided. Art Therapy students may take the seminar for 2 credits; all others should enroll for 3 credits. **Prerequisite:** PSYC783: *Professional Seminar II: Adult Psychotherapy.*

PSYC790: Special Topics in Psychology (1-5); Varies

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

PSYC797: Advanced Practicum Seminar (2)

Provides PsyD students the opportunity to receive on campus consultation regarding advanced practicum work in community settings. Students bring experiences from their particular settings and engage in consultation on topics which range from case conceptualization, integration of theory into practice, ethics, diversity, and professional issues. Students enroll each quarter of advanced practicum placement. *Prerequisite: Completion of Adult or Child Clinical Concentration.*

PSYC798: Practicum: Prior Learning (1); SU, FA, WI, SP

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. *Prerequisites: Earned mental health M.A. and prior approval of instructor to ensure M.A. meets practicum equivalents.*

PSYC799: Independent Studies (1-3); SU, FA, WI, SP

Students work with faculty to design a course in an area of their interest not covered in the Psy.D. curriculum. An opportunity to add depth in an area of interest. *Prerequisite: Third year or beyond.*

PSYC800: Supervised Experience (0); SU, FA, WI, SP

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

health needs of individuals, groups and families.

PSYC801: Supplemented Supervised Experience (1-3); SU, FA, WI, SP

Students register for this course when they choose a practicum, pre-internship or internship site that requires additional supervision for the hours to count toward graduation or licensure. Registration guarantees the availability of one supervisor with appropriate credentials. *Prerequisite: prior approval of instructor.*

PSYC802: Neuropsychology (3); SP

An overview of the central nervous system in terms of its structure and function. Also includes the study of the relationship between neurophysiological processes and behavior, behavioral dysfunctions and related mechanisms, and approaches used by clinical neuropsychologists. *Prerequisite: PSYC 722 Psychophysiology.*

PSYC803: Assessment: Neuropsychology (3); SU

Focuses on the structure and function of the central nervous system, brain-behavior relationships and neuropathology. Students explore evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory and language processes and remedial strategies for neuropsychological dysfunction. *Prerequisite: PSYC802: Neuropsychology.*

PSYC804: Community Psychology (3); SU, FA

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

Prerequisite: completion of one basic concentration.

PSYC805: Professional Issues in Career Management (1); SP

Planning for the student's professional life post-graduation. Topics covered may include: internship applications, licensing, active engagement in professional organizations and planning. *Prerequisites: Concentration complete or in final term of concentration and passed two annual reviews.*

PSYC806: Consultation and Supervision (3); WI

Students learn the basic philosophy behind different approaches to clinical supervision. Appropriately credentialed students may have an opportunity to conduct supervision through the clinic. All students learn about and participate in peer consultation. At the end of the class students articulate their own philosophies of clinical supervision. *Prerequisite: Completed coursework for either Adult Psychotherapy or Child and Family Systems concentration.*

PSYC807: Advanced Professional Issues in Career Management (2); SU

As graduation approaches, students continue planning for professional life as early career psychologists. Topics covered include: life-long learning, projecting and managing professional image, active engagement in community and professional organizations, balance between work and life, developing a business plan, leadership in professional organizations and retirement planning, and are addressed at a deeper level. *Prerequisites: PSYC805: Professional Issues in Career Management, and two terms of clinical concentration.*

PSYC810: Dissertation Seminar I (1-3); SU, FA, WI, SP

In the first of four related courses, the emphasis is on selection of a research focus area for the dissertation and identifying an appropriate methodology and research design. Students who register for 3 credits also are expected to schedule and pass their first doctoral paper/dissertation committee meeting. *Prerequisites: PSYC731: Research Ethics and Quantitative Methods and Analysis, PSYC732: Quantitative Methods and Analysis II, PSYC733: Qualitative Methods and Analysis I and PSYC734: Qualitative Methods and Analysis II.*

PSYC820: Dissertation Seminar II (1-3); SU, FA, WI, SP

A continuation of Dissertation Seminar I, the second quarter focuses on developing the student's idea for a doctoral paper or dissertation into a research proposal. An application to the Human Subject Committee is prepared, if necessary. To earn credit students who register for 3 credits must schedule and pass their second doctoral committee meeting. *Prerequisite: PSYC810: Dissertation Seminar I.*

PSYC830: Dissertation Seminar III (1-3); SU, FA, WI, SP

Dissertation Seminar III facilitates students in the data collection phase of their dissertation or in drafting their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress with data collection. Students who register for 3 credits are ready to write the final draft of their project. *Prerequisites: PSYC810: Dissertation Seminar I and PSYC820: Dissertation Seminar II.*

PSYC840: Dissertation Seminar IV (1-3); SU, FA, WI, SP

This final course in the Dissertation Seminar focuses on facilitating the

completion and defense of the student's dissertation or doctoral paper. Students who register for 3 credits schedule and pass their final doctoral committee meeting. **Prerequisites:** PSYC810: *Dissertation Seminar I*, PSYC820: *Dissertation Seminar II* and PSYC830: *Dissertation Seminar III*.

PSYD500: Competency Assessment I (0); FA, WI, SP

Provides an orientation to the CFT Specialization, curriculum, and student e-portfolio. Emphasis given to students' educational process, career goals, and advising issues. **Note:** *Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical specialization.*

PSYD501: Competency Assessment II (0); SU, FA, WI, SP

Provides students with guidance in completing a rigorous self-evaluation prior to beginning internship. Students review personal educational process and products, utilizing their e-portfolio. Details regarding internship preparation are provided. **Prerequisites:** *Completion of the required core courses in the student's specialization; must be taken one quarter before starting internship.*

PSYD502: Competency Assessment III (0); SU, FA, WI, SP

Prepares students for graduation, post-masters clinical experience, and MFT licensure exam. Students self-evaluate their knowledge, skills, and competence, utilizing their e-portfolio. **Note:** *Open only to students in their final quarter of internship or by program and instructor permission.*

PSYD503: Family of Origin Systems and Drama Therapy (3); FA

Introduces family of origin systems perspective for understanding and addressing issues of human development

in the context of multigenerational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative action methods and papers.

PSYD504: Multicultural Perspectives in Drama Therapy (3); WI

Promotes an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families, and the impact of such differences on the theory and practice of drama therapy.

PSYD505: Introduction to Drama Therapy (3); FA

Provides an introduction to the field of drama therapy and the theories and principles involved in its practice. It is an overview of the history of drama therapy, key drama therapy concepts, including information on major drama therapy theorists and methods.

PSYD506: Improvisation and Creative Dramatics (3); WI

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

PSYD507: Approaches to Drama Therapy (3); SP

Provides comprehensive framework for the practice of drama therapy. Leading practitioners and their approaches/theories are introduced. Drama therapy applications for diagnosis, therapeutic intervention and treatment are explored.

