

# B.A. in Liberal Studies Completion Program

## Introduction

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

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

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

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

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

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

All these students share:

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

# Conceptual Framework of the B.A. Completion Program

## Customization is Key

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

## Advising

Students in the B.A. in Liberal Studies Program are assigned a faculty advisor at the entry to the program. Each full-time core faculty member advises approximately 30 students, meeting regularly with each advisee. Faculty advising is especially focused on degree planning and registration for courses and other learning activities such as independent studies, internships, service learning, and the senior synthesis. When core faculty advisors are on professional development leave for one quarter each year, their advisees are assigned to other core faculty members as temporary advisees. In addition to guidance each student receives from their primary core faculty advisor, students are regularly reminded that they may consult with any B.A. faculty member at any time. Students also receive substantial assistance from program associates, mainly focused on technical issues, such as registration procedures, information technology support, and interactions with other departments across campus.

## Portfolios

All students create portfolios that map

their progress through the program and exhibit their best work. Although portfolios have a consistent set of documents that students create as they progress through the program, each student portfolio is unique, reflecting experiences, interests and intellectual decisions each student makes.

## Core Curriculum

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

## Areas of Concentration (AoC)

Each student develops an area of concentration around his or her intellectual interests. These concentrations include a minimum 45 credits of coursework, transfer courses, prior learning, independent studies and other learning activities. Students choose concentrations in one of two ways. Students create individualized committee-based areas of concentration if they want to do extensive interdisciplinary study, for example, in a combined study of psychology, art and social justice. These concentrations are created through a committee structure, where the student,

an academic adviser and two community advisers guide the student to design learning activities to form a coherent study of a theme, topic or interdisciplinary project. Or, students may choose a more focused concentration in one of the several fields highlighted at Antioch Seattle and develop a degree plan that is largely comprised of a curriculum established by the B.A. faculty. These are called structured areas of concentration. At the end of this section on the B.A. program, the range and format of both individualized and structured areas of concentration are spelled out in detail.

### **Prior Learning**

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

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

To obtain these credits, students partici-

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

### **Core Competencies**

Faculty members have identified core competencies of a liberal arts education that students must demonstrate to complete their degrees. All core competencies fall under the larger purpose of achieving leadership skills for the 21st century. Students assess their strengths and weaknesses in these areas, and are evaluated by their advisers and teachers. They create a plan to bring their competencies to a baccalaureate level and demonstrate these competencies to their faculty advisers and their peers. Using papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate their accomplishments in each of these areas:

- Creative and Critical Inquiry
- Understanding Self and Community
- Understanding Society and the World

### **Graduation Requirements**

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

#### **Credit Requirements**

Students must complete at least 180 quarter credits, of which at least 60 must be upper division (classified as junior or senior level). These can include college-level coursework at Antioch and elsewhere and prior learning credits.

#### **Residency Requirements**

- 36 credits must be completed in residence through the program (not including credits for prior learning).

- Students must be in residence at Antioch for four quarters

**Other Graduation Requirements Include:**

- The completion of a portfolio which contains a degree plan and the student's best work
- Progress through a core curriculum
- Creation of an area of concentration
- Successful demonstration of the core competencies in of the program

**B.A. Degree Completion Requirements Summary**

Students satisfy the requirements for graduation when they:

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

All students take the following required courses:

**LIB301 - Liberal Studies Seminar (3-4 credits)**

**LIB302 - Diversity, Power and Privilege (3-4 credits)**

**LIB310 - Educational Design (repeatable up to 6 credits)**

In addition, structured option students take:

**LIB402 - Integrated and Synthesis Seminar - Capstone Project (1-2 credits)**

**LIB450 - Senior Synthesis (1-10 credits)**

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

# Areas of Concentration

## Introduction

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

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

## Individualized Areas of Concentration

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

Examples of some individualized areas of concentration from recent graduates are:

- Sustainable communities
- Alternative education
- Urban planning

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

What follows is an example of an individualized area of concentration in Ecological Design. In this example, the student defines her area of concentration, talks about how she gained the knowledge and interest, and indicates how the courses and other learning experiences combine to make a whole. She then specifies courses and other learning included in the area of concentration, as well as the forum in which her learning took place.

## Example: Ecological Design

Ecological Design is a study of design that fosters an ecological literacy, and an engagement with natural processes, global systems of power, sacredness and placemaking. Ecological Design, as popularized by Sim Van der Ryn, is an integrated approach to sustainability at both the building-specific and the community development scale. This field of concentration evolves to include and intends to further Dr. Randolph Hester's research on design for *ecological democracy*. Localization of culture, of economy, and of decision-making is a necessary foundation of sustainability, and intersections (like the long forgotten local square), when planned with intention, can be powerful sites of connection. Ecological Design provides a path toward work honoring the value of this sacred space. I will confront design opportunities at the intersections, seek to interpret and honor the diversity of edges, and with participatory research create gathering spaces that empower and affect change. According to Hester, "confrontation is the greatest source of civic creativity."

