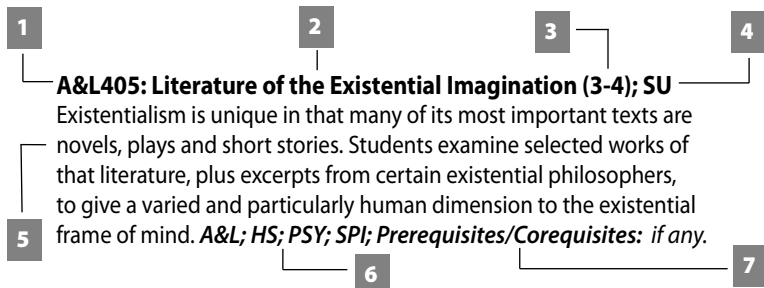


Course Listings

A Quick Reference Guide to Course Descriptions



1. Course prefix and number
Course levels: 300 & 400 - undergraduate
500 & 600 - graduate, master's level
700 & 800 - doctoral
2. Course title
3. Quarter credits earned upon successful completion of course
4. Term(s) in which course is scheduled to be offered
FA = fall term **WI** = winter term **SP** = spring term **SU** = summer term
5. Description of course
6. 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
7. **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	LOS	Leadership and Organizational Studies	PSYI	Psychology – Integrative Studies Program
CHNG	Creative Change	MATH	Mathematics	SCI	Science
ECED	Early Childhood Education	MGMT	Management	SOC	Sociology
ECON	Economics	MIDS	Middle Level Math/ Science Education	SOJ	Social Justice
EDUC	Education	MRKT	Marketing	SPAN	Spanish
ENVC	Environment and Community	ORGP	Organizational Psychology	SPED	Special Education
EXP	Experiential Learning	PLSC	Political Science	SPIR	Spiritual Studies
FIN	Finance	PSYA	Psychology – Art Therapy	STCM	Strategic Communication
HIST	History	PSYC	Psychology	THTR	Theater Arts
LIB	Liberal Studies			WRTG	Writing
LIBM	Library Media			WSDN	Whole Systems Design
LITR	Literacy				

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); FA

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&L304: Writing for Stage and Screen (3-4)

Examines the characteristics of plays and films from the writer's perspective. The principles of dramatic technique such as conflict, character as action, rising crisis, and spectacle are made clear through class discussion, analyzing scenes from both classic and contemporary films and plays,

and writing exercises that focus on specific elements of craft. *A&L*

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

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&L310: Vocal Improvisation and Expressive Arts: Vocal Bliss (3-4); SU

An experiential introduction to explore how spontaneous vocal self-expression – along with movement, drawing and writing – can nurture a musicianship of authenticity and joy. Students investigate personally and academically how this artistic experience relates to the theme of voice in the fields of education, psychology, spirituality, politics and feminism. *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 A&L311: 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&L313: Voice (3)

Students move through a series of voice/mind/body exercises intended to free the natural voice and strengthen a connection to vocalized sound. Students develop a set of tools for vocal development that draws on an understanding of human anatomy and how to apply that knowledge of physiology to voice work. Students acquire ease and power in their vocal skills that enhance their vocal potential. **A&L**

A&L315: Telling Stories: An Introduction to Live Art (3-4)

Provides a supportive atmosphere for experimenting with different forms of storytelling. Students combine autobiographical and historical materials with images and objects to tell stories. Students also engage in creative writing and movement exercises and library research to help generate new performance ideas. **A&L**

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 A&L321: 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&L323: Ceramics: Beginning Wheel Throwing (3-4); WI

The fundamental techniques of wheel-thrown pottery. Students learn the ceramic process beginning with wedging and centering clay on the potter's wheel, throwing the basic cylinders that are the foundation for vases, cups, bowls and more complex forms, trimming, making attachments and a thorough introduction to glazing and firing all at a fully-equipped facility off campus. A&L321: Ceramics I recommended but not required. **A&L**

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

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: The Making of a Literary Journal: KNOCK (3-4); FA, WI, SP

Students grow as writers and editors by learning the history of literary journals, surveying a number of current journals and practicing several key factors of

literary journal production: design and layout, editing, publicity, distribution, fulfillment, fundraising, etc. Focus is on KNOCK, Antioch 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&L327: Collage & the Creative Process (3-4)

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

A&L328: The Comedic Mask (3-4)

The craft of comedy playwriting is unique to theater and dramatic literature, a source for mining the political, cultural and social landmarks of civilization. Through examination of playwriting principles, from Aristophanes to Steve Martin, and a deeper appreciation into humanity's humor, students gain insight to theatrical comedy and its impact on society. **A&L**

A&L329: Afro-Brazilian Dance (3-4)

With live drumming, students learn dances that originated in Africa and migrated to Brazil during slavery. For the people of the villages surrounding Rio de Janeiro, *samba* is considered their most "intense, unambivalent joy." Students dance to the driving, rapturous beat from Brazil known as *samba*, *Samba-Reggae* and the Candomble religious dances of the Orixas as well as the *Baiao*, the *Ferro* and the *Maracatu*. **A&L; GS**

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&L337: Literary Representations of American Slavery (3-4); SP

Edward P. Jones, *The Known World*, and Toni Morrison, *Beloved*, are well-known examples of fictional works published in recent decades that recreate the historical experience of slavery, while making vivid connections to contemporary racism. Students read in the genre, study the fictional techniques used to illuminate the pervasiveness of the slavery system and think critically about the value of fiction to understanding race relations. **SOJ**

A&L390: Special Topics in Arts & Literature (1-5)

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 Multi-cultural 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);WI

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&L404: Ecoliterature: Narrative and Ecological Conflict (3-4)

While reading primary works of fiction, poetry, drama and nonfiction, students examine literary and extra-literary criticism that supports and denies the power of making the current ecological crisis a larger part of the narrative crisis, ultimately

suggesting ways – through creative/critical analysis – that contemporary literature can continue to elicit emotional response, yet at the same time establish empirical credibility. *A&L; GS; SOJ*

