

B.A. in Liberal Studies Completion Program

Introduction

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

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

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

the adult learner who is planning, among other things, to:

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

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

All these students share:

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

Conceptual Framework of the B.A. Completion Program

Customization is Key

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

Portfolios

All students create electronic portfolios that show their progress through the program. Although portfolios have a series of documents students create as they go through the program, each student portfolio is unique, reflecting experiences, interests and intellectual decisions each student makes.

Core Curriculum

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

Areas of Concentration (AoC)

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

Prior Learning

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

To gain credit for learning from work and

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

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

Core Competencies

Faculty members have identified several core competencies or skills of a liberal arts education that students must demonstrate at a college-level of competence to complete their degrees. They include such skills as: critical thinking, writing, research, using technology and doing presentations; the mastery of such ideas as diversity and social justice; and the abilities to self reflect, work collaboratively and apply theory to practice. Students assess their strengths and weaknesses in these areas, and are assessed by their advisers and teachers. They create a plan to bring their competencies to a B.A. level and demonstrate these competencies to their faculty advisers and their peers. Using papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate their accomplishments in each of these areas.

The current competencies require students to:

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

Graduation Requirements

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

Credit Requirements

Students must complete at least 180 quarter credits, of which at least 60 must be upper division. These can include coursework at Antioch and elsewhere and prior learning credits.

Residency Requirements

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

Other Graduation Requirements Include:

- The completion of an electronic portfolio
- Progress through a core curriculum
- Creation of an area of concentration
- Demonstration of the core competencies in of the program

B.A. Degree Completion Requirements Summary

Students satisfy the requirements for graduation when they:

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

Going Through the Program

Introduction

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

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

Core Curriculum

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

All students take the following required courses:

LIB301 - Liberal Studies I (3-4 credits)

LIB302 - Liberal Studies II (3-4)

LIB310 - Educational Design I (1-2)

LIB311 - Educational Design II (1)

LIB450 - Senior Synthesis (1-10)

In addition, structured option students take:

LIB401 - Liberal Studies III (1-2)

LIB402 - Liberal Studies IV – Capstone Project (1-2)

The individualized degree committee option students take:

LIB403 – Educational Design III (1)

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

A Typical Timeline

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

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

• Fall 2009

Liberal Studies I (3-4 credits)

Educational Design (1-2)

Other coursework

• **Winter 2010**

Liberal Studies II

(Individualized) First degree committee meeting

(Structured) Educational Design II (1)

Other coursework/prior learning

• **Spring 2010**

Coursework/prior learning

(Individualized) Educational Design II (1) and second degree committee meeting

• **Summer 2010**

Coursework/prior learning

(Individualized) Educational Design III (1) and third degree committee meeting

(Structured) Liberal Studies III (1-2)

• **Fall 2010**

Coursework

(Individualized) Fourth degree committee meeting

(Structured) Liberal Studies IV (1-2)

Senior synthesis (2 or more credits)

• **Graduation**

Areas of Concentration

Introduction

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

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

Individualized Areas of Concentration

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

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

- Sustainable community
- Alternative education

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

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

Example: Sociology

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

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

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

It is my goal not only to understand institutions of socialization to benefit my own functioning but also, ultimately, to teach others. I would like to teach others in an effort to provide better opportunities for them, to understand there are systems in place that either promote or deny access and to motivate change within those institutions. By understanding these institutions and systems, one can improve his/her opinion of self and become a better functioning person in daily interactions. If blame can be removed from the individual to the overall system, guilt and shame associated with the stigmas of one's situation will not carry as much weight to prevent movement and change. The examination of how race, class and gender manifest themselves in the justice system is an area of further focus in both undergraduate and graduate work.