PSYD508: Psychodrama (3)

Provides theory and practice of psychodrama as a therapeutic tool with groups, families, couples, and individuals. Examines the efficacy of various warm-ups and intervention techniques in relation to a variety of populations.

PSYD509: Creative Arts Therapy I: Children and Adolescents (3)

Provides an overview of five creative art therapy modalities: drama, poetry/bibliotherapy, art, dance/movement, and music, and explores how each modality's theory, and hands-on experience can be applied for age specific groups, primarily children through adolescents.

PSYD510: Creative Arts Therapy II: Adults and Geriatrics (3)

Provides an overview of five creative art therapy modalities: drama, poetry/bibliotherapy, art, dance/movement, and music, and explores how each modality's theory, and hands-on experience can be applied for age specific groups, primarily adults through geriatrics.

PSYD511: Community Based Theater and Sociodrama (3)

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

PSYD518: Ethics and Drama Therapy (3)

Provides historical, philosophical and practical context for ethical, clinical and professional issues in drama therapy. Applies theory to clinical situations and introduces issues of confidentiality specific to drama therapy and ethical research practice.

PSYD551: Research and Assessment in Drama Therapy with Individuals and Families (3)

Covers research literature, design and implementation in the drama therapy field. Applicable to individual clients or family clients. Students research, design

and complete a literature review and gain approval to implement the research project.

PSYD591: Pre-Internship Practicum and Supervision in Couple and Family Therapy/Drama Therapy (1-3); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic or another designated site. There is a fee each quarter for liability insurance. *Prerequisites:* PSYA/PSYC/PSYD503: *Family of Origin Systems*, PSYA/PSYC/PSYD504: *Multicultural Perspectives*, PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*. *Students are expected to repeat the course for two consecutive quarters.*

PSYD592: Pre-Internship Practicum and Supervision in Mental Health Counseling/Drama Therapy (1-3); SU, FA, WI, SP

Students provide direct therapeutic services to clients and receive supervision and instruction regarding common clinical and professional issues. Students are assigned one client at a time, and may carry up to a total of five clients in Antioch's Community Counseling and Psychology Clinic or another designated site. There is a fee each quarter for liability insurance. *Prerequisites:* PSYA/PSYC/PSYD503: *Family of Origin Systems*, PSYA/PSYC/PSYD504: *Multicultural Perspectives*, PSYC506: *Communication and Counseling Skills*, PSYC515: *Psychopathology*. *Students are expected to repeat the course for two consecutive quarters.*

PSYD600A: Internship: Mental Health Counseling/Drama Therapy (1-3)

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 600 on-site hours, 300 of which must involve direct face-to-face client contact. There is a fee each quarter for liability insurance.

PSYD600B: Internship: Couple and Family Therapy/ Drama Therapy (1-3)

Students provide clinical services in settings that serve the mental health needs of individuals, children, groups, couples and families. During a minimum of four quarters, students must acquire 500 hours of direct face-to-face client contact, 250 of which must be with couples or families, and 100 hours of supervision from an Antioch Approved Supervisor, of which 50 must involve direct observation. There is a fee each quarter for liability insurance.

PSYD601A: Case Consultation: Mental Health Counseling/Drama Therapy (1)

Provides MHC/DT students the opportunity to receive on-campus consultation regarding their work at internship sites. Emphasis is given to integration of theory and practices associated with drama therapy, developing clinical competence, ethical and professional issues as well as assessment.

PSYD601B: Case Consultation: Couple and Family Therapy/ Drama Therapy (1)

Provides CFT/DT students the opportunity to receive on-campus consultation regarding their work at internship sites. Integrates theories with practices associated with drama therapy with the emphasis on such topics as individual and family assessment, and ethical and professional issues.

PSYD650: Drama Therapy Master's Project (1-5)

An individualized process designed mutually by the student and drama therapy faculty to integrate two years of study in the process, theory, and practice of drama therapy, expanding scholarship in and making a contribution to the field of drama therapy. This process may include a self-revelatory performance, a theoretical paper or publishable article, a mini-research project, or a documentary videotape.

PSYI540: Psychology & Spirituality Foundations I (1)**PSYI541: Psychology & Spirituality Foundations II (1)****PSYI542: Psychology & Spirituality Foundations III (1)**

Creates a shared context of experience and exploration, focused on developing a deeper understanding of self and community through a variety of sacred practices from both traditional and contemporary wisdom. The format includes extended time frames, such as one-day retreats.

PSYI550: Quantitative Research Methods (3); FA

An introduction to the quantitative approach to research, including a variety of methodologies, an orientation to reading and critiquing quantitative research, and an understanding of the process of developing a research proposal.

PSYI551: Qualitative Research Methods (3); WI

An introduction to the qualitative approach to research, including a variety of methodologies, an orientation to reading and critiquing qualitative research, and an understanding of the process of developing a research proposal.

PSYI560: Integrative Studies Seminar (1-2); FA, WI, SP

Provides a conceptual, intra- and interpersonal context for understanding historical and cultural dimensions of the field of psychology and each student's chosen role in the field, including specific attention to the developmental and ethical domains necessary for a rounded interdisciplinary degree. The seminar provides students with a sense of community, an orientation to graduate school and support throughout their studies. Continues over six quarters (excluding summers). *Prerequisite: Only for ISP students.*

PSYI590: Special Topics in Integrative Studies in Psychology (1-5); Varies

These courses reflect topics of particular interest within the Integrative Studies in Psychology specialization specifically geared towards students who coalesce around a shared area of concentration. Examples of such topic areas include a focus on spirituality, ecopsychology or animal behaviorism.

PSYI595: ISP Practicum (1-3)

The practicum courses offer the student an opportunity to build a body of knowledge and experience in the field of ecopsychology and cultural studies. They run concurrently with the three second year track courses and require the student to create an experiential practicum that relates specifically to the course content. Examples of the 3 credit practicum can be framed as: participation in a vision quest, shamanic training, internship with a relevant non-profit organization or the creation of an independent study that expands the course content. There is some flexibility in that the student may design a 9 credit practicum that spans the year of coursework and, with the variable credit option, can start their practicum in the summer quarter between the first and second year curricula. Repeatable for up to 9 credits.

PSYI597: ISP Application Project (1-9); SU, FA, WI, SP

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

PSYI620: Depth Psychology: History of the Unconscious (3)

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

PSYI621: Depth: Myth, Symbol and the Sacred (3)

Examines the role of myth, symbol and metaphor in the sacred dimensions of human existence. Topics include the lifework of Joseph Campbell, the biological basis of archetypes, the myth of the hero, initiatory process and the emerging global myth.

PSYI622: Depth: The Emblematic Life of C. G. Jung (3)

Students examine the biography of the founder of analytical psychology, C. G. Jung, with a view towards understanding his life as a model for conscious living in a complex, post-modern world. Themes to explore include social and intellectual controversies, the structure and dynamics of the psyche, and spiritual epistemology.