A&L405: Literature of the Existential Imagination (3-4)

Existentialism is unique in that many of its most important texts are novels, plays and short stories. Students examine selected works of that literature, plus excerpts from certain existential philosophers, to give a varied and particularly human dimension to the existential frame of mind. *A&L; HS; PSY; SPI*

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

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&L408: Advanced Fiction Writing (3-4)

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

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

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&L421: Ceramics – Raku and Related Techniques (3-4); SU

Fosters a creative self-awareness, kindling the creative spirit in each student through various hands-on assignments. Students develop a working knowledge of ceramic studio vocabulary, while learning the basic principles of hand building with special emphasis on Raku firing and spinoff techniques. Experiential learning with required participation in firings at the instructor's studio. **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**

A&L425: Digital Storytelling (4); SP

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

A&L431: A Survey of the Art of India: Indus to Indo-Islamic Periods (3-4)

A grand survey of the art of India beginning from the Indus Valley Civilization (1500-800 B.C.E.), through Buddhist (200 B.C.E.-450 C.E.), through Hindu (450-600 C.E.) to Indo-Islamic (1200-1700 C.E.) periods. The course focuses heavily on architectural development but also touches on sculpture and painting as they flourished in each of the periods. **A&L**

A&L432: Courageous Philosophy (3-4)

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

A&L438: Anthropology of Media (3-4)

Examines mass media (printed texts, television, journalism, motion pictures and the Internet) from an anthropological perspective, as artifacts and as the basis of social interaction and communities. Students learn concepts fundamental to anthropology and outline a basic program by which to understand media.



A&L590: Special Topics in Arts & Literature (1-4)

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

A&L625: Digital Storytelling (3); SP

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

CHNG310: Creative Collaboration (6); FA, WI, SP

Working cooperatively, each student participates in the design, research and application of a project designed to represent his/her values and commit to the beginning, middle and end of a process. This is a design of the student's own choosing and focuses attention on threading the heart into all actions and practicing what it means to be the change he/she wishes to see in the world.

CHNG510: Communication Design (3)

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 and Ways of Knowing (3); SU, WI

Learn social inquiry and research methods by completing and critically reflecting on several small research projects, which address fundamental questions about the construction of knowledge as the foundation for action and about power as it relates to representation and communication in social change.

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); SU

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

CHNG540: Ecological Sustainability (3); FA

Examine a range of key issues – through social/natural science and philosophical perspectives – facing both the Pacific Northwest and the world as a means of characterizing local through global sustainability performance and opportunities.

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); SU

The course presents an overview of the ethics, laws and legal issues facing managers and practitioners today with 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 will be used to 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 (1-3); Varies

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

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

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

CHNG601: Reflective Practicum 1: Simulation and Case Study (2);

CHNG602: Reflective Practicum 1: Simulation and Case Study (2);

CHNG603: Reflective Practicum 1: Simulation and Case Study (2);

CHNG604: Reflective Practicum 1: Simulation and Case Study (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.**

CHNG611: Reflective Practicum 1: Simulation and Case Study (3); SP, FA

CHNG612: Reflective Practicum 1: Simulation and Case Study (3); SU, WI

CHNG613: Reflective Practicum 1: Simulation and Case Study (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.

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 Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

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

Students explore topics relevant to Management. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

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

Students explore topics relevant to Organizational Psychology. Students

must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

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

Students explore topics relevant to Strategic Communication. Students must register for caucus credit in three consecutive quarters beginning their first quarter and/or the quarter they start Reflective Practicum 1. 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 Reflective Practicum 1. Students may earn a maximum of three credits for Caucus.

CHNG621: Reflective Practicum 2: Capstone Change Project (4); SP, FA

CHNG622: Reflective Practicum 2: Capstone Change Project (4); SU, WI

CHNG623: Reflective Practicum 2: Capstone Change Project (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 (3-6); 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.

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.

ECON630: Economics and the Environment (3); FA

Uses 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.

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.

EDUC500: Seminar I (1)

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

EDUC501: Seminar II (2)

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

EDUC502: Educational Foundations (3); SU, FA, WI, SP

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

EDUC503: Introductory Seminar (2)

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

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.

EDUC507: School and Community Relations (3); SU

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 is given to the ways in which selected policies and mandates aid or obstruct efforts to reach out to families and the community. Students investigate the effect of the school's family and community involvement on student learning.

EDUC508: Progressive and Alternative Education (2-3)

An exploration of the history, philosophy, and current practices of progressive and alternative education within American public and private education. Through readings and conversations with educators, students consider the visions and dilemmas of individuals who have created alternative or progressive classrooms and schools. Students learn how alternative and progressive methods can inform one's practice within a traditional system, how to develop a classroom and school congruent with progressive practices, and identify resources and networks to support progressive and alternative teachers and administrators.

EDUC509: Human Development and Learning Theory (3); SU, FA, WI, SP

Students explore specific theorists and themes in child development and learning and the implications for classroom instruction and learning.

EDUC510: Curriculum and Instruction (3); SU, FA, WI, SP

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

variety of instructional methods they apply directly to their instructional units.

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.

EDUC530: Arts, Culture and Learning (3); SU

Why the arts? How are they manifested in diverse cultures? Why do psychological, philosophical, spiritual and artistic views of the arts collide, harmonize or collude? Participants deepen their understanding, appreciation and confidence to guide 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.

EDUC532: Instructional Methods: Integrating the Arts (2); FA, SP

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

EDUC534: Integrated Arts Instruction (3); FA

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.

EDUC540: Instructional Methods: Social Studies (3); SU, SP

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

EDUC542: Instructional Methods: Language Arts and Social Studies (3)

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

EDUC544: Instructional Methods II: Language Arts and Social Studies (3)

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

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 (3); SU, FA, WI

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

EDUC552: Instructional Methods: Science (3); SU, WI

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

EDUC554: Instructional Methods: Mathematics and Science (3)

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

EDUC555: Instructional Methods II: Science and Mathematics (3)

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

EDUC556: Instructional Methods: Mathematics and Educational Technology II (3)

A study of how children learn mathematics concepts and skills, with focus on concepts of measurement, geometry, probability and statistics. Development and use of instructional technology and assessment techniques in multicultural settings are covered.