In the Ecological Design concentration, Bachelor level competence will reflect the following:

- a working knowledge of the stages of process consulting, and a design portfolio that communicates *enabling*, *resilient* and *impelling* form, and the art of reciprocal stewardship.
- a demonstrated understanding of community development, and the public art process – from design concept to implementation.
- exposure to statistical modeling, life-cycle cost analysis, and practical application of alternative energy designs and efficiency certification standards
- theoretical insight into the nature of narrative inquiry, the contexts in which people connect to each other & give meaning to place, and the power of story to evoke individual and collective change
- critical grasp of the environmental and social justice impacts of design on the global community in the face of climate change, and a research base in progressive alternative economic theory

*Design:* I was introduced to the sustainable reach of participatory building, and the Land Trust process when I partnered with White Oak Farm and Education Center in Southern Oregon several years ago. In exchange for training in natural building technique, I helped to build and maintain a strawbale common house on their Equity Trust site. The level of intention with which participants there have grown their vision and put it into action resonates with me in a profound way. It was on this land that I began to form a vision of my path in relation to sustainability. I do freelance organic garden design, and I'm a nationally certified sustainable building advisor (CSBA).

*Ecology:* Interpretation, restoration and stewardship were values I took for granted

as a child raised in the coastal redwoods. I took my first real job as a job as an interpretive park ranger the summer after high school, and became a volunteer steward for the Monterey National Marine Sanctuary before the word *sustainability* made it onto my radar. Both as a field school naturalist, and a fourth-grade core educator, I remained dedicated to the each-one-teach-one philosophy of environmental stewardship. The work of Dr. Randolph Hester at University of California at Berkeley in the area of Design for Ecological Democracy creates grounds for thinking about the environment, community and design to become more integrated. I feel as though I've come full circle with Ecological Design; capturing the soul of a place, creating intentional sacred gathering places in order that communities might pursue their own essence, and interpret their own future.

*Community-based change:* I draw upon difference to strengthen links between creativity, community & environment. My work with at-risk populations can and should be reframed as work with survivors. Teaching, counseling, training and mentoring instilled in me a profound respect for the unique issues facing young people, women and those who identify as members of minority or counter-culture groups, and the stressful transitions families face as their roles are redefined with age and with circumstance. Individuals who choose to utilize resources outside familiar networks to not only meet their own needs, but to create opportunities for community – these survivors – these leaders – are my inspiration. I want my designs to capture their stories and support their resilience that mystifies me so. I want my designs to empower their active engagement in making lasting change happen.

What I seek in a liberal arts education at Antioch is a more scholarly perspective of the privilege from which I will ultimately

practice, and the objectivity required to balance the creative with the technical. I will emerge from Antioch with coursework that speaks directly to the gaps that exist in my learning, having filled my toolbox with narrative research methods, marketable design graphics skills that are recognized universally, and a clearer understanding of global economic and environmental climate systems, so that I have some informed baseline from which to begin my Masters studies abroad. Community Design Studio coursework will be married with a policy internship, and together they will stretch me to communicate vision to a variety of audiences, by a variety of means, at varying scales. Masters classes, taken with special permission in the departments of Organizational Psychology and Environment & Community will bridge my commitments to social and environmental justice, shape my own personal theory of practice, my design portfolio and the confidence to say, out loud, that I am an artist. My Capstone Project will reframe the central issues surrounding development that I grapple with as a designer. I will propose a collaboration–internship or independent study with *Earth Economics*, incorporating measures that value indigenous wisdom, biodiversity, climate change, and natural resources as I create a sense of place. Rather than designing to persuade those who stand in the way of sustainable outcomes that their policies oppress, my practice will impel active participation. I will emerge from Antioch with the breadth to design gathering places that demand not *the freedom from*, but instead make accessible *the freedom to*.

Transcripted learning activities that support my area of concentration:

Title	Credits
-------	---------

**Other Institutions**

Climate Change Seminar .....	2
Environmental Engineering, Design, & Analysis .....	2
Environmental Science & Statistics .....	1
Intro to Visual Arts .....	5
Philosophy of the Arts .....	4
Intro to Design .....	6
History of Modern Landscape Architecture .....	3
Intro to Social Theory .....	3
Intro to Social Organizations .....	3

**Antioch University Seattle Courses**

Placemaking & Public Art .....	3
Old Growth: Ecology & Management .....	3
Stories for Collective Action .....	4
Globalization & Its Discontents .....	3
Children in America .....	4

**Independent Studies and Internships**

Landscape Perception & Design Graphics .....	1
Community Design Studio .....	1
Energy Modeling & Solar Workshop .....	1
CAPSTONE Concept Research – Earth Economics .....	4
Natural Resource Conservation .....	4
Intro to Research Methods .....	5
Special Projects-R: Ecological Evaluation & Design Perception .....	5
Tanzania – Building & Building Community Ind Study .....	1
Policy Work .....	1
Practitioner Development .....	2

## Prior Learning

Intergenerational Ties.....	3
Origins & Human Behavior.....	4
Sex Roles.....	5
Environment & Behavior.....	4
Social Psychology.....	3
Total concentration credits.....	90

## Structured Areas of Concentration

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

- Arts and Literature
- Environmental Studies
- Global Studies
- Human Development and Learning
- Human Services
- Leadership and Organizational Studies
- Psychology
- Social Justice Studies
- Spiritual Studies
- Sustainable Business

Each of these ten areas requires both core and elective courses. There are six core courses (at least 18 credits), or types of courses, required in each area of concentration, plus elective credits that bring the total to 45 quarter credits. In practice, most students include many more than 45 credits in their areas of concentration.