PSYI623: Depth: Dreams and the Earth (3)

Examines how dreams connect us to our personal shadow, the archetypes of the collective unconscious, and the intentionality of nature herself, to the anima mundi or "soul of the world." Topics include the history of dream interpretation and methods of "tending" a dream for self, other and dream groups.

PSYI624: Depth: Seminar in Archetypal Psychology (3)

Examines the archetypal perspective as a view of self and world that begins with the assumption that mind is grounded not in physiology, behavior, language or society, but in the processes of imagination. Students explore the methods of archetypal psychology as applied to the realms of religion, psychotherapy and politics.

PSYI625: Depth: Ritual Process and Ceremonial Design (3)

Examines the dynamics of ritual process and the structure of ceremonial design. Topics include cross-cultural perspectives on ritual, indigenous technologies for invoking the sacred, shamanic practices, and contemporary psychologies to account for ritual experiences. Students acquire skills in creating their own rituals as a way to dialogue with the "Sacred Other".

PSYI630: Transpersonal Psychology: History and Foundations (3)

An introduction to the major concepts, theories, practices, and applications of transpersonal psychology, including the historical roots, connections to the world's wisdom traditions, and major figures and debates in the field.

PSYI631: Transpersonal: Nonordinary States of Consciousness (3)

An experientially-focused course focusing on nonordinary states of consciousness

and their role in psychospiritual growth. Consideration is given to a variety of practices and experiences, including meditation, guided imagery, shamanic journeying, and holotropic breathwork,. Additional topics include spiritual emergencies, spiritual bypassing, the prepersonal/transpersonal distinction, and states vs. stages of development.

PSYI632: Transpersonal Inquiries: Consciousness and Psychospiritual Development (3)

A more in-depth inquiry into transpersonal topics, including higher/deeper potentials for human experience of transpersonal realities as described by mystics and teachers from various traditions. Additional topics according to student interests: e.g. birth and death, children's spirituality, transpersonal studies and science, contemporary perspectives on the evolution of consciousness.

PSYI633: Transpersonal: Transformative Practices for Mind, Heart, Body, Spirit, and Shadow (3)

An experientially-oriented course that focuses on practices designed to create enduring transformations or developmental growth. Explores practices drawn from spiritual traditions, psychological approaches, and the leading edge of contemporary paradigms.

PSYI634: Transpersonal: Integral Studies: An Emerging Perspective (3)

A focus on the field of integral studies, which has emerged out of the transpersonal arena. Examines the notion of the evolution of consciousness and the All-Quadrants-All levels map, as well as applications in integral psychology, spirituality, and other areas depending on student interests.



PSY1635: Transpersonal: Integral Approaches to Sacred Activism (3)

An experiential and action-focused course that looks more deeply into existing and potential applications of transpersonal/integral perspectives in service to the needs of our world.

PSY1640: Introduction to Ecopsychology (3); FA

Ecopsychology is the emerging synthesis of concerns in the fields of psychology, ecology and the environmental movement. Ecopsychology broadens the context of traditional psychological perspectives to include the human relationship with the other-than-human world in historical, theoretical and applied aspects. *Note: this course can be taken by MHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.*

PSY1641: Historical and Socio-Cultural Perspectives in Psychology: Applied Ecopsychology (3); WI

Ecopsychology explores the value of the human relationship with the other-than-human world. Students explore the many modalities and methods used to further

and nurture the healing aspects of being in relationship with the natural world. They survey many traditional methods based on indigenous perspectives, including ceremony, ritual and shamanic healing practices, and study the emerging theory and practice of ecotherapy and the application of these practices within the traditional clinical setting. *Note: May be taken by MHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.*

PSY1642: Advanced Theory, Practice and Research in Ecopsychology (3); SP

Building on the basic theory and practices covered in Introduction to Ecopsychology, students explore the deeper theoretical sources that create the foundation of ecopsychological understanding and experience. They engage in critical evaluations of ecopsychological thinking and perspectives and develop their own perspective, such as deep ecology, environmental justice, climate activism, ecotherapy, depth psychology, or transpersonal psychology. Students then create a research-based project that explores their area of interest. *Prerequisite: PSYC640: Introduction to Ecopsychology.*

PSY1643: Indigenous Perspectives and Global Psychology (3); FA

Explores the assumption within ecopsychology that in order to heal ourselves, our culture and our earth we must find a way to shift our current worldview to one that is in relationship with a systemic worldview. Surveying other cultural worldviews and exploring their perspectives on human development and psychological well-being informs the transformational aspects of this course. Students also look at issues of environmental justice and the psychological implications that our cultural practices and values impact the lives and environments of other communities and cultures around the world. Students explore the issue of cultural appropriation and develop a well-informed personal perspective in regards to ecopsychological practices that are perceived as appropriating from native cultures.

PSY1644: The Psychology of Climate Change (3); WI

Climate change has become a central issue in political, environmental, cultural, social and personal circles. Students address how ecopsychology can bring potentially healing practices to what is becoming known as the “climate crisis.” Beginning with an exploration of the scientific foundation of climate and the impact of increased carbon emissions, the student begins to clarify their own position in relationship to this pervasive issue. Students ask the question; how can we facilitate the kind of cultural transformation necessary to address this crisis? And, how does knowing that we are participating in changing nature and causing harm affect the development of a healing relationship with nature?

PSY1645: Ecopsychology, Activism and Personal Transformation (3); SP

Explores the question of personal action that is informed by empowerment through the practice of releasing psychological denial and repression in regards to environmental degradation and destruction. Students explore and experience practices developed to “awaken” and “reconnect” to the natural world. Beginning with identifying patterns within individuals and society that represent repression and denial students journey together toward an informed position of activism and engagement based on insights from experiential practices during the course.

PSY1646: Survey and Critique of Ecopsychological Research (3); SP

Students focus specifically on surveying the existing research in the field of Ecopsychology in order to create a framework from which students begin to think about the focus of their own research that culminates in their Application Project.

PSY1650: Buddhism: Buddhism in Its Contexts (3)

Examines the historical context of Buddhism in India, the life and teachings of the historical Buddha, and the spread of Buddhism to China, Japan, and the West. Also considers Buddhism as a philosophy, a psychology, and a set of practices.

PSY1651: Buddhism: Introduction to Meditation Practice (3)

Introduces the foundational practices of Shamatha (calm-abiding), Vipassana (clear-seeing), Analytical practice, and the Triple A: Attention, Awareness, Acceptance, as well as the Cultivation Practices (Metta, Tonglen, and the Brahmavijaras (loving kindness, compassion, empathic joy, equanimity).