Current credits that contribute to my area of concentration:

Transcribed Courses

Community College

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

A State University

Sociology of Deviance..... 5

Antioch Courses

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

Independent Learning Projects

A Prison Diary 3

Prior Learning Credits

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

Total Area of

Concentration Credits 78

Structured Areas of Concentration

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

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

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

Specific requirements follow for each structured area of concentration and courses that fulfill those requirements. Most of these classes (80%) are offered every year or every other year. Unless otherwise noted, all courses can be taken for 3-4 credits, with additional independent work for four. Students choose a course for each core area and the remaining courses or other learning experiences count as electives. Transfer credits can be used in both core and elective areas; prior learning credits are often used as electives.

Examples of Structured Areas of Concentration

Examples of structured areas of concentration based on actual B.A. students' work follow each structured area of concentration. Students may have taken courses at several community colleges and universities before enrolling at Antioch Seattle. These are listed generically as Univ 1 or CC 1. Antioch (AUS) courses featured in sample contracts reflect those offered in past years as well as the current one. PL signifies prior learning and IS represents independent study.



Arts and Literature

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

Core courses, including those offered in 2009-10

1. Writing workshop: One of the following courses, an independent study or transfers
 - Writing the Stories We Know
 - Writing Fiction: Whose Story?
 - Telling Stories: Live Art
 - Advanced Writing Fiction
 - Writing for Stage and Screen
2. Art Studio: One of the following courses, an independent study or transfers
 - Ceramics I/II
 - Ceramics and the Wheel
 - Ceramics: Primitive Techniques
 - Ceramics: Raku Techniques
 - Mixed Media I/II
 - Acting Fundamentals
 - Acting With Text
 - Acting: Voice
 - Introduction to Drawing
 - Collage and the Creative Process
- 3-6. Literature/Literary Theory/Art History 1
 - American Family in Literature and Film
 - Ecoliterature: Narrative and Ecological Conflict
 - Literature of Displacement
 - The African American 20th Century
 - Literary Criticism: Many Voices of Short Fiction

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

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

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Writing Workshop - <i>Poetry and the Pursuit of Memory</i>	Winter 08	AUS	3
<input type="checkbox"/> 2.	Art Studio - <i>Collage and the Creative Process</i>	Winter 07	AUS	3
<input type="checkbox"/> 3.	Literary & Art History Seminar - <i>Survey of the Art of India</i>	Spring 06	AUS	3
<input type="checkbox"/> 4.	Literary & Art History Seminar - <i>Translating Gender</i>	Winter 07	AUS	3
<input type="checkbox"/> 5.	Literary & Art History Seminar - <i>Introduction to Literature</i>	Summer 94	Univ 1	5
<input type="checkbox"/> 6.	Seminar in Professional Skills <i>Making of a Literary Journal/KNOCK</i>	Fall 06	AUS	3

Subtotal: 20

2. Area of Concentration Electives

title	quarter	school	credits
Introduction to Music	Summer 94	Univ 1	5
Courageous Philosophy	Summer 06	AUS	3
Birds in the Imagination and in the Field	Fall 06	AUS	3
Introduction to Glass Art Form (PL)	Fall 06	AUS	3
Introduction to Stained Glass (PL)	Fall 06	AUS	3
Intermediate Glass Art (PL)	Spring 08	AUS	3
Introduction to Drawing	Spring 07	AUS	3

Subtotal: 23

3. Community/Field-based Learning Experience

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

Subtotal: 2

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 47

Global Studies

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

Core courses

1. Global Economics
 - Globalization: The Global South
 - Globalization, Development and Grassroots Movements

2. Post-colonial Narratives
 - Post-colonial Protest Narratives
3. Narratives of Displacement
 - Border Crossings
 - Brown Thought and Activism
 - Literature of Displacement
4. World Ideologies Today
 - Global Economics and Ideologies
 - Palestine-Israeli Conflict
5. Translating Gender
 - Translating Gender
 - Women and Mental Health
6. International Activism
 - Community Organizing in History
 - Climate Change Activism

