

ANTIOCH UNIVERSITY MIDWEST

ACADEMIC

CATALOG

2010 - 2011



ANTIOCH  
UNIVERSITY  
MIDWEST

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Imagine. Prepare. Realize.

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**Antioch University Midwest**  
**2010-2011 Catalog**

900 Dayton Street  
Yellow Springs, Ohio 45387  
937-769-1800  
<http://midwest.antioch.edu>



**Michael Fishbein, Ph.D.  
President, Antioch University Midwest**

When you opened this catalog, you took the next step on a journey of self-discovery and aspiration. This catalog, and the people and programs it represents, is your gateway.

Antioch University Midwest is a community of teachers and learners dedicated to the idea that your journey matters to us all. As a citizen, as a professional, as a member of your family and community, the decisions you make, the choices you elect, affect the course of many lives. Knowing that, AUM faculty and staff work to ensure that you develop habits of critical intelligence and ability, a sense of justice and professional acumen, a desire to leave the world better than you found it and the tools to make that happen on a scale of your choosing.

AUM was designed specifically for you. Unlike many other colleges and universities our entire life has been about adult students who seek an adult education while balancing the burden of adult obligations. You will learn by theory and by practice. Our system of narrative evaluation gives you a detailed and personal picture of success and challenge. Our faculty understands the needs of adult learners and our programs are designed to adapt to your journey.

Your journey has begun. We are proud that you have elected to make it with us.

Cordially,

A handwritten signature in cursive script, appearing to read "Michael Fishbein".

Michael Fishbein  
President

**2010-11 Catalog**

The Antioch University Midwest Catalog is published by the Student Services Division. We make every effort to provide accurate and up-to-date information; however AUM reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings and other matters.

As a matter of policy, and in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 and other state and federal laws, Antioch University Midwest does not discriminate on the basis of race, color, sex, national origin, religion, handicap, age, sexual preference or marital status in recruiting and admitting students, awarding financial aid, recruiting and hiring faculty and staff, or operating any of its programs and activities.

Antioch University Midwest is an integral part of Antioch University, which is accredited by the Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2502, 312-263-0456, [www.ncahigherlearningcomission.org](http://www.ncahigherlearningcomission.org). Additionally, Antioch University Midwest's School of Education licensure programs for teachers and principals are approved by the Ohio State Department of Education and have received accreditation by NCATE: National Council for Accreditation of Teacher Education. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators.

Antioch University's credentials also include federal government recognition of eligibility for various forms of federal assistance, grants, and contracts, including the eligibility of Antioch students for federal financial aid and veteran's benefits. The University is in compliance with appropriate federal laws and regulations concerning civil rights, affirmative action, tax exemption, and eligibility for foundation support.

If you have questions or comments regarding this publication, please direct them to Antioch University Midwest, Student Services Division, 900 Dayton Street, Yellow Springs, Ohio 45387, 937-769-1818 or [sas.aum@antioch.edu](mailto:sas.aum@antioch.edu).

## ANTIOCH UNIVERSITY MCGREGOR IS NOW ANTIOCH UNIVERSITY MIDWEST

Antioch University McGregor embarked on a strategic planning process in 2009 which led to a host of initiatives being developed and executed in 2010 and beyond. Among these initiatives is a keen focus on the University's identity. Antioch University recognizes the global nature of the Antioch brand and seeks to better unify its five adult-focused campuses in four states across the U.S.

Integral to this recognition has been a need to better align Antioch University McGregor's name with the other campuses – which are all geographically based: Antioch University Los Angeles, New England, Santa Barbara, Seattle and, now, Midwest. More significant, though, is the opportunity to accurately claim our service to the needs of students in Ohio, Kentucky, Indiana, Illinois, and even across the nation thanks to our low-residency programs.

Secondly, but just as important, is the role that each campus plays within the University structure. While all of Antioch University is structured around rigorous liberal arts education, each campus brings its own unique strengths to the University. The University's Midwest campus has several outstanding programs including degrees and certificates in Education, world-class Conflict Analysis & Engagement programs, and undergraduate degree completion and masters programs.

Our students' degrees have always been awarded by Antioch University whether the school was named the School for Adult and Experiential Learning, The McGregor School or Antioch University McGregor. They are among the very best our University could hope for and we continue to honor, support and celebrate their achievements. We are all Antiochians.