PSY1652: Buddhism: The Three Vehicles and the Basic Teaching (3)

Examines the 3 Vehicles or paths of Buddhism (Hinayana, Mahayana, Vajrayana) and The Basic Teaching, including the dharma as teaching and as path/way, the Four Noble Truths, the sutras (esp. Heart, Diamond), and the Abidharma commentaries.

PSY1653: Buddhism: Buddhist Psychology: An Experiential Exploration (3)

Explores Buddhist epistemology (first person knowing, introspection, contemplation, “valid cognition”); the nature of reality (suffering, the five skandhas, emptiness, impermanence, and no-self; the problem of the self; skillful means for working with difficult emotion; the definition of the good life.

PSY1654: Buddhism: Zen Buddhism (3)

Topics include the development of Zen in China and Japan (Buddhism and Taoism), Zen culture and esthetics (Tea Ceremony, Zen gardens), non-conceptual knowing (after the mind, what?), the two paths of Soto Zen (gradual path) and Rinzai Zen (working with koans, rapid path), and the relationship between Zen and Psychoanalysis.

PSY1655: Buddhism: Buddhism in America: Applying the Teachings (3)

A practice-oriented approach to the ways in which Buddhism has evolved in America. Topics include the first explorers (Watts, Suzuki), the major Buddhist Centers (East and West Coast, Naropa University), and the development of Buddhist-informed western psychology. Contemporary topics include mindfulness (Kabat-zinn), emotional intelligence (Goleman), and various psychotherapy approaches (Dialectical Behavior Therapy, Acceptance and Commitment Therapy, the approach of Mark Epstein, and Radical Acceptance.

PSY1660: Ways of Knowing (3); FA

Students explore more traditional quantitative and qualitative research methodologies, as well as nontraditional methods of inquiry.

PSY1662: Comparative Spiritual Traditions (3); WI

A study of an array of Eastern, Western and Indigenous religions and spiritual traditions.

PSY1664: Contemporary Spiritual Orientations (3); SP

An exploration of contemporary orientations to spiritual practices including personal, shared and community-oriented paths toward understanding self, others and the world.

SCI350: Evolution (3-4); SU

A philosophical exploration of evolutionary theory. Examines contemporary scientific controversies within the field; uses and abuses of Darwinian theory in the realm of social thought; the continuing resistance to evolutionary theory among nonscientists; and implications of evolution for our attitudes about the purposes and meaning of life. *HDL; PSY*

SCI390: Special Topics in the Sciences (1-8); Varies

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

SOC130: Cultural Immersion: India (6)

A 12-week, extended field study in northern India gives direct exposure to the people and culture of India through spiritual study, Hindu, Tibetan and Muslim home-stays, social service and environmental work, and individual internships. Through these activities, students engage in activism through service work, develop awareness of their relationship to different cultures and of

the Westernizing of cultures. They learn how to utilize available resources positively and effectively. Additional topics include culture shock, languages (Hindi and Tibetan), cultural differences, the effects of privilege, karma and the caste system. Opportunities abound for concentration on each student's individual interests. Students identify their own cultural assumptions as well as learn skills to travel effectively and cooperatively within a group. *Prerequisite: Acceptance in the LeapNow program. GS*

SOC135: Cultural Immersion: South America (4)

A 12-week, extended field study with direct exposure to the people and culture of Ecuador, Peru and Argentina through volunteer work, home-stays, environmental work in the Amazon, wildlife conservation, a trek to Machu Picchu and other cultural activities. Through these activities, students cultivate an awareness of their relationship to other cultures, learn about activism through service work, and of the Westernizing of cultures. They learn how to utilize available resources positively and effectively. Additional topics include culture shock, cultural differences, the effect of privilege, and work ethics. Opportunities abound for concentration on each student's individual interests. Students identify their own cultural assumptions as well as learn the skills to travel effectively and cooperatively within a group. *Prerequisite: Acceptance in the LeapNow program. GS*

SOC145: The Whole Human Being (8)

Exploring the journey to adulthood in the context of learning what it means to live a life of health and vitality, students engage in an exploration of the body/mind continuum. This exploration integrates contemplative practices with study of the development and evolution of the human being. Coursework includes workshops

on integrity, conscious communication, health, nutrition, emotional literacy and the place creativity has in an embodied life. Awareness develops within the crucible of learning about the necessary ingredients for living in a sustainable, effective community. Students learn a variety of communication tools as they work to improve their fluency in effective communication, emotional literacy, creativity and intuition. They explore these topics through the lens of developing relationships, personal stories, cultural influences and the developing ego. A three-day Rite of Passage is the capstone experience. *Prerequisite: Acceptance in the LeapNow program. GS*

SOC150: Ethnology Research Seminar I (4)

Students follow up their group study abroad experience completed the previous quarter by writing a scholarly paper that reflects on and demonstrates the effects of cultural immersion and increased multicultural competence. Students are also introduced to ethnology research, focused on the three-month internship that the student will complete in the following quarter. The ethnology project focuses on one of three areas: global/cultural, conscious evolution, or the creation of a 'Be the Change' project to be implemented during the internship. *Prerequisite: Acceptance in the LeapNow program. GS; SOJ*

SOC151: Ethnology Research Seminar II (2)

Brings all of the research and project planning completed during the Ethnology Research Seminar I to the internship site where the field research begins. Each student has the opportunity to systematically study and directly observe different parts of a culture including its folklore, language, religious/spiritual beliefs, symbols, artwork, architecture,

music, social structure, political systems, and value systems. Integrating the research and preparation done in Ethnology Research Seminar I, the ethnology project requires the student to engage the culture in a deeper way, penetrating beneath the surface of things, allowing them to begin to understand the culture as a vibrant whole and not just as a series of disconnected experiences.

Prerequisite: Acceptance in the LeapNow program. GS; SOJ

SOC305: History and Image of the American Family (3-4); SU

The social meanings of the American family in the late 20th/early 21st century. Contrary to the popular notion of a traditional family, the structures of American families have, historically, varied a great deal, as have their composition, the functions of their members and the values underlying those features. Students examine how the family has been “mythified” within popular films and how public figures have both invoked and reinvented these representations in their attempt to shape society. *HS; PSY; SOJ*

SOC310: Community Organizing in History (3-4)

Community organizing is a practice that involves affected groups and people in grassroots, democratic efforts for social, economic and/or political change aimed at improving the quality of their lives and building stronger communities. Students examine individuals and the accomplishments of their movements, both past and present, and the various methods and strategies that make community organizing effective today. *GS; HS; LOS; SOJ*

SOC312: Community Organizing in Action (3-4)

Students explore community organizing, including: social action, grassroots

coalition building and democratic/legislative processes. Students examine several current examples of grassroots organizing, moving from neighborhood activism to statewide coalition building, choosing one specific grassroots effort to study in depth. *HS; SOJ*

SOC315: Wealth and Poverty (3-4)