EDUC558: Instructional Methods: Health Education & Physical Education (3); FA, SP

A survey of curricular scope and sequence concepts in health and physical education as well as appropriate instructional and assessment methods.

EDUC560: 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.

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.

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 (3); FA, SP

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

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.

EDUC582: 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.

EDUC583: Teacher as Researcher (3)

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

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 (1-3); Varies

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

EDUC586: Politics of Education (4)

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

and practice of popular struggles in historical and contemporary contexts.

EDUC590: 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 on lesson plans, curriculum units and an instructional sample; videotaping and critiquing two lessons; securing feedback from the host teacher and faculty supervisor and refining one's performance accordingly; and participating in both formal and informal evaluations.

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.

EDUC602: Oral History (3-4)

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

EDUC604: Introduction to Research (4)

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

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

EDUC609: Research Project II (4)

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

**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.

EDUC611: Research Seminar (4)

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

EDUC613: Project Planning (3); FA

This sequence provides a structure within which students can create and implement an inquiry-based educational project.

EDUC614: Project Completion (3); FA

Students submit the report that demonstrates successful completion of the project.

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.

EDUC621: Clinical Action Component I (2)

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

EDUC622: Clinical Action Component II (2)

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

on new ways to carry out professional responsibilities.

EDUC640: Leadership and Change (3); 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.

EDUC642: Leadership Seminar I (4)

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

EDUC644: Leadership Seminar II (4)

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

EDUC648: Changing Schools (3)

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

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.

EDUC690: Special Topics in Education (1-5)

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.

EDUC710: Leadership for Affirming Diversity and Equity (4)

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

EDUC730: Instructional Leadership and Supervision (4)

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

EDUC740: Shaping Organizations: Management and Leadership in Education (3)

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

ENVC300: Environmental Studies (3-4); FA

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. *SOJ*

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

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*

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

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.

ENVC390: Special Topics in Environmental Studies (1-5); 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. *SOJ*

ENVC550: Foundations of Environmental Education (3); SU

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

ENVC560: Methods of Environmental Education (3)

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

history, content and current practices of environmental education.

ENVC570: Environmental Interpretation (3); SU

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

ENVC590: Special Topics in Environment & 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.

ENVC611: Healthy, Sustainable Communities (3)

Discover qualities that make communities healthy and sustainable and use a case-study approach to assess communities we participate in and develop practical strategies for enhancing them.

ENVC612: Healthy Environments, Healthy People (3)

Learn how to research, evaluate and apply environmental health information and explore the role of the biophysical environment as a determinant of health at community, national and global levels.



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); WI

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 Food and Eating (3); FA

Examine food production, distribution and consumption issues across political, social, cultural and economic dimensions and develop a more sophisticated understanding of the connection between how we eat and how we live.

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); SP

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.

EXP301: Learning From Experience: Documenting Life Learning (1); 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: Using the World as a Classroom (8); SP

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.

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); 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 & 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.

HIST312: Human Experience: The Long View (3-4); FA

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

HIST313: Human Experience: The Modern World (3-4); WI

Continuation of HIST 312, focusing on the development of a modern and a global human culture since 1500 C.E. Studies philosophical, historical, cultural, economic, political, scientific and literary evolution and change, with emphasis on such themes as colonialism, economic power, race, gender, war and peace. Seeks to develop students' critical thinking capacities for the purpose of situating their lives in an understanding of the modern world. *SOJ*

HIST390: Special Topics in History (1-5); Varies

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

LIB300: Foundations in Liberal Studies (4); FA, WI

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.

LIB301: Liberal Studies I (3-4); 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; and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. Students explore the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts.

LIB302: Liberal Studies II: 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 I (1-2); SU, FA, WI, SP

Introduces students to the theory and philosophy of self-directed, adult and experiential learning. Students learn the process and phases of designing their own degree. They also learn how to locate and obtain learning resources, strategies for collaborative learning, how to create e-portfolios and choose a degree process pathway. *Required for all entering B.A. Liberal Studies students.*

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. *Required for individualized area of concentration pathway students.*

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

This workshop/independent study is for the student who chooses a structured pathway area of concentration. In consultation with the core faculty adviser, the student chooses one of the pre-approved 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. *Required for structured area of concentration pathway students.*

LIB315: Empowered Learning (6); FA, WI, SP

An introduction to a year-long study of the context, ingredients and skills needed to empower self and other in lifelong learning. Each student participates in designing a curriculum that supports individual growth and expansion while intersecting with the global community. This quarter focuses on how cultural biases influence the individual. Students also create a culture that serves the thriving individual in community and explores who and what each wants to be in the world.

LIB390: Special Topics in Liberal Studies (1-5); 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.

LIB400: Applied Liberal Arts (3-4); SU, WI

Seminar provides a reflective forum for degree completion in a weekend college cohort. Students reflect on the integration of theoretical and practical aspects of a liberal arts education. Students demonstrate liberal arts competencies and complete a senior synthesis/capstone project. Students also learn dynamic and professional presentation skills in preparation for public presentation.

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.

LIB403: Educational Design III (Individualized pathway) (1); SU, FA, WI, SP

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

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 (1-5); Varies

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

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*

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*

LOS413: Introduction to Organizational Psychology (3-4)

Application of psychological theories to understanding workplace issues, with special focus on creating healthy work lives for individuals and generative environments for work teams. Addresses family-of-origin issues, group dynamics, motivation and work/life balance.

HS; LOS; PSY

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

MATH390: Special Topics in Math (1-5); 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.

MATH590: Special Topics in Math (1-5); Varies

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

MATH600: 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 (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.

MIDS600: Middle Level Math/Science 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

relected for up to 20 credits as part of the M.A.Ed. Concentration/Endorsement Options.