**Student and  
Alumni Services  
Division**

**Mon-Fri 8:30 am – 5:30 pm**

**Sat. 7:30 am – 3:00  
pm**

*Other hours available  
by appointment*

**Admissions**

Phone: (937) 769-1818

Email: [sas.aum@antioch.edu](mailto:sas.aum@antioch.edu)

**Financial Aid**

Phone (937) 769-1840

**Registrar**

Phone (937) 769-  
1831

**Student Accounts**

Phone (937) 769-1038

**Development and  
Alumni Services**

Phone (937) 769-1837

***Use of this Catalog***

The contents of this catalog have been written and published for the purpose of providing an overview of the programs and policies at Antioch University Midwest. The information contained is as current and complete as publication deadlines permit. Students are strongly encouraged to consult appropriate Midwest personnel or an advisor for changes that may modify or update the content of this catalog. Once prospective students have identified the programs that interest them, they are encouraged to contact the Student Services Division to request more and detailed information about admission to a program.

The fees, programs and policies contained in this catalog are effective with the Summer 2010 quarter. Antioch University Midwest reserves the right to make changes without prior notice in policy, regulations, tuition and fees subsequent to the publication of this catalog. It is the student's responsibility to know and follow current requirements and procedures at the program and school levels. Information in this catalog does not constitute an agreement between Antioch University Midwest and the student. Full descriptions of policies, procedures and program requirements may be found in the Student Services Division.

## 2010-2011 ACADEMIC CALENDAR

### Summer Quarter 2010

May 22	Open registration begins
June 19	Late registration begins (\$50 late fee)
July 6	Summer quarter begins
July 18	2010 Annual Commencement Ceremony
Sept 4-6	No classes (Labor Day)
Sept 11	Summer quarter ends

### Fall Quarter 2010

Aug 21	Open registration begins
Sept 11	Late registration begins (\$50 late fee)
Sept 18	Fall quarter begins
Nov 25-28	No classes (Thanksgiving Holiday)
Dec 11	Fall quarter ends
Dec 24-Jan 2	School closed (Winter Holiday)

### Winter Quarter 2011

Nov 13	Open registration begins
Dec 11	Late registration begins (\$50 late fee)
Jan 3	Winter quarter begins
Jan 17	No classes (Martin Luther King Day)
Feb 21	No classes (President's Day)
Mar 19	Winter quarter ends

### Spring Quarter 2011

Mar 5	Open registration begins
Mar 26	Late registration begins (\$50 late fee)
April 2	Spring quarter begins
May 28-30	No classes (Memorial Day)
Jun 18	Spring quarter ends
July 17	2011 Annual Commencement Ceremony

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## **MISSION OF ANTIOCH UNIVERSITY**

Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. The multiple campuses of the University nurture in their students the knowledge, skills and habits of reflection to excel as lifelong learners, democratic leaders and global citizens who live lives of meaning and purpose

## **PURPOSE OF ANTIOCH UNIVERSITY MIDWEST**

Antioch University Midwest is imbued with an entrepreneurial spirit and strives to provide high quality, socially responsive, flexible, and innovative educational programs. Antioch University Midwest seeks to pass on to its graduates a legacy of passion for lifelong learning and a commitment to the application of knowledge toward the betterment of our workplaces, our communities, and the wider society.

## **VISION FOR ANTIOCH UNIVERSITY MIDWEST**

Antioch University Midwest contributes to the betterment of the individual and the community by fostering academic excellence and providing socially responsive, flexible, and innovative education programs for adult learners.

## **UNDERGRADUATE STUDIES PROGRAM**

### ***Program Objectives***

The undergraduate program has four principal curricular goals. We are committed to ensuring that our students develop analytical writing skills, integrate diverse perspectives, master the content in an academic discipline, and demonstrate group interaction skills.

### ***Program Design***

As a degree completion program, the Undergraduate Studies Program is not designed to provide a full four years of college. There is no attempt to replicate the variety of courses found at the lower levels.

At Antioch University Midwest (AUM), analytical writing and oral presentations take precedence over testing. Emphasis is on individual progress in relation to personal abilities and goals instead of competition with other students for traditional letter grades. Faculty write individualized narrative evaluations for each course a student takes.

Letter grade equivalents are provided to students whose employer or other funding agency that require a letter grade to reimburse a student. These unofficial letter grades will not appear on your official AUM transcript and their sole purpose is for student reimbursement. For more information, see the Undergraduate Studies program office.