Poverty in the midst of plenty is a striking aspect of American social life. Students explore issues of poverty, such as homelessness, what is called welfare reform/repeal and the particular problems of women and people of color. Students seek to understand what changes have brought about the economic struggles of the middle class, such as downsizing. Students also seek to understand how these many changes have resulted in a redistribution of wealth upward. *GS; HDL; HS; SOJ*

SOC320: Children and Social Policy (3-4); SP

Explores key social policy issues that affect children, such as the debate over welfare reform, policies affecting at-risk children, controversies about approaches to child abuse and issues that affect public education. Strengthens understanding of political processes important to policy decision-making and explores ways social policy is affected at the state and federal levels through avenues such as lobbying, lawsuits, demonstrations, projects and the legislative process. *GS; HDL; HS; SOJ*

SOC325: Women and Mental Health (3-4); FA

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

implications of at least one current mental health policy. *HDL; HS; PSY; SOJ*

SOC340: The Body in Context (3-4)

Students examine how historical, social and imaginative contexts have shaped bodies, body images and concepts associated with the body (like race, gender, beauty and desire) in 19th through 21st century America. In addition, literary and artistic selections demonstrate how American artists, writers and thinkers have interjected opposing or transformative counter-representations into these social conversations about the body. *A&L; HDL; HS; PSY; SOJ*

SOC341: Nutrition & the Politics of Food (3-4); FA

Students explore the relationship between food, culture, politics and health in the US; how food policies affect overall health and particular health issues such as heart disease, ADHD, diabetes, and obesity (noting class and cultural differences); and the impact of the current whole foods and organic movement on health and well-being. *ENV; GS; SOJ; SBUS*

SOC350: The African American Experience (3-4); FA

Develops an analysis of the social, economic, political and cultural role of the African in American society, blending historical linkages through chronology (African heritage, slavery, Reconstruction, agrarian experience, urban migration) with social systems and institutions (family, church, work). Students explore the historical and socio-political experiences, the myths and realities of the African American experience. *A&L; GS; HDL; HS; SOJ*

SOC351: Race, Justice and Political Reality (3-4); SU

Functions and dysfunctions of the "race"

concept for understanding human identity. Beginning with the impact of the race concept on African Americans, students also review the distinctive experiences of other racially defined groups, and assess the parallels between racism and such other "isms" as sexism, classism, and ageism. *HDL; GS; SOJ*

SOC352: Latinos in the U.S. (3-4)

The cultural and historical significance of Latinos in the United States. Three main Latino groups are studied in depth: Mexican-Americans/Chicanos, Puerto Ricans, and Cuban-Americans, with smaller groups studied to varying degree. The primary focus is on the cultural contributions of Latinos in the following areas: history, politics, entertainment (music, dance, television, film and comedy), literature, language and food. *A&L; HDL; HS; SOJ*

SOC370: Gay, Lesbian, Bisexual and Transgender Studies (3-4)

Students study the history and contributions of lesbians, gay, bisexual and transgender people through the multidisciplinary lenses of the social sciences, psychology, literature and through students' own stories and experiences. Students examine the roots of hetero-centrism and homophobia in this culture and the effects it has had on all lives regardless of sexual orientations. Students examine homophobia in context with racism, sexism and classism. *GS; HDL; HS; PSY; SOJ*

SOC380: Social Science Research (3-4); SP

An introduction to the theory and methods of social research. Students learn and practice skills needed to evaluate the research others have conducted and design research projects to answer questions about social issues. *HDL; HS; LOS; PSY; SOJ*.

SOC390: Special Topics in Sociology (1-8); Varies

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

SOC394: Perspectives in Human Development & Learning (3-4)

Childrearing, learning, coming of age, parenthood, and elder status as understood in various historical and cultural contexts—and in selected modern theories of learning and of human development. Includes field observation of children, youth, parents and/or elders in community and school settings. *HDL; HS; SOJ*

SOC395: Personal and Professional Development Seminar (4)

An examination and critique of the approaches to leadership, human services and education with attention to systems and approaches created by indigenous peoples as well as those created by non-indigenous people. Students explore the themes of organizational wellness, personal wellness, and cultural competence as well as trends in their fields. Students have opportunities for research, skill development, and collaborative project completion. *HDL; HS, LOS*

SOC400: Human Services Seminar: Personal and Professional Development (3-4); SP

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. The student has opportunities for research, skill development and collaborative project completion. *HDL; HS*

SOC403: Foundations of the Great Turning (3-4); FA

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

SOC440: Homelessness: The Deepening Scandal (3-4); WI

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

SOC450: Climate Change Activism (3-4)

Grassroots activism is critical in the fight to prevent global warming. Students examine the science of climate change and explore the kinds of changes needed to avert the worse consequences of global warming. Students and faculty explore grassroots efforts to bring about changes in the U.S. and elsewhere. Students work collaboratively to develop climate change action projects, informed by existing theories about social movements and social change. Not taught in 2010-11. *GS; HS; SOJ*

SOC470: Law and Social Change (3-4); WI

An introduction to the role of law in American Society. Students focus on understanding the connection between the functioning of the courts, particularly the Supreme Court, and American history and politics. Students challenge the myth of judgment without judgment, i.e. that the development of law in the United States occurs via highly competent and trained legal minds who apply value-neutral analysis to legal precedents. Not taught in 2010-11. *GS; HS; SOJ*

SOJ150: Being the Change (4); WI

Students master skills needed to “be the change we wish to see in the world.” (Gandhi) They explore and learn to translate their dreams into action in the world by means such as studying theories which blast apart preconceived ideas and cultural conditioning that limit rather than open the field of conscious, active change. This exposes students to the power of setting intentions and reframing any position into one of possibility rather than limitations. Students learn to take a vision and see it through to a practical outcome (their solo internship) as well as study the power of reframing, setting intentions and life path visioning. Embedded throughout is an exploration of learning and transforming education to serve the creative power of each student and challenge the trance inherent in the question, “Why bother?” *Prerequisite: Acceptance in the LeapNow program. GS*

SOJ320: Creating a Just, Peaceful and Sustainable Future (3-4)

Explores how local communities, nongovernmental organizations and grassroots groups envision, design and begin to implement changes toward an environmentally sustainable world, greater economic justice, strengthened democracy and peaceful solutions in

conflict situations. Students examine new thinking that helps to conceptualize alternatives, as well as anti-racism work and holistic approaches to peace building. *GS; HS; SOJ*

SOJ340: Nonviolence, Social Movements & Democracy (3-4); FA

Nonviolent social movements have been in many countries and contexts. Students explore principles and methods of nonviolence, drawing on the work of Mahatma Gandhi, Martin Luther King, Jr., and others, and examine nonviolent movements in the U.S. and abroad. Students seek to understand the processes and strategies of nonviolent social movements, and to explore the role of movements and other forms of citizen action in a democracy. *GS; HS; SOJ*