Electives

- Black Masculinity
- Community Organizing in Action
- The African American 20th Century
- History of Mindfulness: East and West

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

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Global Economics <i>Globalization, Development, Grassroots Movements</i>	Fall 06	AUS	4
<input type="checkbox"/> 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 07	AUS	4
<input type="checkbox"/> 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 07	AUS	4
<input type="checkbox"/> 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Sum 04	Univ 1	5
<input type="checkbox"/> 5.	Translating Gender <i>Women's Studies - Cross Cultures</i>	Winter 97	CC 1	5
<input type="checkbox"/> 6.	International Activism <i>Creating Just, Peaceful and Sustainable Societies</i>	Winter 07	AUS	3

Subtotal: 25

2. Area of Concentration Electives

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

Subtotal: 34

3. Community/Field-based Learning Experience

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

Subtotal: 2

4. Senior Synthesis

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

Subtotal: 6

Total Area of Concentration credits: 67

Human Services

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

Core Courses

1. Personal and Professional Development Seminar in Human Services
 - Human Services Seminar
2. Lifespan Development
 - Lifespan Development
3. The Counseling Role
 - The Counseling Role
4. Community Organizing and Social Movements
 - Community Organizing in Action
 - International Activism
 - Community Organizing in History
5. Literature Focused on the Human Experience

- Border Crossings
- Literature of Displacement
- The African American 20th Century

6. Social Issues

- Black Masculinity
- Service Learning: The Homeless Women's Project
- Globalization
- Translating Gender
- History and Image of the American Family
- Homelessness: The Deepening Scandal
- Climate Change Activism
- Women and Mental Health
- Palestine-Israeli Conflict
- Children and Social Policy
- Women's Health in Developing Countries

Electives

- Interdisciplinary Perspectives on Loss and Grief
- Group Facilitation
- Leadership, Mindfulness and Social Justice
- Vision and World-making
- Facilitating Democratic Participation
- Leadership and Conflict Resolution



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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 35

3. Community/Field-based Learning Experience

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

Subtotal: 4

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 64

Leadership and Organizational Studies

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

Core Courses

1. Organizational Studies
 - Introduction to Organizational Studies
 - Readings in Organizational Theory
2. Systems Change 1
3. Systems Change 2
 - Narrating Change: Stories for Collective Action

- Far from Equilibrium: Systems Perspectives on Change
 - Introduction to Non-profit Management
 - Turning the Ship: Organizational Change
4. Multicultural Competence
 - Creating a Culturally Competent Organization
 5. Leadership
 - Expeditionary Leadership
 - Leadership and Conflict Resolution
 6. Facilitation
 - Group Facilitation
 - Facilitating Democratic Participation

Electives

- The Counseling Role
- Community Organizing in Action
- Human Services Seminar
- Social Science Research
- Vision and World-making
- Climate Change Activism
- International Activism
- Community Organizing in History

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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 47

3. Community/Field-based Learning Experience

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

Subtotal: 2

4. Senior Synthesis

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

Subtotal: 4

Total Area of Concentration credits: 76

Psychology

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

Core Courses

1. Theories of Personality
 - Theories of Personality
2. Abnormal Psychology
 - Abnormal Psychology
3. Life Span Development
 - Life Span Development
4. The Counseling Role
 - The Counseling Role
5. Literature Focused on the Human Experience
 - The American Family in Literature and Film

- Literature of Displacement
 - The African American 20th Century
6. Social Science Research
 - Social Science Research

Electives

- Interdisciplinary Perspectives on Loss and Grief
- Group Facilitation
- Transpersonal Psychology
- Introduction to Jungian Psychology
- Joseph Campbell
- Introduction to Organizational Psychology
- Spiritual Autobiographies
- Spiritual Psychology of the Human Heart
- Psychology and Spirituality
- Women and Mental Health
- Ecopsychology
- Depth Psychology
- Children and Social Policy