Specific requirements follow for each structured area of concentration, and examples of courses that fulfill those requirements. These classes are offered every year, or every other year. Unless otherwise noted, all courses can be taken for 3-4 credits. Students choose a course for each core area and the remaining courses or other learning experiences qualify as electives. Transfer credits can be used in both core and elective areas; prior learning credits are often used as electives.

## Examples of Structured Areas of Concentration

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



## Arts and Literature

**PURPOSE:** The goal of an Arts & Literature concentration is to prepare students to work in fields such as writing, publishing, publicity, the visual and performance arts, new media and arts management. Students also acquire the necessary prerequisites for successful graduate study. While students often choose to focus on either writing/literature or the visual/performance art, the concentration encourages cross-disciplinary study and work.

Partnerships with local arts organizations, such as Freehold Theatre, Richard Hugo House, and Pratt Fine Arts Center, expand students' learning opportunities. Up to 25% of a student's Arts and Literature concentration may be completed through partnership organizations' courses.

## Core courses

1. Writing workshop: One of the following courses, an independent study or transfer credit
  - Writing the Stories We Know
  - Spoken Word and Performance Poetry
  - The Moving Image: Screenwriting
  - Improvisation
  - Playwriting: Exploring Craft
  - Writing Poetry and the Pursuit of Memory
  - Solo Performance and Presentation
  - Writing Fiction: Whose Story?
2. Art Studio: One of the following courses, an independent study or transfer credit
  - Acrylic Painting
  - Ceramics I/II
  - Ceramics: Primitive Techniques
  - Mixed Media I/II
  - Acting Fundamentals
  - Acting With Text
  - Stonecarving
  - Printmaking
- 3-6. Art and Literature Seminars
  - The American Family in Literature and Film
  - Literature of Displacement
  - Literary Representations of American Slavery
  - The Making of a Literary Magazine
  - Placemaking and Public Art
  - Fine Art Symposium: Seattle's Place in Art World
  - Border Crossings: A Multi-Cultural Journey Through Film
  - Postcolonial Protest Narratives
  - Indigenous Art and Literature
  - Contemporary Native American Fiction

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

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

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Writing Workshop - <i>Poetry and the Pursuit of Memory</i>	Fall 08	AUS	4
<input type="checkbox"/> 2.	Art Studio - <i>Stonecarving</i>	Fall 08	AUS	3
<input type="checkbox"/> 3.	Art and Literature Seminar - <i>Postmodern Fiction</i>	Spring 06	CC 1	5
<input type="checkbox"/> 4.	Art and Literature Seminar - <i>Literature of Displacement</i>	Winter 09	AUS	4
<input type="checkbox"/> 5.	Art and Literature Seminar - <i>Post Colonial Protest Narratives</i>	Spring 09	AUS	3
<input type="checkbox"/> 6.	Art and Literature Seminar <i>The American Family in Literature and Film</i>	Summer 09	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Acting Fundamentals	Fall 08	AUS	3
Acrylic Painting	Fall 08	AUS	3
Art and Literature Seminar - Postmodern Fiction	Winter 09	AUS	4
Writing the Stories We Know	Winter 09	AUS	4
The Moving Image: Screenwriting	Spring 09	AUS	2
Ecoliterature	Summer 06	CC1	5
Fine Art Symposium: Seattle's Place in the Art World	Fall 09	AUS	3
Placemaking and Public Art	Summer 09	AUS	4

**Subtotal: 28**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship in Publishing	Summer 09	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
The Intersection of the Novel and Art	Fall 09	AUS	6

**Subtotal: 6**

**Total Area of Concentration credits: 61**



## Environmental Studies

**PURPOSE:** The goal of the Environmental Studies concentration is to prepare students for work in green-related jobs, to increase their understanding of environmental justice issues, to explore techniques of place-based urban sustainability, and to enhance their appreciation of the natural world. Work opportunities may include jobs in government agencies (Forest or Park Service), environmental start-up companies, non-profits, and/or environmental education/therapy programs. The Environmental Studies Concentration combines science, policy, social justice issues, psychology, spirituality, leadership and outdoor skills with a deep appreciation and awareness of the natural world.