MRKT610: Socially Responsible Marketing (3); FA

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 Psychology (1-3); Varies

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

ORGP610: Organizational Theory (3); WI

Examine the interdependent components of organizations, study the relationship of the organization to its environment and learn to create and maintain sustainable, high-performance organizations.

ORGP620: Overview of Organizational Development (3); SP

Learn theoretical bases, operating principles, terminology and concepts used to create an organizational development perspective as well as practical applications and implementation tools to diagnose issues and build momentum for improving organizations.

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.

ORGP623: Strategic Human Resource Management (3)

Survey the strategic role of the human resources department and gain some knowledge and skills in the competency areas expected of human resource managers. (Note: This course is NOT intended to provide students with an operational level of competency as human resource managers.)

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.

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); FA, SP

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 video-taped 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); FA

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); SP

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: Collaborative Team Creation (3)

Learn how to form teams that work collaboratively through study of communication, personality styles, problem solving, decision making, coaching and conflict management.

ORGP645: Executive Coaching (3); SU

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

which encourages rapid skill development regardless of experience level.

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.

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

Provides an orientation to the CCFT Program, 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 program; 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. **Prerequisites:** PSYC506: *Communication and Counseling Skills*.

PSYA506: Family Group Art Therapy (1); WI

Designed for CCFT/AT students. Introduces theory and practice of group art therapy practice. Integrates theoretical approaches to group counseling and emphasizes basic skills needed to prepare for leading a variety of family groups through creative experiential activities, lecture and role-play. There is a lab fee for supplies. **Prerequisites:** 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:** PSYA503: *Family of Origin Systems and Art Therapy*.

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

Provides comprehensive framework for the practice of art therapy through visual and nonverbal techniques using various media and experiential exercises. Art therapy applications for diagnosis, therapeutic intervention and treatment through multidisciplinary teamwork are explored. 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* 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:** PSYA507: *Art Therapy in Diverse Settings: Individual and Group Therapy.*

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.

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: Child, 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 CCFT/AT plan of study. Must be taken concurrently with Case Consultation or Case Supervision.*

PSYA600C: Pre-Internship Practicum and Supervision: Mental Health Counseling/Art Therapy (1-3); SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a fee each quarter for liability insurance. **Prerequisites:** *Adviser's and Art Therapy chair's approval.*

PSYA600D: Pre-Internship Practicum and Supervision: Child, Couple and Family Therapy/Art Therapy (1-3); SU, FA, WI, SP

Prior to starting the formal internship experience, art therapy students may opt to do a limited number of practicum hours. This practicum is designed as a precursor to the larger internship experience and is decided on a case-by-case basis. There is a fee each quarter for liability insurance. *Prerequisite: Adviser's approval.*

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

Provides CCFT/AT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular experiences of the students in the class and integrated with theories and practices associated with art therapy, emphasis typically is given to such topics as individual and family assessment, integration of theory and practice, and ethical and

professional issues. There is a lab fee for supplies. *Prerequisites: Core required courses as listed in CCFT/AT plan of study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.*

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

Designed for CCFT/AT students completing their internships under the onsite supervision of those who do not meet the standards for being an Antioch-approved supervisor. (See the updated list of approved supervisors at "My Center" on FirstClass.) Provides minimum of 100 hours of supervision, inclusive of 50 hours of direct observation, and consultation about ethical and professional issues. Supervision integrates family therapy and art therapy. There is a lab fee for supplies. *Prerequisites: Core required courses as listed in CCFT/AT plan of study and concurrent enrollment in CCFT/AT internship. Enrollment optional after four quarters of internship.*

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:** PSYA507: Art Therapy in Diverse Settings: Individual and Group Therapy.

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.

PSYC361: Liberation Psychology Workshop (1); SU

While drawing on post Jungian theory, trauma studies, liberation arts, and contemporary cultural work, students engage the imagination in ways of healing and address creation of public homeplaces, the work of liberation arts, critical participatory analysis, and contemporary cultural work.

PSYC390: Special Topics in Psychology (1-5); 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. 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. 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. HS; PSY*

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

Provides an orientation to the CCFT Program, 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 program; 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 programs.*

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 CCFT. **Prerequisite:** *PSYA503: Family of Origin and Art Therapy or PSYC503: Family of Origin Systems (for CCFT/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 CCFT students. **Prerequisite:** *PSYC503: 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 will 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: Counseling Individuals 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*.

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*. (CCFT students are encouraged to take these courses concurrently.)

PSYC520: Theories and Practice of Family Therapy I (3); SU, FA, WI, SP

Examines major theories of couple/family therapy and different therapeutic practices associated with them. Includes discussion of the historical development of the field of couple/family therapy. Required of all CCFT students, immediately followed by Theories & Practice of Family Therapy II. *Prerequisites:* PSYC503: *Family of Origin Systems* and PSYC505: *Systems Perspectives in Family Therapy*.

PSYC521: Theories and Practice of Family Therapy II (3); SU, FA, WI, SP

Continues to examine major theories of couple/family therapy and different therapeutic practices associated with them. Must be taken immediately following the completion of Theories and Practice of Family Therapy I. *Prerequisite:* PSYC520: *Theories and Practice of Family Therapy I*.

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 career development practitioners. Contemporary issues that relate to career in an individual's life are examined in the context of both historical and emerging career development paradigms. *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: Assessing and Treating Domestic Violence (3); FA, WI, SP

Addresses the theory and practice of assessing, treating and monitoring domestic violence. Emphasizes the practical application of theory to treatment.

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)

This course introduces students 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: PSYC504: 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: PSYC504: 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: PSYC504: 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: PSYC504: Multicultural Perspectives. Students complete assigned readings prior to class.*

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: PSYC504: Multicultural Perspectives.*

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

Students explore cultural considerations necessary to provide relevant assessment and treatment. *Prerequisites: PSYC504: Multicultural Perspectives. Students complete assigned readings prior to the class.*

PSYC546: Counseling Clients with Disabilities (3)

Explore cultural considerations necessary to provide relevant assessment and treatment to clients with various disabilities. *Prerequisite: PSYC504: 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: PSYC504: 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, and the logic

of hypothesis development and testing. Required of all MHC and CCFT students who have not had an introductory social science research course in the past 10 years. Other CCFT students may take *PSYC551: Research in Family Practice.*

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 (CCFT students are encouraged to take these courses concurrently). This course is not required for CCFT students who complete PSYC651: Research in Family Studies for 4 credit hours.*

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.