SOJ345: Prison Industrial Complex (3-4); WI

In this so-called Land of the Free, more than one in 100 adults is behind bars. Prison Industrial Complex analyzes various aspects of mass incarceration in the United States, which has less than five percent of the world's population, and almost a quarter of the world's prisoners. *GS; SOJ*

SOJ390: Special Topics in Social Justice (1-8); Varies

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

SOJ402: Translating Gender (3-4)

Provides an in-depth analysis of how local and global politics, as well as capitalism, combine to determine what titles become available to English readers in the U.S. and how these titles become representative of a foreign culture. Students use reception theory to examine fiction that informs perceptions of gender dynamics in selected parts of the world. Not taught in 2010-11. *A&L; GS; HS; PSY; SOJ*

SOJ405: Women’s Health: Global Perspectives (3-4); SP

Women’s health is linked to many dimensions: work, access to food, family status, cultural practices regarding pregnancy and childbirth, and access to health care services. Topics include the role of traditional birth attendants, the impact of education on women’s health, violence against women, the health effects of poverty, problems in the health of girls and specific health problems such as maternal mortality and AIDS. Focuses on Asia, Africa and Latin America. *GS; HS; SOJ*

SOJ410: International Activism (3-4); FA

Looks at various transnational solidarity movements (e.g. Non-Violent Peace Force, International Solidarity Movement, Greenpeace, Amnesty International) to examine how to put one’s privileged position to use to the benefit of others, without exporting and imposing ethnocentric perceptions and values. *GS; HS; SOJ*

SOJ415: The Palestine-Israel Conflict (3-4); SP

Explores the root causes and historical developments through an analysis of original historical documents, recent memoirs, political reporting and documentaries, by a number of Arab, Israeli and American writers. Specific issues structure the discussion: the merging of religion and state, racism, genocide, occupation, resistance, propaganda, human rights and international responsibility. *A&L; GS; HS; PSY; SOJ*

SOJ420: Global Economics and Ideologies (3-4)

Covers the emergence of liberal capitalism and analyzes its impact on politics across the world, including its rejection in the form of communism, national socialism and utopian, charismatic

struggles to create new political orders (e.g. Wahhabism, Zionism, Hindu fundamentalism, Taliban). *GS; SOJ*

SOJ430: Globalization, Development and Grassroots Movements: Issues in the Global South (3-4)

Globalization and its impact on communities throughout the world, focusing on the countries of the Global South (sometimes referred to as The Third World) as they struggle with issues of development and “maldevelopment,” efforts to maintain and improve local standards of living in the face of globalization, and the influence of institutions such as the International Monetary Fund and the World Bank. *GS; SOJ; SBUS*

SPAN110: Spanish Language: Classroom and Practicum (6)

An intensive, 10-week study of the Spanish language through academic and practical immersion. Students begin with two weeks of total immersion in Ecuador. They study with native teachers one on one. Students spend four afternoons a week in volunteer community service and live with Ecuadorian home-stay families. After two weeks of volunteer service in an Amazonian community, students spend two additional weeks of language immersion in Peru. The remaining six weeks are spent living, working and traveling with native speakers in Peru and Argentina while doing construction, service work and environmental work. Traveling to Patagonia, students study sustainable living in the Patagonian Andes – working side by side with gauchos and local staff members. The course design cultivates fluency in conversational Spanish, with students engaged in speaking Spanish for the entire time abroad. *Prerequisite: Acceptance in the LeapNow program. GS*

SPED600: Special Education Concentration Independent Study/ Elective (4); Varies

Through a selected course, independent contract or cohort-designed seminar, students engage in focused study on an academic discipline or professional field to meet Washington state competencies for the selected endorsement. They become familiar with the current theory, bodies of knowledge and lines of inquiry at the heart of a curriculum area they teach or supervise, or in relation to policy or program initiatives they create. May be reelected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

SPED601: Special Education (3)

Teacher candidates explore special needs areas, including gifted education, special education and diverse ethnic and cultural issues. They consider curricular designs for meeting diverse students' needs.

SPED607: Secondary Students with Special Needs (4)

Teacher candidates examine instructional issues in teaching of students with disabilities and highly capable secondary students. Focus is on the assessment of student performance, the evaluation and modification of instructional curricula, and the design of problem-solving strategies.

SPED621: Understanding Individuals with Disabilities (4); FA

Students use a global perspective to study mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are historical foundations, key legislation governing special education and habilitation of individuals with disabilities. Students also investigate the overrepresentation and underrepresentation of cultural and linguistic minorities in special education. (Special Education Endorsement Portfolio design under Supervision)

SPED622: The Special Education Student in Context (4); SP

Using a multicultural perspective, students examine current practices in opening communication between home, school and community in the education of students with disabilities. Included is advocacy training, collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. Students research issues such as the overrepresentation and underrepresentation of cultural and linguistic minorities in special education programs. (40 hours Supervised Field Experiences) *Prerequisite: SPED621: Understanding Individuals with Disabilities.*

SPED623: Assessment and Evaluation of Students with Special Needs. (4); WI

Students consider the examination and evaluation of formal and informal assessment batteries for use with special needs students. They review development of appropriate I. F. S. P. and I. E. P. goals, instructional objectives, and lesson plans in relation to student levels of functioning. *Prerequisite: SPED621: Understanding Individuals with Disabilities.*

SPED624: Curriculum Planning and the IEP (4); WI

Students learn to design and develop Individual Education Plans (IEP) for students with a variety of disabilities. They consider the various medical problems that may be associated with mild, moderate and severe handicapping conditions. (40 hours Supervised Field Experience) *Prerequisite/corequisite: SPED623: Assessment and Evaluation of Students with Special Needs.*

SPED625: Curriculum Planning, Content and Practice in Special Education (4); WI

Students examine curriculum and instructional practices appropriate for special needs students including: national and state standards, designing learning environments, developing effective strategies for teaching contents areas, developing social skills, collaborative teaching and problem solving. Students will focus on the implication of diverse population needs in relation to curriculum planning, and emphasize integration and use of technology. **Prerequisites:** *SPED623: Assessment and Evaluation of Students with Special Needs and SPED624: Curriculum Planning and the IEP;* **Corequisite:** *SPED626: Managing Student Behavior and Social Integration Skills.*

SPED626: Managing Student Behavior and Social Integration Skills (4); WI

Students focus on the use of formal and informal behavior assessment practices with culturally and linguistically diverse students with special needs in both inclusive and special classrooms, the development and use of I. F. S. P. and I. E. P. goals in relation to behavioral assessments, the application of behavioral principles of classroom management to inclusive and special classrooms, and the specific data collection procedure to implement behavioral change process with students. (40 hours Supervised Field Experiences) **Corequisite:** *SPED625: Curriculum Planning, Content and Practice in Special Education.*