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

1. Six Required Courses

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

Subtotal: 18

2. Area of Concentration Electives

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

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Hospice Training	Fall 06	AUS	1

Subtotal: 1

4. Senior Synthesis

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

Subtotal: 2

Total Area of Concentration credits: 68

Social Justice Studies

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

Core Courses

1. Social Movements and Democracy
 - Nonviolence, Social Movements and Democracy
 - Climate Change Activism
 - International Activism
2. Organizing and Building Social Movements
 - Community Organization in Action
 - Community Organizing in History
 - Children and Social Policy
3. Civic Engagement, Policy Making and Government
 - Globalization, Development and Social Movements

- Creating a Just, Peaceful and Sustainable Future
4. Leadership and Development
 - Expeditionary Leadership
 - Leadership, Mindfulness and Social Justice
 5. Social Issues 1
 6. Social Issues 2
 - Black Masculinity
 - Homelessness: The Deepening Scandal
 - History and Image of the American Family
 - Post Colonial Protest Narratives
 - Women's Health in Developing Countries

Electives

- Global Economics
- Brown Thought and Activism
- World Ideologies
- Translating Gender
- Narrating Change: Stories for Collective Action
- Vision and World-making
- Women and Mental Health
- Literature of Displacement
- The African American 20th Century
- The Palestine-Israel Conflict
- North American History



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

1. Six Required Courses

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

Subtotal: 23

2. Area of Concentration Electives

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

Subtotal: 22

3. Community/Field-based Learning Experience

title	quarter	school	credits
Homeless Women's Project	SpSuFa 06	AUS	6

Subtotal: 6

4. Senior Synthesis

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

Subtotal: 6

Total Area of Concentration credits: 57

Spiritual Studies

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

Core Courses

1. Psychology and Spirituality
 - Spiritual Psychology of the Human Heart
 - Psychology and Spirituality

2. Depth Psychology
 - Introduction to Jungian Psychology
3. Transpersonal Psychology
 - Transpersonal Psychology
4. Religious Studies
 - Joseph Campbell
5. Comparative Religion
 - World Religion
 - Mindfulness: East and West
6. Spiritual Practices
 - Spiritual Autobiographies
 - Diamond Approach
 - Dreams and the Earth
 - Ritual Process and Ceremonial Design

Electives

- Theories of Personality
- Vision and World-making
- Pilgrimage: Walking with Intention
- Foundations of the Great Turning
- Ecopsychology
- Collage and the Creative Process

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

1. Six Required Courses

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

Subtotal: 24

2. Area of Concentration Electives

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

Subtotal: 35

3. Community/Field-based Learning Experience

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

Subtotal: 4

4. Senior Synthesis

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

Subtotal: 6

Total Area of Concentration credits: 69

The Ladder Option

Antioch University Seattle offers a ladder option for undergraduate students in the B.A. in Liberal Studies program. Undergraduate students take specific graduate courses that count toward both their undergraduate and graduate degrees earned at Antioch. Up to 12 credits may be counted toward Psychology and Education programs, and up to 10 in the Center for Creative Change.

Eligibility

All B.A. students are eligible once they have been conditionally accepted into one of the graduate programs and they are in good academic standing. The ladder option is ideal for those who have accumulated fewer than 168 credits.

If for any reason, students lose good academic standing (i.e., they are put on academic concern, academic warning or academic hold), they will lose their conditional acceptance into one of the graduate programs and must reapply once satisfactory academic standing is regained.

Admissions Process

Current B.A. students may start the ladder option process by talking to their B.A. adviser at least three quarters before they intend to graduate from the B.A. program. Once they have created an initial plan with their B.A. adviser, students may then contact the appropriate admissions adviser for their program of interest. Admissions advisers give students detailed information about the application process, information about prerequisites, if any, and arrange an admissions interview. Students are encouraged to attend an Open House. Antioch graduate programs vary their start times depending on the program. Some programs admit students in all quarters, where others only admit fall and spring quarters or only in the fall.