Most required classes are taught on Saturdays to fit the lifestyles of adults who work during the week. There are a few exceptions to this. During the summer quarter only three courses are offered on Saturdays. If a student wishes to take a full-time load of 12 credits, there are workshops and evening classes offered. Often, faculty may offer a course on weeknights or on-line.

The valuable knowledge that adult learners have gained through life experiences may be converted to college credit when students compile portfolios to document that college-level learning has occurred. WKS356A *Experiential Learning Seminar* guides the

student through this process. Students may also participate in L/A420 *Lives in Transition* to earn credit for life experiences.

The Undergraduate Studies Program at AUM offers an integrated series of general education courses which explore an essential range of personal, cultural, technological, and ecological issues designed to help students both better understand our complex and changing world and to function as effective leaders in a diverse society. These courses are designed to provide a foundation for more specialized study in the majors and strengthen the student's ability in analysis, research, writing and group discussion. Our series of "vital issues" electives extends this aim by affording an in-depth focus on the causes, consequences, and alternative solutions for major public issues. Each quarter, we offer an array of one-credit workshops that are devoted to personal and professional growth.

### ***Degree Requirements***

Requirements for a Bachelor of Arts degree at AUM include a minimum of 180 quarter credit hours. Of the 180 credits, a minimum of 68 must be completed at AUM.

Other policies which affect the degree requirements:

- No credits, regardless of their source, may be applied toward more than one degree, either within or outside of AUM. The only exception to this rule is that credits earned as part of a regionally accredited associate's degree may be applied toward the B.A. to the extent that they do not conflict with any other limitations.
- A student portfolio is required. This culminating project is a final (2-3 page) reflective paper addressing the student's growth and progress during matriculation. It includes examples of previously completed papers that illustrate achievements in areas being assessed.
- The final 15 credits applied toward the B.A. must be earned in undergraduate classes at AUM.

### ***Articulation Agreements with Community Colleges***

The Undergraduate Studies Program has articulation agreements with area community

colleges whereby all credits required for their Associate's degrees will be accepted, assuming the credits meet the guidelines for transfer credit.

### ***Transfer Credit***

Transfer credit for courses taken at other institutions is based on analysis of official transcripts from those institutions. See the institutional policy section for additional details regarding transfer credit guidelines (p. 92).

In the undergraduate program, transfer credit is applied in the first quarter of enrollment. Subsequent to enrollment, approval from the Faculty Advisor is required for any course to be taken at another institution for which the student wants credit applied toward the AUM degree. Upon completion of the work, official transcripts must be forwarded to the Registrar's Office.

All undergraduate students transfer credits into the program, therefore the following regulations apply to transfer credits:

- A. Grade of "C" or better (or the equivalent) must have been earned
- B. Of the 180 quarter credits required for graduation, at least 68 quarter credits must be completed at AUM (our residency requirement)
- C. A maximum of 112 approved transfer credits may be applied to the AUM degree. These must be from regionally accredited institutions.
- D. Of the 112 approved transfer credits, no more than 90 lower-division credits (usually numbered "100" or "200" range) may be approved for transfer. *Note: exception for students with associate's degrees from the area's regionally-accredited community colleges.*
- E. Approved upper-division credits ("300" and "400" level) may be accepted in transfer and applied toward the degree as long as the total number of transfer credits does not exceed 112.

Because each major has a specific credit requirement, the number of credits required for graduation may occasionally exceed 180, if the student's transfer credits approach the maximum and if the major requires more than 68 credits. To insure breadth and balance in the liberal arts degree, the 90 lower-division credits must be distributed within the five areas described below. No more than 60 transfer credits may be accepted in any one of the following areas unless otherwise accepted by articulation agreement with another college or university:

*Communication* (e.g., English, composition, public speaking, journalism, foreign languages, media)

*Natural Sciences and Technology* (e.g. biology, chemistry, physics, earth science, engineering, mathematics, statistics)

*Arts and Humanities* (e.g., art, music, dance, political science, theater, philosophy, history, literature, theology)

*Social Sciences* (e.g., sociology, anthropology, psychology, gerontology, human services, education)

*Management Science* (e.g., marketing, accounting, finance, economics, human resources)

In addition to transcript-based transfer credits, a maximum of 45 credits (the equivalent of one year) may be granted for non-classroom learning of all kinds (CLEP or DANTES exams, evaluated experiential learning, etc.) CLEP and DANTES will be evaluated from original documentation only.