SPED627: Internship in Special Education (8); SU

Students demonstrate knowledge and skills in a classroom setting. The students participate in the processes of collaboration, teaming, partnerships, record keeping and supervision of volunteers and paraprofessionals. (Six week Supervised Internship and

completion of the Special Education Endorsement Portfolio) **Prerequisites:** *24 credits of special education courses and permission of Chair.*

SPIR130: Religions of India (4); FA

Experiential study of the spiritual practices of Buddhism, Hinduism, Islam and Sikhism in north India. Students learn about each wisdom tradition by living in intentional communities that focus on Hatha Yoga, Tibetan Buddhist Meditation and Service to Others (Karma Yoga). Students explore opportunities for intrapersonal and interpersonal learning as part of their own personal journey. They discover their own biases and spiritual beliefs as well as explore the value of integrating Western and Eastern philosophies and belief systems. **Prerequisite:** *Acceptance in the LeapNow program. GS*

SPIR135: Contemplative Practice and Conscious Community (2)

The practice of being in community is one of the most profound teachings within the LEAPYEAR program. A necessary adjunct to living within conscious community is the study of contemplative or inner-directed practices that help the individual become more at home within themselves and with others. Students learn to define and live within clear agreements, learn the skills of clear communication and conflict resolution, and do daily contemplative practice while traveling together in unfamiliar countries through unfamiliar terrain - both inner and outer. Students learn practices that support growing self-awareness and self-acceptance, cornerstones of conscious community. **Prerequisite:** *Acceptance in the LeapNow program. GS*

SPIR310: Pilgrimage: Walking With Intention (3-4); SU

The pilgrim journeys to a sacred place as an act of devotion, in search of healing or

answers to life's questions. The physical journey becomes a metaphor for the inner journey. A highly experiential and interdisciplinary exploration of historical, cultural, spiritual and psychological perspectives on pilgrimage. *A&L; SPI*

SPIR370: Psyche in World Religions (3-4)

Introduces the history of the world's religions as living symbol systems. Students explore the spiritual and psychological importance of what Jung and Otto called the numinous and the "idea of the holy;" and demarcations of the sacred and the profane through an introduction to the philosophy, art, myth, and images of these traditions. Students weigh tensions and similarities in such pairings as Judaism and Hinduism, and Christianity and Buddhism. *PSY; SPI*

SPIR372: God (3-4); SP

A non-dogmatic exploration of the God concept and its role in various faith traditions and in contemporary spiritual practice. Working collaboratively, students articulate and refine their own views for use in further reflection and in spiritual life. Requires students to give respectful consideration to a wide range of views. *PSY; SPI*

SPIR390: Special Topics in Spiritual Studies (1-8); Varies

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

SPIR405: Spiritual Psychology of the Human Heart (3-4); SP

Students view the heart as simultaneously a physical organ, an interior region of soul and a receptacle for spiritual energy. Students explore the science of blood and circulation, the biology of the heart and its disruptions, and the feeling states of the heart in an effort to experience the heart as a meeting place between human

and spiritual realities. The class includes a dissection, meditation techniques and the use of a heart feedback machine. *PSY; SPI*

SPIR407: Integral Psychology and Spirituality (3-4); FA

Students draw on the contemporary Integral (all quadrants/all levels) model of Ken Wilber as a framework for understanding psychology and spirituality. With an emphasis on the integration of body, mind and spirit in the realms of self, culture and nature, students are introduced to integral theory as it applies to areas of their own experience as well as to the domains of psychology and spirituality. The course interweaves experiential learning through the exploration of integral life practices and embraces the basic components of body, mind, spirit and shadow. *PSY; SPI*

SPIR410: Alchemy and Science: Towards a Re-imagining of Nature (3-4)

Traces the historical, philosophical and spiritual roots of modern science as it developed in the Greek world, through the Renaissance and the Scientific Revolution of 1600-1800 to today's post-modern era. In addition to this historical survey, the class is also a study in epistemology, the theory of how reality is perceived and what constitutes valid knowledge. Students view the world alchemically to see how feeling and aesthetics can restore the moral imagination of science. *SPI*

SPIR420: Ritual Process and Ceremonial Design (3-4)

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. The class is highly experiential. *SPI*

SPIR430: Depth Psychology: History of the Unconscious (3-4); WI

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

SPIR440: Dreams and the Earth (3-4); SP

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

STCM590: Special Topics in Communication (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

STCM610: Communicating Across Cultures (3); WI

Develop awareness, knowledge and skills to understand between-the-lines messages across cultures, avoid costly miscommunications and build strong relationships within and among diverse constituencies.

STCM620: Media for Social Change (3); SP

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

STCM630: Communication Media (3); FA

This introduction to current and emerging communication media combines experiential learning in new technologies with a critical analysis of current communication theory. Students learn to analyze the impact of messages produced with an array of new media, and to evaluate the social and political implications of these choices.

STCM631: Legal and Ethical Issues in Communication (3)

Examine the roles law and ethics play in shaping media content and the status of expression in the American legal system by studying 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.

STCM637: Power in Media (3)

Examine the changing media environment from the perspectives of economic and cultural instruments of power, explore the distinct strengths of various media technology, investigate how media shape public opinion and policies, and determine points of intervention.

STCM639: Integrity and Public Relations (3)

Investigate the complicated working relationships among journalists, researchers and public relations professionals, and probe the nature of truth-telling and manipulation of information from a critical perspective.

STCM640: Participatory Communication for Social Change (3); SU

Learn tools and innovative models necessary for becoming a participative communication strategist.

STCM641: Documentary Film (3); WI

Examine documentary filmmaking from a variety of perspectives that focus on films associated with contemporary social change movements. Students think visually, write descriptively and document learning through hands-on exercises and reflective practice.

STCM642: Citizen Journalism (3)

Examine concrete examples of how advocacy journalists and inquisitive citizens have shined a light on crucial realities that have fallen outside of the dominant media's frame.

STCM697: Media Fieldwork (3)

This interactive course offers the opportunity to examine closely the visual and aural data that surrounds us. Students identify patterns, deconstruct them and create media using an instrument of choice (camera, video, audio recorder, artwork, text, music), thereby developing techniques for gleaning information that is transferable.

WRTG400: Writing Strategies Seminar (1-3); SU, FA, WI, SP

This writing seminar offers students a small group community of writers that supports the individual student's writing in his/her

academic program. Through structured, biweekly meetings with a faculty facilitator, students process their writing: from generating ideas to composing, from proofreading to revising.

WRTG401: Writing Seminar with Digital Storytelling (1-3); SU, FA, WI, SP

Students meet as a small group community focused on the creation of digital stories that may complement efforts in an academic program. In this way, the digital story becomes another medium for academic inquiry. Through structured, biweekly meetings with a faculty facilitator, students engage in all aspects of the process and production of a digital story.