Once students are conditionally admitted, they are assigned a graduate program adviser. They arrange to meet with this adviser prior to beginning the "ladder" portion of the B.A. program (the final 10 or 12 credits needed to graduate). Refer to the list that follows for specific courses eligible for laddering to each school or center.

Tuition

B.A. students pay undergraduate tuition and are eligible for undergraduate financial aid. Students can save a maximum of 12 credits in Education and Psychology and 10 credits in the Center for Creative Change.

B.A. Degree Completion

Ladder option students, like regular B.A. students, must complete at least 180 credits as well as all other degree program requirements established by the B.A. program. Once the B.A. degree is awarded, the student's status changes from "conditionally accepted" to a "full admit" in the graduate program.

Courses Available to Ladder Option Students

School of Education

(12-credit maximum)

M.A. in Education

EDUC504: Diversity and Equity (4)

EDUC511: Curriculum Studies and Reflection (4)

EDUC546: Leadership and Reform (4)

EDUC608: Inquiry and Research (4)

Graduate Teacher Preparation

(Summer and Winter start only)

EDUC502: Educational Foundations (3)

EDUC506: Technology in the Classroom (3)

- EDUC509: Child Development and Learning (3)
EDUC510: Curriculum and Instruction (3)

Center for Creative Change (10-credit maximum)

M.A. in Environment and Community, Organizational Psychology, Strategic Communication, Whole Systems Design, M.S. in Management

Fall and spring start only. Two years of experience in the area of focus are generally required for admission. Because this is a cohort-based program and classes are offered in sequence across quarters, a student's final quarter in the B.A. program needs to occur during spring or fall quarters and be comprised of the following classes in the Center for Creative Change. Also, ladder option students must attend a two-day off-campus gathering at the beginning of the quarter.

- CHNG530: Systemic Thinking for a Changing World (3)
CHNG545: Sustainability (3)
CHNG611: Reflective Practicum 1 (3)
CHNG614-618: Program Caucus (1)

School of Applied Psychology, Counseling and Family Therapy (12-credit maximum)

Mental Health Counseling (MHC) / Child, Couple and Family Therapy (CCFT)

- PSYC503: Family of Origin (3)
PSYC504: Multicultural Perspectives (3) (prerequisite: Family of Origin)
PSYC505: Systems Perspectives in Family Therapy (3)
PSYC506: Communication & Counseling Skills (3)

Mental Health Counseling (MHC) / Child, Couple and Family Therapy (CCFT) with Art or Drama Therapy Concentration

- PSYA503/PSYD503: Family of Origin/Art or Drama Therapy (3)
PSYA504/PSYD504: Multicultural Perspectives in Art or Drama Therapy (3) (prerequisite: Family of Origin/Art or Drama Therapy)
PSYC505: Systems Perspectives in Family Therapy (3)
PSYC506: Communication & Counseling Skills (3)

LEAPYEAR - A program of International Travel & Study

Antioch University Seattle partners with LEAPNOW: Transforming Education, based in Sonoma County, Calif., to offer an alternative year of college focused on international travel, cultural immersion and inner growth, called LEAPYEAR. LEAPYEAR students spend the fall quarter studying and traveling with a group in India or South America. They spend the spring quarter doing a three-month individual internship in one of 126 countries throughout the world. The winter quarter and part of the fall and spring quarters are spent in a series of four, inner-directed residential intensives (totaling eight weeks) at LEAPNOW's northern California campus.

LEAPYEAR runs between late August and May, and is open to students between the ages of 17 and 24, and is part of Antioch's B.A. program offered through the University's Office of Extension and Continuing Education. Successful completion of the program leads to 36 quarter hours of credit. LEAPYEAR is an excellent foundation for a B.A. in Liberal Studies with a concentration in Global Studies, Spiritual Studies, Human Services, Social Justice Studies or Leadership & Organizational Studies.