### Core courses

1. Environmental Science
  - Water Quality Assessment
  - Cascade Geology/Hydrology
  - Field Based Environmental Analysis
2. Bio-Regional Studies and Nature Awareness Skills
  - Floral and Fauna of the Pacific Northwest
  - Bio-Regional Studies: The Dynamic Duwamish
  - Old-Growth Forest Ecology
  - Birds in the Imagination and the Field
  - Nature Awareness Skills

3. Global Environmental Justice Issues
  - Global Environmental Problems
  - Environmental Policy
  - Environmental Justice Issues
  - Global Warming
  - History of the Environmental Movement
  - Urban Sustainability
4. Eco-Psychology and/or Eco-Spirituality
  - Ecopsychology
  - Wilderness Therapy
  - Dreams and Earth
  - Ritual Process and Ceremonial Design
  - The Spiritual Psychology of the Human Heart
  - Ecological Ceremonies
5. Environmental Leadership, Education and Advocacy
  - Games for Leaders: Facilitation of LOW Risk to HI Element Activities
  - Methods of the Environmental Educator
  - Expeditionary Leadership
  - Survey of Outdoor Education
6. Eco-Art
  - Nature Writing/Poetry
  - Nature Photography
  - Digital Storytelling

### Electives

- The Nature of Wilderness First Aid
- Oceanography and Marine Science
- Environmental Justice and Racism
- Women in Wilderness
- Alchemy and Science: Toward the Re-imagination of Nature

## What follows is a *sample* Environmental Studies Area of Concentration Plan

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Field Based Environmental Analysis	Fall 09	AUS	4
<input type="checkbox"/> 2.	Bio-Regional Studies: The Dynamic Duwamish	Spring 10	AUS	3
<input type="checkbox"/> 3.	History of the Environmental Movement	Spring 06	CC1	5
<input type="checkbox"/> 4.	Ecopsychology	Winter 10	AUS	4
<input type="checkbox"/> 5.	Expeditionary Leadership	Summer 09	AUS	3
<input type="checkbox"/> 6.	Nature Photography	Summer 10	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Cascade Geology/Hydrology	Fall 09	AUS	3
Old-Growth Forest Ecology	Fall 09	AUS	3
Environmental Policy	Winter 10	AUS	4
Urban Sustainability	Winter 10	AUS	4
Dreams and the Earth	Spring 10	AUS	2
Writing the Natural World	Summer 06	CC1	5
Methods of the Environmental Educator	Fall 09	AUS	3
Placemaking and Public Art	Summer 09	AUS	4

**Subtotal: 28**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship: Wilderness Awareness School	Spring 10	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
The Zero-Waste Urban Community	Summer 10	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 59**

## Global Studies

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

### Core courses

1. Global Economics
  - Globalization: The Global South
  - Globalization, Development and Grassroots Movements
2. Postcolonial Protest Narratives
3. Narratives of Displacement
  - Border Crossings: A Multi-cultural Journey Through Film
  - Brown Thought and Activism
  - Literature of Displacement
4. World Ideologies Today
  - Global Economics and Ideologies
  - Palestine-Israeli Conflict
  - War and Gender
5. Translating Gender
  - Translating Gender
  - Women and Mental Health
6. International Activism
  - Community Organizing in History
  - Climate Change Activism



### Electives

- The African American 20th Century
- History of Mindfulness: East and West
- Palestine-Israel Conflict
- Wealth and Poverty
- International Activism
- Marx's Theory of History
- Classic and Contemporary Models of African Leadership
- War and Gender
- Indigenous Women Movements
- Mapping Worlds: Wayfaring at the Margins
- Political Economy of Oil States
- Indigenous Psychology

## What follows is a *sample* Global Studies Area of Concentration Plan

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Globalization and Its Discontents <i>Globalization, Development, Grassroots Movements</i>	Fall 07	AUS	4
<input type="checkbox"/> 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 08	AUS	4
<input type="checkbox"/> 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 08	AUS	4
<input type="checkbox"/> 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Summer 05	Univ 1	5
<input type="checkbox"/> 5.	Translating Gender <i>Women's Studies - Cross Cultures</i>	Winter 98	CC 1	5
<input type="checkbox"/> 6.	War and peace, Terrorism, Democracy and Nonviolence <i>Creating Just, Peaceful and Sustainable Societies</i>	Winter 08	AUS	3

**Subtotal: 25**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Immigrant Experience	Summer 07	AUS	3
(PL) Culture Studies: Central Amer Immersion (PL)	Summer 07	AUS	10
World Literature	Spring 98	CC1	5
Globalization and Economics	Fall 05	Univ 1	5
Palestine-Israel Conflict	Fall 08	AUS	3
Pilgrimage	Summer 08	AUS	4
Anthropology and Literature	Summer 07	AUS	4

**Subtotal: 34**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Seattle Immigrant Rights Center Internship	Summer 09	AUS	2

**Subtotal: 2**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Immigrant Women	Winter 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 65**

# Human Development and Learning

**PURPOSE:** The goal of the Human Development and Learning concentration is to provide students with a solid liberal arts foundation for: graduate studies in education, leading in turn toward eligibility for a Washington residency teacher certificate; graduate studies in psychology, human development, and human service fields; practitioner roles working with children, youth, and/or adults as caregivers, program specialists, or noncertificated educators; citizenship, policy and entrepreneurial roles requiring broad knowledge of human development and learning.