### ***Experience-Based Learning Credit***

Because AUM was established solely to serve the needs of adult learners, we value the range and depth of experience that our students bring to their educational experience. To that end, we offer opportunities to earn academic credit for experience-based learning.

This learning experience may be from: employment or volunteer work experience, job-related seminars or other training, non-credit course work or conferences, informal study groups, hobbies or recreational activities, participation in groups or organizations at work or in the community, and travel or other foreign experience.

- A. **Portfolio Option: WKS356A Experiential Learning Seminar:** This option aids the student in obtaining college credit for specific skills, information or concepts learned through life experience, which could also be learned in college courses.

Pursuing credit through this option involves taking a workshop that guides students to prepare a detailed document called a portfolio. The course should be taken as soon as possible after the completion of COM430 *Critical Writing*. This course requires the instructor's approval for registration.

The portfolio presents documentation of the student's experience-based knowledge in one particular subject matter area for *which credit does not appear elsewhere on the transcript*. In order to document the knowledge, the student prepares a written narrative and provides additional documentary evidence. The written narrative includes the learning outcomes that have resulted from the life experience, and a discussion of the major theories, concepts or models related to the subject matter area. The documentary evidence consists of items that demonstrate what the student knows, such as work products, training certificates, letters written by supervisors, or other documents.

A faculty assessor reviews the portfolio and determines the final number of credits to be awarded. Students with extensive experience-based knowledge may prepare more than one portfolio but this type of credit cannot exceed the maximum of 45 credits non-classroom learning. Portfolios may be submitted to the end of the second quarter following the initial workshop and before the beginning of the quarter preceding graduation.

- B. **Personal Learning Option: L/A 420 Lives in Transition:** This option is for personal learning about oneself, through systematic and guided reflection upon significant life experiences.

Pursuing credit through this option involves taking a regular 3-credit seminar format course, and then writing a major paper of documentation for an additional possible 3 credits. The course may be taken at any time following completion of COM430 *Critical Writing* and **must be completed before the beginning of the last quarter before graduation**. Students may register for either the initial seminar (3 credits) or both sections (6 credits).

Experiences that may lead to such learning include: childhood, marriage, divorce, military service, raising a family, caring for aging parents, or other life transitions. The seminar provides a theoretical context for viewing growth and change in adulthood and an active and intense discussion setting in which students reflect upon their own life experiences in terms of the theories studied in class.

The paper consists of a description of the relevant life experience, a discussion of the theories or concepts which the student chooses to apply to the life experience, and a description of the insights, perspective and other learning about oneself gained during the self-reflection process.

Experience-based prior learning credit through either option is not recommended for all students. The portfolio preparation option requires self-discipline in addition to strong writing, self-reflection, and analytical thinking skills. The personal learning option requires these same skills as well as willingness to talk in class about personal experience. The Undergraduate Studies Program staff and faculty will assist interested students in deciding whether they can benefit by pursuing these options.

### C. **Other types of prior learning credit**

**Credit by examination:** Credit may be granted for CLEP and DAN TES examinations if adequate scores are achieved, the subject material is not duplicated by credits from other sources, and the subject is applicable to the degree requirements. The credit is based on a report of scores sent by the testing agency.

**Credit for Educational Experiences in the Armed Services:** Credit may be granted toward the degree for experiences in the Armed Services that are applicable to the degree requirements. AUM

follows the guidelines published by the American Council on Education (ACE) for evaluating education in the military.

*Credit for Training Programs:* Credit may be granted for business, industry, union, or government training programs that have been evaluated by the American Council on Education (ACE) or the New York Regents National Program on Non-Collegiate Sponsored Instruction (PONSI) for courses applicable to the AUM degree. Credit is based on the report issued by the sponsoring organization to AUM's Registrar. In addition, the faculty, based on the recommendation of the Registrar, may accept some emergency medical technician and paramedic training, as well as some law enforcement training.

*Credit for hospital-based nursing and other allied health programs:* Hospital-based nursing and other allied health programs often provide an excellent education in social science and basic science, for which some credit may directly transfer. The passing of the nursing licensure exam further indicates mastery of scientific study. Upon review by the Registrar, up to 90 quarter credits earned in a nursing or other allied health program from a diploma program approved by the National League of Nursing (NLN) may be accepted if the student holds the RN license (a copy must be provided to the Registrar). Allied health students may also develop prior experiential learning portfolios for activities not covered by an academic transcript.