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 Child, 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 Child, 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 in Antioch's Community Counseling and Psychology Clinic. At instructor's discretion, up to three clients may be assigned in subsequent quarters. There is a fee each quarter for liability insurance.

Prerequisites: PSYC503: *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 three consecutive 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 in Antioch's Community Counseling and Psychology Clinic. There is a fee each quarter for liability insurance. *Prerequisites:* PSYC503: *Family of Origin Systems*, PSYC504: *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. Prerequisites: Completion of required core courses in the student's respective program; may be taken any quarter before the internship starts, but it is highly recommended to be taken no less than two quarters before starting internship. May be repeated.

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: Child, 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 CCFT 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. **Prerequisites:** *Core required courses as listed in MHC plan of study and concurrent enrollment in MHC internship.*

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

Provides CCFT students the opportunity to receive on-campus consultation regarding their work at internship sites. Learning is progressive across quarters. Although emanating from the particular

experiences of the students in the class, emphasis typically is given to such topics as individual and/or family assessment, integration of theory and practice, and ethical and professional issues.

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

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

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

Prerequisites: *Core required courses as listed in CCFT plan of study and concurrent enrollment in CCFT 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. Readings before class are given and a brief research paper is assigned.

Prerequisite: *PSYC515: Psychopathology.*

PSYC611: Applied Couple Therapy (3); FA, WI

Provides an integrated systems model for conducting couples therapy. Emphasis is on application of this model and the development of clinical skills in working with couples, including defining relevant problems, establishing the therapeutic contract, implementing treatment strategies and homework, and facilitating closure and follow-up to treatment.

Prerequisites: PSYC505: Systems Perspectives in Family Therapy and one of the Theories and Practice of Counseling courses, PSYC510 or PSYC511.

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 curriculum. *Prerequisites: PSYC506: Communication and Counseling Skills and PSYC504: 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 programs.*

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.

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: 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 psycho-dramatic 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. Satir's communication/experiential growth model helps move clients from problem focus to solution focus. 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, PSCY520: Theories and Practice of Family Therapy I for CCFT 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 programs.*

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 programs.*

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 programs.*

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 programs.*

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, intra-psychoic 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 programs.*

**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 programs.*

**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 programs.*

**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 programs.*

**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. *Prerequisites and notes:* PSYC520: *Theories and Practice of Family Therapy I and an introductory social science research course taken in the past 10 years (Students should have received a waiver upon admission to CCFT of the requirement to take PSYC550: Research Methods: Introduction to Research.) Students who complete this course are not required to complete PSYC551: Research in Family Practice. (Those who have already taken PSYC551 register for only 3 credit hours.)*

**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. A consideration of the description, etiology, assessment, and understanding of symptoms of behavior disorders will be addressed 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, including Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

PSYC711: Assessment: Intelligence Testing (3); FA, WI

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. **Prerequisite:** PSYC721: *Psychopathology*.

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

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

PSYC713: Assessment: Personality Inventories (3); WI, SP

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, SP

Practicum experience focused on administration, scoring and interpretation of objective personality measures. **Corequisite:** PSYC713: *Assessment: Personalities Inventories*.

PSYC715: Assessment: Projective Testing (3); SP, SU

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*.

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

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

PSYC717: Assessment: Integration (3); SU, FA

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, FA

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); WI, SP

Part one of a two-course series on human development, this course is focused 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, FA

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

PSYC727: History of Psychology (3); SU, 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); FA, WI

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

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. This course focuses on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. A qualitative study is designed and data collection begins in this course. Computer-aided qualitative data analysis is introduced.

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

In the second course on methods used in, and strategies for data analysis for, qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry are presented. The qualitative study is completed, data analyzed and an APA-style report created. *Prerequisite:* PSYC733: *Qualitative Methods and Analysis I.*

PSYC735: Psychometrics (3); WI

The theory and technique of psychological measurement.

PSYC736: Social Psychology (3); FA, SP

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, WI

Explores the concepts and practices of relational psychoanalysis and the psychotherapeutic and intellectual

traditions that have created and developed it. Focus will be 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, PSYC702, PSYC703 and PSYC704.

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.*

PSYC770: Child and Family Systems: Overview (3); FA

Focuses on the development of the individual (child, adolescent and adult) within family and multisystemic systems. Students review clinical interventions that foster strength and resiliency within individuals and systems that are developmentally appropriate and sensitive to issues of race, culture, economic class and gender. Relevant ethical issues and public policy are addressed.

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, PSYC719: Theories: Systems Perspectives in Family Therapy, PSYC721: Psychopathology, and PSYC725: Lifespan Development I: Child or equivalent.*

PSYC771: Professional Seminar I – Child and Family Systems (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. **Prerequisites:** *PSYC770: Child and Family Systems: Overview, PSYC730: Ethics.*

PSYC772: Child and Family Systems: Introduction to Assessment and Neuropsychology (3); WI

The role of assessment in the diagnosis, treatment and follow up with children, adolescents and their families, including theoretical bases and ethical/multicultural considerations. This skills class emphasizes both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports and communicating treatment recommendations.

Prerequisites: *PSYC725: Lifespan Development I – Child, PSYC711: Assessment: Intelligence Testing, PSYC717: Assessment: Integration, PSYC770: Child and Family Systems: Overview and/or consent of instructor.*

PSYC773: Professional Seminar II – Child and Family Systems (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 and Family Systems.*

PSYC774: Child and Family Systems: Intervention (3); SP

The third course in the Child and Family Systems concentration focuses on interventions for children and families. The role of relationship building, the selection of interventions guided by clinical assessments and the evaluation and generalization of treatment effects, plus evidenced-based therapies, are covered. Ethical and multicultural considerations are stressed. **Prerequisite:** PSYC772: *Child and Family Systems: Introduction to Assessment and Neuropsychology*.