## Core courses

1. Perspectives in Human Development and Learning
2. Lifespan Development
3. Social Science Research
4. Child Development and Learning Theory or another course focusing on theories of learning and human development such as:
  - Child Development and Educational Psychology
  - Educational Foundations
5. Prevailing Cultural Attitudes and Social Policy Issues Affecting Children, Youth, Families, or Elders.
  - History and Image of the American Family
  - Children and Social Policy
  - Urban Youth in Context
6. Issues of Gender, Sexual Orientation, and Sexual Identity as these Affect Human Development.
  - Gay, Lesbian, Bisexual, and Transgender Studies
  - Men
  - Translating Gender

- Women and Mental Health
- Women's Health in Global Perspective.

## Electives

- Abnormal Psychology
- The American Family in Literature and Film
- Arts, Culture and Learning
- The Body in Context
- Child and Adolescent Literature
- Children with Special Gifts and Needs
- Conflict Resolution
- The Counseling Role
- Current Assessment Practices
- Depth Psychology
- Human Services Seminar
- Inquiry and Research
- History and Image of the American Family
- Integral Psychology and Spirituality
- Liberatory Psychology and Cultural Healing
- Loss and Grief
- Psychology and Spirituality
- Race, Justice & Political Reality
- Researching Strategies Seminar
- Social Psychology
- Theories of Personality
- Transpersonal Psychology
- Women's Education Project

## What follows is a *sample* Human Development & Learning Area of Concentration Plan

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Perspectives in Human Development and Learning	Fall 09	AUS	4
<input type="checkbox"/> 2.	Lifespan Development	Summer 10	AUS	3
<input type="checkbox"/> 3.	Social Science Research	Spring 10	AUS	4
<input type="checkbox"/> 4.	American Family in Literature and Film	Summer 09	AUS	4
<input type="checkbox"/> 5.	Women and Mental Health	Fall 09	AUS	4
<input type="checkbox"/> 6.	Child Development and Learning Theory	Winter 10	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Theories of Personality	Summer 10	AUS	3
Children and Social Policy	Winter 10	AUS	10
General Psychology	Spring 09	CC1	5
Introduction to Sociology	Spring 09	CC1	5
Abnormal Psychology	Fall 10	AUS	3
The Body in Context	Winter 10	AUS	4
Human Anatomy & Physiology	Spring 08	CC2	5
Perspectives on Loss & Grief	Fall 10	AUS	4

**Subtotal: 33**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Child Development Practicum	–	Prior Learning	10

**Subtotal: 10**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Organizing a Parent Co-op	Fall 10	AUS	6

**Subtotal: 6**

**Total Area of Concentration credits: 72**

## Human Services

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

### Core Courses

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

- The American Family in Literature and Film
6. Social Issues
    - Service Learning: The Homeless Women's Project
    - Globalization
    - Translating Gender
    - History and Image of the American Family
    - Climate Change Activism
    - Women and Mental Health
    - Palestine-Israeli Conflict
    - Children and Social Policy
    - Women's Health in Developing Countries

### Electives

- Interdisciplinary Perspectives on Loss and Grief
- Group Facilitation
- Leadership, Mindfulness and Social Justice
- Latinos in the U.S.
- Facilitating Democratic Participation
- Leadership and Conflict Resolution
- Intercultural Communications and Conflict Resolution



## What follows is a *sample* Human Services Area of Concentration Plan

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Personal/Prof. Development Human Services <i>Human Services Seminar</i>	Winter 09	AUS	3
<input type="checkbox"/> 2.	Lifespan Development <i>Lifespan Development</i>	Summer 08	AUS	4
<input type="checkbox"/> 3.	The Counseling Role <i>Counseling Skills</i>	Fall 07	AUS	4
<input type="checkbox"/> 4.	Community Org. & Social Movements <i>Community Organizing in Action</i>	Fall 08	AUS	4
<input type="checkbox"/> 5.	Literature of Human Experience <i>History and Image of American Family</i>	Spring 07	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Children and Social Policy</i>	Fall 07	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Depth Psychology	Winter 08	AUS	4
Abnormal Psychology	Winter 08	AUS	4
Psychology and Spirituality	Spring 08	AUS	4
Monsters and the Literary Imagination	Spring 07	AUS	4
Immigrant Experience	Summer 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Theories of Personality	Spring 08	AUS	4
LSII: Diversity, Power and Privilege	Summer 07	AUS	4
Introduction to Buddhist Psychology	Summer 08	AUS	3

**Subtotal: 35**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Service Learning: LGBT Center (IS)	Summer 08	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Crosscultural Counseling	Spring 08	AUS	2

**Subtotal: 2**

**Total Area of Concentration credits: 64**



## Leadership and Organizational Studies

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

### Core Courses

1. Organizational Studies
  - Introduction to Non-profit Management
  - Organizational Theory/Behavior
  - Introduction to Business
  - Intercultural Communications and Conflict Resolution
2. Systems Change 1
  - Turning the Ship: Organizational Change

- Far from Equilibrium: Systems Perspectives on Change
3. Systems Change 2
    - Narrating Change: Stories for Collective Action
    - Social Justice Organizing Strategies for Organizations
  4. Leadership 1
    - Case Studies in Leadership
    - Leadership and Conflict Resolution
  5. Leadership 2
    - Leadership, Mindfulness & Social Justice
    - Expeditionary Leadership: Lessons in Group Facilitation
  6. Facilitation
    - Power of Engaging: Listening, Collaborating, Facilitating
    - Expeditionary Leadership: Lessons in Group Facilitation
    - Community Organizing in Action
    - International Activism