WRTG402: Researching Strategies Seminar (1-3); SU, FA, WI, SP

Students explore ways of researching, using databases, and other resources available online and through Antioch's library. Students engage in multiple approaches and strategies for searching the Internet and finding information in various formats.

WRTG403: Rhetorical Questions (3); FA

Students survey the grammar rules of written communication important to successful writing, thereby demystifying the conventions of formal writing. The focus is on the sorts of technical difficulties common to writers interested in learning the details of the mechanics, grammar and conventions of standard written discourse.

WRTG404: The Writing Process (3); SU, FA, WI, SP

Introduces students to the generative and recursive nature of reading and writing. Through critical reading and writing, students develop their writing and thinking skills. A critical understanding of

the writing process develops as students learn to generate ideas, compose, proofread and revise for focus, support, organization and conventions.

WRTG405: Writing in Academic Contexts (3); SU, FA, WI, SP

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

WRTG406: Inquiry and Research (3); SU, FA, WI, SP

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied. Some sections also explore a personal stance in relation to material studied in an online writing community.

WRTG407: Technical and Professional Writing (3); SU, FA, WI, SP

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

WRTG409: Literacies: The Intersection of Writing Across Multiple Understandings (3); WI

What is the future of writing within an aural, visual, kinesthetic world? This course explores the diverse literacies that may be required to communicate effectively in this changing world and the multiplicities of learning design that are emerging where writing may include more than paper and pencil.

WRTG490: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

WRTG600: Writing Strategies Seminar (1-3); SU, FA, WI, SP

This writing seminar offers a small group community of writers that supports the individual student's writing in his/her academic program. Through structured, biweekly meetings with a faculty facilitator, students process their writing: from generating ideas to composing, from proofreading to revising.

WRTG601: Writing Seminar with Digital Storytelling (1-3); SU, FA, WI, SP

Students meet as a small community focused on the creation of digital stories that may complement efforts in an academic program. In this way, the digital story becomes another medium for academic inquiry. Through structured, biweekly meetings with a faculty facilitator, students engage in all aspects of the process and production of a digital story.

WRTG602: Researching Strategies Seminar (1-3); SU, FA, WI, SP

Students explore ways of researching, using databases, and other resources available online and through Antioch's library. Students engage in multiple approaches and strategies for searching the Internet and finding information in various formats.

WRTG603: Rhetorical Questions (3); FA

Students survey the grammar rules of written communication important to successful writing, thereby demystifying the conventions of formal writing. The focus is on the sorts of technical difficulties common to writers interested in learning the details of the mechanics, grammar and conventions of standard written discourse.

WRTG604: The Writing Process (3); FA, WI, SP

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

WRTG605: Writing in Academic Contexts (3); SU, FA, WI, SP

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

WRTG606: Inquiry and Research (3); SU, FA, WI, SP

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of their particular discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied. Some sections also explore a personal stance in relation to material studied in an online writing community.

WRTG607: Technical and Professional Writing (3); SU, FA, WI, SP

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

WRTG609: Literacies: The Intersection of Writing Across Multiple Understandings (3); WI

What is the future of writing within an aural, visual, kinesthetic world? This course explores the diverse literacies that may be required to communicate effectively in this changing world and the multiplicities of learning design that are emerging where writing may include more than paper and pencil.

WRTG610: Project Writing (3); SU, FA, WI, SP

Explores the complexities involved in researching, composing, revising and formatting the proposal, project paper, thesis or dissertation. Graduate students engage in careful examination of rhetorical strategies involved in researching and writing their terminal paper for a degree in their content area.

WRTG690: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

WRTG706: Inquiry and Research-Doctoral (3); FA

Emphasizes that writing and inquiry are both cognitive processes. Student-writers develop their understanding of the psychological discourse community through critical, active reading, researching and writing, and integration of primary and secondary sources. They also explore a personal stance in relation to the material studied.

WRTG790: Special Topics in Writing (1-5); SU, FA, WI, SP

Offers students a concentrated examination of a topic that reflects current issues related to writing and society. Some topics that might be explored are: Eco-writing, magazine/journal writing for specific audiences, writing as healing, etc.

WSDN590: Special Topics in Whole Systems Design (1-3); Varies

Students and faculty explore various topics, using collaborative and individual approaches to create new knowledge.

WSDN610: Design as a Practice of Wholeness (3); FA

In this pragmatic exploration of wholism students explore notions of aesthetics and utility from various cultural perspectives and orient their own approach to designing within a wholistic/systemic understanding. Framing design as a practice of wholeness and systemic thinking, students explore the intrinsic relationship between beauty and function. They critique a variety of designs and propose wholistic alternatives.

WSDN612: Experience of Place (3); SP

Study the relationship of place to identity formation, well-being, community and organizational development and culture. Understanding the relationship between epistemology and ontology, students explore the link between somatic awareness and a wholistic paradigm. Students consider built and “natural” environments – from an office to a landscape – in terms of their effects on behaviors, and consider how to design for preferred outcomes.

WSDN613: Metaphor, Worldview and Change (3)

Explore language as reflection and shaper of worldview and as a leverage point for change. Study draws on linguistics, rhetoric, design, cognitive and social sciences. Students critique metaphors – drawn from organizational, community, environmental and civic life – for their meaning, entailments and consequences; consider alignment with intentions; and propose language more congruent with intentions. Explore systemic relationships among language, perception and social possibilities.

WSDN614: Applications in Human Systems (3); SU

Apply systemic concepts to issues such as leadership, power, conflict, group dynamics, democracy and community. Students consider critiques and resistances to systemic thinking as well as ways to introduce the concepts and approaches more effectively. They compare early systemic thinkers such as Mary Parker Follett to more contemporary ones.

WSDN624: Design for Social Innovation (3); WI

Study design theory, thinking and skills with attention to collaborative approaches and process. Explore diverse theorists from the design traditions as well as systems,

sustainability and psychology. Students learn design as an intentional co-creation process of acting and being in the world to facilitate organizational renewal, societal change and personal transformation.

WSDN632: Structures of Meaning: Distinctions, Intentions and Outcomes (3); SP

Learn how meaning is constructed, individually and collectively, through the structures as well as contents of thought. Draw on mathematics, design, science, engineering and psychology to consider how distinctions and boundaries are created, and, once created, how they impact communications, conflict, design and decision-making. Students deepen their understanding of wholistic/systemic perspectives and gain skills for developing greater clarity around intention.

WSDN633: Systemic Change and Persistence (3); FA

Students explore persistence, change and resilience in human systems. They consider differences between mechanistic and autopoietic systems and their implications. Studying systems dynamics, structures and archetypes, students gain skill in describing and communicating about significant patterns of interest and possible points of intervention.