PSYC775: Professional Seminar III – Child and Family Systems (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. **Prerequisites:** PSYC771: *Professional Seminar I – Child and Family Systems* and PSYC773: *Professional Seminar II – Child and Family Systems*.

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* and PSYC726: *Lifespan Development: Adult*.

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

An advanced exploration and refinement of the approaches initially studied in Theories I. **Prerequisites:** PSYC780: *Adult Psychotherapy I: Introduction and PSYC726: Lifespan Development II-Adult*.

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. **Prerequisites:** 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.

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.

Prerequisite: *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. Registering for this course 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: PSYC722: *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 (3); SU

Planning for the student's professional life post-graduation. Topics covered include: licensing, lifelong 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.

Prerequisite: Concentration complete or in final term of concentration and passed two annual reviews.

PSYC806: Consultation and Supervision (3); WI

This course covers the basic philosophy behind different approaches to clinical supervision. Appropriately credentialed students may have an opportunity to conduct supervision through the clinic. All students will learn about and participate in peer consultation as part of the work in class. At the end of the class each student will articulate their own philosophy of clinical supervision.

Prerequisites: Completed coursework for either Adult Psychotherapy or Child and Family Systems concentration; licensed at the Master's level or 1000 total hours of supervised experience.

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. Students who register for 3 credits also will be expected to 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. *Prerequisite: 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 CCFT Program, 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 program.

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 program; 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. An overview of the history of drama therapy, key drama therapy concepts, and information on major drama therapy theorists and methods will be included in the course.

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.

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: Child, 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: Child, Couple and Family Therapy/ Drama Therapy (1)

Provides CCFT/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.

PSYI560: Integrative Studies Program 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 program 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 (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. Each practicum course runs concurrently with the three second year track courses and will 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. *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 program. Students design a project in collaboration with their degree committee and project evaluator. The application project can be a creative project, a formal research thesis or an internship. The student's academic adviser must approve the project design before the student registers for application project credits. **Prerequisite:** *Core integrative studies courses and approval of adviser.*

PSYI640: 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.*

PSYI641: 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:** *this course can be taken by MHC students to meet the Historical & Socio-Cultural Perspectives in Psychology elective area requirement.*

PSYI642: 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.*

PSYI643: 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 will inform the transformational aspects of this course. Students will 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 will also 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.

PSYI644: The Psychology of Climate Change (3); WI

Climate change has become a central issue in political, environmental, cultural, social and personal circles. This course addresses 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 will begin to clarify their own position in relationship to this pervasive issue. Students will 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?

PSYI645: 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. Practices developed to “awaken” and “reconnect” to the natural world will be explored and experienced by the students in this course. Beginning with identifying patterns within individuals and society that represent repression and denial students will journey together toward an informed position of activism and engagement based on insights from experiential practices during the course.

PSYI646: Survey and Critique of Ecopsychological Research (3); SP

This course will specifically focus 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 will culminate in their Application Project.

PSYI550: Quantitative Research Methods (3); FA

This course will introduce students 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

This course will introduce students 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.

PSYI660: Ways of Knowing (3); FA

Students explore more traditional quantitative and qualitative research methodologies, as well as nontraditional methods of inquiry.

PSYI662: Comparative Spiritual Traditions (3); WI

A study of an array of Eastern, Western and Indigenous religions and spiritual traditions.

PSYI664: 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.

SCI390: Special Topics in the Sciences (3-4); Varies

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

SCI401: Feminine Face of Science (3-4); WI

Briefly reviews the development of science as a Masculine Philosophy, examines the impact of feminism on it, then expands on the qualities and ways of seeing offered by what Jung calls “the feminine principle.” Students explore the role for feeling, nurturing, receptivity, subjectivity, cooperation, relatedness and intuition in the questions, methods and goals of science.

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; 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; 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.

SOC330: Cultural Immersion: India (6); FA

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.

SOC335: Cultural Immersion: South America (4); FA

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.

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; HS; PSY; SOJ**

SOC345: The Whole Human Being (8); WI

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.

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; HS; SOJ**

SOC360: Black Masculinity: Its “Habitus” in U.S. Society (3-4)

“Habitus” is a term referred to as location where one resides relative to ideas, beliefs, attitudes, dispositions and worldview. As an introduction to the interdisciplinary study of Black – African American masculinity identity making and location in U.S. society, students investigate the habitus of Black masculinity. The major underlying theme of this investigation is the study of Black – African American male identity formation, reproduction, and gender perception and roles. *A&L; HS; PSY; 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; HS; PSY; SOJ*

SOC375: Working in the USA: The Good, the Bad and the Ugly (3-4)

Provides an historical and cultural context for the workplace as experienced today. The class enables students to gain an enhanced understanding of how culture, industry, economy and technology have created the work environment. The intersecting fields of sociology, history, leisure and environment/place awareness are utilized to create the framework for this course. *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. *HS; LOS; PSY; SOJ*

SOC390: Special Topics in Human Services (3-4); Varies

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

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. *HS*

SOC402: Intro to Geographic Information Systems (GIS) (3)

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

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 actions in defense of the Earth to new alternatives and to the philosophical and spiritual resources needed for this transformation. Antioch University Seattle's role in the Great Turning is examined and engaged.

SOC440: Homelessness: The Deepening Scandal (3-4)

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. *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.

SOC602: Intro to Geographic Information Systems (GIS) (3)

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

SOC603: 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 actions in defense of the Earth to new alternatives and to the philosophical and spiritual resources needed for this transformation. Antioch University Seattle's role in the Great Turning is examined and engaged.

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*

SOJ350: 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?”

SOJ360: Conscious Evolution: From Survival to Thriving (4); SP

An experiential inquiry into the tools human beings need to move from living in a state of survival (characterized by

power over/power under relationships, scarcity and competition), to living in a state of thriving: working with others to create a state of mutual exploration and a sustainable, whole earth. Students identify tools and practice skills needed to create a working community and then use what they learn during internships. Students work to find their own authentic voice while cultivating global awareness and exploring the context within which they currently operate. Students identify their own biases and challenge themselves to face their own limiting beliefs, transforming themselves to live within the context of possibilities.