### Electives

- Sustainable Workplace Relationships
- Economics for Global Sustainability
- Human Services Seminar
- Social Science Research
- Intercultural Communications and Conflict Resolution
- Finance for Sustainable Business

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

**1. Six Required Courses**

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Organizational Studies <i>Intro to Non-profit Management</i>	Fall 08	AUS	4
<input type="checkbox"/> 2.	Systems Change 1 <i>Far From Equilibrium</i>	Spring 08	AUS	4
<input type="checkbox"/> 3.	Systems Change 2 <i>Turning the Ship - Organizational Change</i>	Summer 09	CC1	3
<input type="checkbox"/> 4.	Leadership 1 <i>Case Studies in Leadership</i>	Winter 09	AUS	4
<input type="checkbox"/> 5.	Leadership 2 <i>Leadership &amp; Conflict Resolution</i>	Spring 09	AUS	3
<input type="checkbox"/> 6.	Facilitation <i>Facilitating Democratic Participation</i>	Fall 08	AUS	3

**Subtotal: 21**

**2. Area of Concentration Electives**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Introduction to Psychology	Winter 06	CC1	5
Human Resources Management	Spring 06	CC1	5
Interpersonal Communications in the Workplace	Fall 06	CC1	5
Organizational Behavior	Winter 07	CC1	5
International Activism	Spring 09	AUS	3
Social Science Research	Winter 09	AUS	3
Economics for Global Sustainability	Fall 08	AUS	3

**Subtotal: 29**

**3. Community/Field-based Learning Experience**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship: Facilitation Practicum	Summer 09	AUS	4

**Subtotal: 4**

**4. Senior Synthesis**

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Senior Synthesis: Leading Teams Through Change	Fall 09	AUS	3

**Subtotal: 3**

**Total Area of Concentration credits: 57**

## Psychology

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

### Core Courses

1. Theories of Personality
2. Abnormal Psychology
3. Lifespan Development
4. The Counseling Role
5. Literature Focused on the Human Experience
  - The American Family in Literature and Film
  - Literature of Displacement
  - Contemporary Native American Literature
6. Social Science Research
  - Social Science Research

## Electives

- Interdisciplinary Perspectives on Loss and Grief
- Transpersonal Psychology
- Indigenous Psychology
- Introduction to Jungian Psychology
- Joseph Campbell
- Introduction to Organizational Psychology
- Spiritual Psychology of the Human Heart
- Psyche and World Religions
- Women and Mental Health
- Ecopsychology
- Depth Psychology
- Children and Social Policy
- Archetypes in Classical Literature

### What follows is a *sample* Psychology Area of Concentration Plan

#### 1. Six Required Courses

	title	quarter	school	credits
☐ 1.	Theories of Personality <i>Theories of Personality</i>	Winter 09	AUS	3
☐ 2.	Abnormal Psychology <i>Abnormal Psychology</i>	Fall 08	AUS	4
☐ 3.	Lifespan Development <i>Lifespan Development</i>	Summer 08	AUS	4
☐ 4.	The Counseling Role <i>Counseling Skills</i>	Fall 07	AUS	4
☐ 5.	Literature of Human Experience <i>History and Image of the American Family</i>	Spring 07	AUS	4
☐ 6.	Social Science Research <i>Children and Social Policy</i>	Fall 07	AUS	4

**Subtotal: 23**

## 2. Area of Concentration Electives

title	quarter	school	credits
Depth Psychology	Winter 08	AUS	4
Ecopsychology	Winter 08	AUS	4
Psychology and Spirituality	Spring 08	AUS	4
Monsters and the Literary Imagination	Spring 07	AUS	4
Immigrant Experience	Summer 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Archetypes in Classical Literature	Spring 08	AUS	4
LSII: Diversity, Power and Privilege	Summer 07	AUS	4
Intro to Buddhist Psychology	Summer 08	AUS	3

**Subtotal: 35**

## 3. Community/Field-based Learning Experience

title	quarter	school	credits
Service learning - LGBT Center (IS)	Summer 08	AUS	4

**Subtotal: 4**

## 4. Senior Synthesis

title	quarter	school	credits
Intergenerational Perspectives on Grief	Spring 08	AUS	2

**Subtotal: 2**

**Total Area of Concentration credits: 64**

## Social Justice Studies

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

### Core Courses

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

### Social Movements

- Creating a Just, Peaceful and Sustainable Future
4. Leadership and Development
    - Expeditionary Leadership
    - Leadership, Mindfulness and Social Justice
  5. Social Issues 1
    - Men
    - Urban Youth in context
  6. Social Issues 2
    - History and Image of the American Family
    - Post Colonial Protest Narratives
    - Women's Health in Developing Countries
    - Nutrition and the Politics of Food

### Electives

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



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

### 1. Six Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Social Movements & Democracy <i>Nonviolent Social Movements &amp; Democracy</i>	Winter 08	AUS	3
<input type="checkbox"/> 2.	Organizing & Building Social Movements <i>Community Organizing in Action</i>	Fall 08	AUS	4
<input type="checkbox"/> 3.	Civic Engagement, Policy Making & Gov't <i>Homeless and County Government</i>	Fall 02	Univ 1	5
<input type="checkbox"/> 4.	Leadership Development <i>Transformative Leadership</i>	Spring 08	AUS	3
<input type="checkbox"/> 5.	Social Issues <i>Children and Social Policy</i>	Fall 07	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Post-colonial Literature</i>	Spring 09	AUS	4

**Subtotal: 23**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Immigrant Experience	Fall 07	AUS	4
Women and Mental Health	Fall 07	AUS	4
Homelessness (PL)	Spring 09	AUS	5
History and Image of American Family	Spring 07	AUS	4
Child Development	Summer 02	CC1	5

**Subtotal: 22**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Homeless Women's Project	SpSuFa 08	AUS	6

**Subtotal: 6**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Homelessness and Children	Spring 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 55**

## Spiritual Studies

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

## Core Courses

1. Psychology and Spirituality
  - Spiritual Psychology of the Human Heart
  - Psychology and Spirituality
2. Depth Psychology
  - Introduction to Jungian Psychology
3. Transpersonal Psychology
4. Religious Studies
  - Joseph Campbell
  - Psyche and World Religions
5. Comparative Religion
  - World Religion
  - Mindfulness: East and West
6. Spiritual Practices
  - Dreams and the Earth
  - Ritual Process and Ceremonial Design
  - Eastern Meditation Practices

## Electives

- Theories of Personality
- Pilgrimage: Walking with Intention
- Foundations of the Great Turning

### What follows is a *sample* Spiritual Studies Area of Concentration Plan

#### 1. Six Required Courses

	title	quarter	school	credits
☐ 1.	Psychology & Spiritual Studies <i>Intro to Psychology and Spirituality</i>	Fall 07	AUS	4
☐ 2.	Depth Psychology <i>Seminar in Archetypal Psychology</i>	Fall 08	AUS	3
☐ 3.	Transpersonal Psychology <i>Transpersonal Psychology</i>	Winter 07	AUS	4
☐ 4.	Religious Studies: Myth, Symbol & Sacred <i>The Legacy of Joseph Campbell</i>	Winter 08	AUS	4
☐ 5.	Comparative Religion <i>World Religions</i>	Fall 05	Univ 1	5
☐ 6.	Spiritual Practices <i>Ritual Practice and Ceremonial Design</i>	Spring 08	AUS	4

**Subtotal: 24**

## 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
The Bible as Literature	Fall 05	Univ 1	5
The New Testament	Winter 06	Univ 1	5
Esoteric Christian Traditions	Spring 07	Univ 1	5
Alchemy & Science: Towards the Re-imagination of Nature	Fall 07	AUS	4
Inquiry into the Myth of the Holy Grail	Winter 08	AUS	4
Spirit in Action	Winter 09	AUS	4
Pilgrimage: Walking With Intention	Spring 08	AUS	4
Open Heart, Open Mind: Intro to Meditation	Summer 08	AUS	4

**Subtotal: 35**

## 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship: Youth Rites of Passage	Summer 08	AUS	4

**Subtotal: 4**

## 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Senior Synthesis: Vision Quest	Spring 09	AUS	4

**Subtotal: 4**

**Total Area of Concentration credits: 67**



## Sustainable Business

**PURPOSE:** The Sustainable Business concentration educates students for leadership in the transition currently underway toward more sustainable models for 21st century business. Studies in this area emphasize an ethic of social responsibility driving business decisions and functions, along with concern for environmental sustainability and financial success in an interdependent global economy. Students in this concentration learn to think critically about contextual issues while experimenting boldly with emerging principles and practices. This concentration assumes some essential lower division coursework prior to (or concurrent with) enrollment at Antioch, and prepares students for new work roles in business and/or graduate studies.

### Core Courses

1. Economics and Sustainability
  - Economics for Global Sustainability
2. Financial Theory & Practice for Sustainable Business
  - Finance for Sustainable Business
  - Triple Bottom Line Accounting and Management

3. Social Responsible Marketing
  - Green Marketing
4. Systems Leadership/Systems Change
  - Far From Equilibrium: Systems Perspectives on Change
  - Case Studies in Leadership
  - Narrating Change: Stories for Collective Action
5. Collaborative/Team Skills Sustainable Workplace Relationships
  - Facilitating Democratic Participation
  - Expeditionary Leadership: Lessons in Group Facilitation
  - Intercultural Communications & Conflict Resolution
6. Topics & Issues in Sustainability
  - Creating a Just, Peaceful & Sustainable Future
  - Global Environmental Problems
  - Environmental Policy & Decision-making Process

### Required Transfer (or Concurrent Enrollment) Courses

- Fundamentals of Accounting I
- Fundamentals of Accounting II

### Electives

- Introduction to Business
- Introduction to Marketing
- Human resource Management
- Organizational Theory/Behavior
- Climate Change Activism
- Ecoliterature: Narrative and Ecological Conflict
- Globalization and Its Discontents