SOJ390: Special Topics in Global Studies/Social Justice (3-4); 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. *A&L; GS; HS; PSY; SOJ*

SOJ404: Brown Thought and Activism (3-4)

When middle-class white women were campaigning for the right to work outside the home, Black women were organizing to break the yoke of servitude. Focuses on the parallel history of U.S. women of color, often absent or seriously underrepresented in general women's and cultural studies classes. *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*

SOJ440: 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*

SPAN310: Spanish Language: Classroom and Practicum (8); FA

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.

SPED590: Student Teaching – Special Education (3)

In this course, students complete requirements related to the special education competencies as part of their student teaching experience. These include writing a philosophy of special education, teaching lessons in a resource room, attending IEP meetings, and completing a simple case study.

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.

SPED602: Children with Special Gifts and Needs (3)

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.

SPED603: Special Education in Inclusive Settings (2)

Students develop systematic strategies and techniques to support the behavioral and emotional needs of individuals with

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

SPED604: A Spectrum of Learners: Exceptionality (4)

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

SPED605: Methods, Issues and Trends in Early Childhood Education (4); SU

Understand and explore the concept of critical periods of the development and sensory integration of the nervous system from conception to pre-school years. The course focuses on the central role of caregivers in bonding and emotional growth of children, the benchmarks in early development as they relate to the prevention of learning deficits and the elementary concepts of nutrition for optimal development of the brain including the immune system.

SPED606: The Student in Context: Families, Communities & Futures (4); SU

Students learn to identify the essentials of an Individual Family Services Plan (IFSP), including learning about the central role of the family in terms of its commitment, obligation and responsibility in developing an IFSP. The course emphasizes understanding

family systems as they relate to school, family and community partnerships in delivering special education services and transition planning for post-school and career outcomes. Students learn about and practice communication strategies with parents from a variety of cultural and linguistic backgrounds to function in the role of advocates for their children.

SPED608: IEP & Accommodations for EALRs/WASL for Diverse Student Populations (4)

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

SPED609: Language Acquisition & Literacy Issues in Special Education (4); SU

Students explore how to assess and address the difficulties experienced by special needs children with both expressive and receptive language. Issues in relation to mastering language and literacy skills are explored from a developmental perspective. The needs of students with communication disorders are assessed from varied linguistics backgrounds. Strategies are discussed for instructional and curriculum adaptation for both oral and written communication in an inclusive classroom.

SPED610: Special Education Student Assessment & Evaluation (4)

The evaluation on present levels of educational performance (PLOEP) of special education students as it relates to their eligibility criteria for IDEA. Students acquire information and master skills

through a variety of learning modes, styles and instructional methods. Alternate strategies of assessment of academic performance for EALRs in the WASL and accommodating special populations are addressed.

SPED611: Issues in Curriculum Modification, Instructional Methods for Inclusion (4)

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

SPED612: Functional Behavior Analysis and Strategies for Teaching Pre-social Skills in the Least Restrictive Environment (4)

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

SPED613: Special Education and the Law (1-5)

Principles of organization and management in special education – from congressional to state to district mandates – are the focus. Factors for compliance with procedural and legal issues for delivering services in special education include federal and state laws, referral processes, assessment, FAPE, least restrictive environments, accommodations, labeling guidelines, funding options, the rights and privileges of parents, and confidentiality

under Public Law 94-142, Public Law 99-457 (IDEA) and Section 504. Students conceive a predict-and-prevent plan as a proactive way of avoiding legal problems by mediation rather than litigation.

SPED614: Cultural & Linguistic Diversity Issues in Special Education (4); SU

Students examine the demographic challenges faced by educators in the learning environment on a range of diversity matters, including race, culture, ethnicity, language, religions and exceptionality as defined by Washington. Students explore proven models of equalizing educational opportunities in a classroom for diversity and methods of integrating curriculum goals (e.g. pre-social learning) across content areas in the EALRs.

SPED620: Supervised Field Internship/ Practicum in Special Education (3)

The supervised internship/practicum allows the student to demonstrate to a classroom/school setting the transfer of skills and knowledge gained in previous courses. The student participates in the processes of collaboration, teaming, partnerships, record-keeping and supervision of para-educators.

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.

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.

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 or corequisite: SPED623*

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 & SPED624, Corequisite: SPED626*

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*

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.*

SPIR302: The World of Faith: Intro to World Religions (3-4)

Explores the history, foundational beliefs and practices of five major religious systems. From Western traditions, students study Islam and Christianity; from the East,

Buddhism and Hinduism. Students also investigate shamanistic traditions. As they come to a deeper understanding of these important religions, students develop more insight into their own beliefs, and increase their capacity to engage in thoughtful dialogue about faith and religion. *GS; SPI*

SPIR305: Life of Spirit in Action (3-4)

Religious leaders often have been at the forefront of movements in America to seek civil rights, to eradicate poverty and to resist war. Students examine the tradition of religious activism in recent American history, including movements for progressive social change that often have been at odds with the dominant political and social culture in America. *HS; SOJ; SPI*

SPIR306: Spiritual Autobiographies (3-4)

Using autobiographical writings of several spiritual leaders/practitioners, a number of provocative thinkers and well-known writers, students critically examine the search for meaning and worth in one's life. Through contemplation and analysis of the assigned readings, coupled with reflection on their own lives, learners engage the story of their spiritual journey and undertake the challenge of writing a spiritual autobiography. *A&L; SPI*

SPIR307: Joseph Campbell on Myth, Symbol and the Sacred (3-4)

An overview of the life's work of Joseph Campbell and his contributions to the study of comparative mythology. In addition to placing his work in the intellectual context of the 20th century, students also examine the key elements of his view of the nature of archetypes, the role of metaphor and symbol, and the sacred dimension of existence. Students conclude with an inquiry into Campbell's understanding of a newly emerging global mythology. *SPi*

SPIR308: Psychology and Spirituality: An Introductory Exploration (3-4)

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

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*

SPIR315: History of Mindfulness: East and West (3-4)

For more than 2,500 years, mindfulness techniques have treated suffering and spiritually transformed consciousness. Students experientially explore both East and West mindfulness approaches, including those from Zen and Vipassana Buddhism to Socrates, Plato, the Stoics, the Desert Fathers and Pseudo-Dionysius. *SPI*

SPIR317: The Diamond Approach (3-4)

Through small group study, students explore the central insights, concepts and practices of the Diamond Approach, a contemporary spiritual path based on the teachings of A.H. Almaas. Intellectual examination and personal inquiry form the core of the class and reflect the Diamond Approach's orientation to learning as transformative. Contemplative education is fundamental to the spiritual studies concentration of Antioch's B.A. in Liberal Studies. *SPI*

SPIR319: Aikido as Martial Art and Spiritual Practice (3-4)

Aikido is an intuitive study of human nature, a defensive martial art and a practice of mental and spiritual development. Aikido means the way of harmony with the spirit of the universe. Through training, practitioners cultivate self-awareness and resiliency, a powerful center and a calm spirit. Students also develop techniques and intuitive responses to resolving conflict in themselves and in their environment. *PSY; SPI*

SPIR330: Religions of India (6); 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.

SPIR335: Eastern Meditation Practices (3-4); FA

Students explore several different Eastern meditation practices, come to understand the intentions of these practices and look closely at the experience of meditating. Students explore the benefits of and barriers to meditation through daily meditation practice. *GS; SPI*

SPIR340: An Inquiry into the Myth of the Holy Grail (3-4)

Explores the relevance of the myth of the Holy Grail as a response to the spiritual crisis of our times. Themes of the Grail quest – the nature and dynamics of the spiritual world, the heroic task of ego

integration, the trials of discipline, fear and sacrifice, the psychology of romantic and divine love and the confrontation with evil – are issues of contemporary relevance for any individual, man or woman, who seeks a meaningful life in the wasteland of the contemporary landscape.

SPIR360: The Spirituality of Global Collapse (3-4)

Examines two alternative endings to the story of the Great Turning, understood as the move from an industrial-based society to a sustainable society. Either the Great Turning manifests and all is well, or society is led down the tortuous road of the Great Unraveling. How have other societies managed their own demise? What spiritual resources are required to navigate the transition? What new myths can assist in this time of global transformation? Students explore the hypothesis that by confronting their worst fears, they can discover new resources within the human spirit.

SPIR380: Comparative Spiritual Traditions (3-4)

Spirituality, understood as the cultivation of the relationship between humans and the sacred, is a global phenomenon. Students examine four different spiritualities from around the world to search for similarities and differences in their form, expression, content and effect. Spiritualities explored are from Africa, Europe, Asia and North America.

SPIR390: Special Topics in Spiritual Studies (3-4); Varies

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

SPIR405: Spiritual Psychology of the Human Heart (3-4)

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. *SPI*

SPIR407: Integral Psychology and Spirituality (3-4)

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. *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); SP

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); WI, 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 Strategic 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: Using Media for Social Change (3); SP

Examine how to make change through the creative use of media and through the lenses of theory and practice. Students develop communication strategies based on articulated goals, designated audiences, available tools and time.

STCM630: Communication Media (3); FA

Learn to analyze the impact of the messages produced with various media and the social and political implications of each.

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 in preparation to become 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)

This presents 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); Varies

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.

THTR600: Theater Arts 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.

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

This writing seminar offers 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

This course surveys the grammar rules of written communication important to successful writing and demystifies 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

Technical and Professional Writing examines the forms of writing required in professional, administrative and research contexts: from memos to grants and proposals, research writing and technical reports. This course includes more than mastering these forms of writing; particular

emphasis is placed on understanding the rhetorical contexts for writing (subject, audience, ethics, context, and purpose).

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

This writing seminar offers students 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.

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

This course surveys the grammar rules of written communication important to successful writing and demystifies 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

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

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.

WR TG690: 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.

WR TG706: 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.

WR TG790: 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.

WSDN591: Special Topics in Holistic Perspectives (1-3); Varies

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

WSDN592: Special Topics in Design Theory and Practice (1-3); Varies

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

WSDN593: Special Topics in Systemic Thinking (1-3); Varies

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

WSDN610: Wholophilia: Design as Practice of Wholeness (3)

Students gain an understanding of the relationships between wholeness, love and design by framing the understanding of design as a practice of wholeness and systems thinking.

WSDN611: Mary Parker Follett (3); SU

Explores issues of organization, power conflict, groups and democracy through the holistic systemic work of an early organizational consultant and social reformer.

WSDN612: Experience of Place (3); SP

Develops awareness of relationship with the built and natural world. Explores its impact on identity, effectiveness and what is possible personally, organizationally and socially.

WSDN613: Metaphor, Worldview and Change (3); FA

Explores language as a reflection of worldview and a powerful leverage point for change. Students critique metaphors that commonly appear in organizational, community, environmental and civic life and are introduced to new thinking and possibilities by changing those metaphors.

WSDN620: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3)

An exploration of signs and symbolic meaning experientially and theoretically. Students apply this learning to design communication exercises, using visual thinking as a technique for working out creative responses to design challenges.

WSDN621: Design Approach: The Art and Science of Creative Change (3); WI

Students learn and experience design as an intentional co-creation process of acting and being in the world to facilitate organizational renewal, societal change and personal transformation.

WSDN622: Context-based Design (3)

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

WSDN623: Notating Imagination: Advanced Design Communication (3)

Students explore notation, syntactically and semantically, as an emerging new area in advanced design communication and whole systems design.

WSDN630: Systemic Thinking: The Art of Making Distinctions (3)

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

WSDN631: Advanced Systems (3); FA

Learn a structural approach to understanding system formation and politics, change versus persistence and design concepts – effectiveness, flexibility, creativity and value.