## What follows is a *sample* Sustainable Business Area of Concentration Plan

### 1. Eight Required Courses

	<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
<input type="checkbox"/> 1.	Economics for Global Sustainability	Summer 09	AUS	3
<input type="checkbox"/> 2.	Triple Bottom Line Accounting & Management	Spring 09	AUS	4
<input type="checkbox"/> 3.	Green Marketing	Fall 08	AUS	3
<input type="checkbox"/> 4.	Far From Equilibrium: Systems Perspectives on Change	Winter 09	AUS	4
<input type="checkbox"/> 5.	Sustainable Workplace Relationships	Spring 08	AUS	3
<input type="checkbox"/> 6.	Global Environmental Problems	Fall 08	AUS	3
<input type="checkbox"/> 7.	Fundamentals of Accounting I	Fall 07	CC1	5
<input type="checkbox"/> 8.	Fundamentals of Accounting II	Winter 08	CC1	5

**Subtotal: 30**

### 2. Area of Concentration Electives

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Small Business Management	Winter 06	CC1	5
Diversity Issues in Business	Spring 06	CC1	5
Introduction to Marketing	Fall 06	CC1	5
Organizational Behavior	Winter 07	CC1	5
Climate Change Activism	Spring 09	AUS	3
Economics for Global Sustainability	Fall 08	AUS	3

**Subtotal: 26**

### 3. Community/Field-based Learning Experience

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Internship: Assessing Ecological Footprints	Summer 09	AUS	4

**Subtotal: 4**

### 4. Senior Synthesis

<b>title</b>	<b>quarter</b>	<b>school</b>	<b>credits</b>
Senior Synthesis: Developing a Corporate Social Responsibility Plan	Fall 09	AUS	3

**Subtotal: 3**

**Total Area of Concentration credits: 63**

## The Ladder Option

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

### Eligibility

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

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

### Admissions Process

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

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

### Tuition

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

### B.A. Degree Completion

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

## Courses Available to Ladder Option Students

### School of Education

*(12-credit maximum)*

#### M.A. in Education

EDUC504: Diversity and Equity (4)

EDUC511: Curriculum Studies and Reflection (4)

EDUC546: Leadership and Reform (4)

EDUC608: Inquiry and Research (4)

#### Graduate Teacher Preparation

*(Summer and Winter start only)*

EDUC502: Education and Society (4)

EDUC560: Literacy Issues and Methods-

Writing and Learning to Write (4)

EDU509: Child Development & Learning Theory (4)

## **Center for Creative Change**

*(10-credit maximum)*

### **M.A. in Environment and Community, Organizational Development, Communication, Whole Systems Design, M.S. in Management**

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

CHNG530: Systemic Thinking for a Changing World (3)

CHNG545: Sustainability (3)

CHNG632: Methods for Sustainable Change (3)

CHNG614-618: Program Caucus (1)

## **School of Applied Psychology, Counseling and Family Therapy**

*(12-credit maximum)*

### **Mental Health Counseling (MHC) / Couple and Family Therapy (CFT)**

PSYC503: Family of Origin (3)

PSYC504: Multicultural Perspectives (3)  
(prerequisite: Family of Origin)

PSYC505: Systems Perspectives in Family Therapy (3)

PSYC506: Communication & Counseling Skills (3)

### **Mental Health Counseling (MHC) / Couple and Family Therapy (CFT) with Art or Drama Therapy Concentration**

PSYA503/PSYD503: Family of Origin/Art or Drama Therapy (3)

PSYA504/PSYD504: Multicultural Perspectives in Art or Drama Therapy (3) *(prerequisite: Family of Origin/Art or Drama Therapy)*

PSYC505: Systems Perspectives in Family Therapy (3)

PSYC506: Communication & Counseling Skills (3)

## **LEAPYEAR - A program of International Travel & Study**

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

LEAPYEAR runs between late August and May, and is open to students between the ages of 17 and 24, and is part of Antioch's B.A. program. Successful completion of the program leads to 36 quarter hours of credit. LEAPYEAR is an excellent foundation for a B.A. in Liberal Studies.

## **Antioch Education Abroad**

The Antioch University Seattle - Antioch Education Abroad B.A. in Liberal Studies is a two-year program for students who transfer to Antioch University Seattle in the

third year and have already earned 60 semester (or 90 quarter) credits. Students may select to concentrate in one of the following areas: Environmental Studies, Spiritual Studies, or Global Studies.

Students can:

1. Complete 2 semesters abroad and 3 quarters in residence at AUS. Students can combine in-depth immersion abroad with real work experience during an internship and academic program in Seattle.
2. Integrate academic learning, both abroad and at AUS, with the experience of international living and working in a program-related internship in the Seattle area. Students gain invaluable practical experience for the continuation of study or work.
3. Receive team-based academic advising, comprised of one faculty member from AUS and one faculty member from Antioch Education Abroad. Students enjoy the benefits of uninterrupted, individualized academic advising.
4. Enjoy continuous and meaningful engagement in a true academic cohort, from beginning to end. Students stay connected with faculty advisers, other faculty members, and fellow students through direct personal interactions, within a framework of an on-line community.