## ***Majors in Undergraduate Studies Program***

All majors share goals in common. Students may major in more than one field or take courses in any major as electives, provided the student meets the prerequisites.

### **Early Childhood Education**

Through the Early Childhood Education major, students complete an undergraduate degree and earn an initial two-year provisional teaching license to work with students pre-school through grade three, ages three through eight. Students who pursue this degree may find employment as preschool teachers, Head Start teachers, kindergarten

through third-grade teachers in public schools, or preschool directors.

Our general education courses provide a foundation in the liberal arts, social sciences, natural sciences, and writing for students in all majors. These courses enhance the student's self-awareness, ability to think critically, provide multicultural perspectives on modern society, and develop an understanding of international and global issues.

This major includes coursework combined with PK-3 classroom field experience. We prepare early childhood teachers to recognize and value the partnership between families, communities and schools in promoting each child's development. Our students understand the role that teachers play in creating environments that are healthy, respectful, supportive, and challenging. In addition, our graduates accept personal responsibility as teachers, understand the needs of each individual child, and foster access to meaningful learning environments for all children.

Students transfer or complete 90 lower-division credits prior to declaring a major in early childhood education. Upon acceptance into the BA-ECE major, students then complete 24 required general education and 66 required major credits to complete their degree.

### **Health and Wellness**

This major was created to address the current need for societal understanding that health is much more than the absence of disease. Graduates will be prepared to be guides, models, and advocates in the field of integrated healthcare. Courses are provided that support the development of one's own business.

This degree provides broad understanding of how integrated medicine functions, what creates good health, and how cultural differences impact health care. Students who pursue this degree find careers in healthcare administration, public health, exercise physiology, athletic training, wellness programs in business and industry, integrated healthcare, and care for the aging.

Students complete 24 credits in general education and 44 credits for the major.

### **Human Services Administration**

Students majoring in Human Services Administration receive a combination of knowledge

and skills in both management and human development, thus providing a strong foundation for administrative and/or managerial roles in human service and non-profit organizations. Graduates from this program have a breadth of understanding of the work place that allows them to excel in administration because of their understanding of people. Students who pursue this degree can enter a variety of human service, business, government, and nonprofit careers.

Students complete 30 credits in general education and 42 credits for the major.

### **Humanities**

The Humanities program encompasses the root questions, seminal visions, and creative discoveries of the major civilizations in human history. Students learn how our world today derives from generations and cultures whose achievements, insights, and blunders shaped our worldviews and material conditions. Students who pursue this degree enter a variety of careers and graduate fields, including creative writing, social services, teaching, editing, the performing arts, law, and community organization.

Students choose one of three concentrations: Literary Studies, Cultural Studies or Global Studies. Classes may involve dialogue, debate, drama, music, art, dance, and cuisine of diverse cultures as well as fieldtrips to local museums and houses of worship. A broad aim of the program is to draw from the breadth of human experience the vision, the skill, and the power to develop to our fullest potential as individuals and as communities.

Students complete 21 credits in general education, 24 credits from the Classics Core, 18 credits in their concentration, and 10 additional required credits for the major.

### **Management**

The Management major develops leaders who bring outstanding management skills and understanding to the critical problem of coordinating organizational activities in rapidly changing business environments. Students who pursue this degree are well-

qualified for careers in corporate and non-profit organizations as managers, supervisors, entrepreneurs and administrators.

The degree provides both theoretical knowledge and opportunity for application of theory in the basic academic areas expected of managers. These areas include management science, accounting, budgeting, and economics, as well as law, marketing and decision making. Emphasis is placed on the development of logical reasoning and critical thinking skills.

In the tradition of Douglas McGregor, past President of Antioch College whose philosophies informed the development of Antioch University Midwest, students of management consider techniques to implement McGregor's concept that the management process can indeed be a human and humane enterprise.

Students complete 30 credits in general education and 44 credits for the major.

### **Sustainability**

The Sustainability curriculum is comprised of a cohort-based sequence of courses in the natural sciences, social sciences, and humanities, including six courses that have an applied, experiential learning component. Students can also take advantage of study abroad opportunities through Antioch Education Abroad as part of the Sustainability major. The interdisciplinary curriculum allows opportunities for exploring the dimensions of various approaches to complex problems the coming generation will confront as populations expand, food sources become more insecure, natural systems come under severe stress, sea levels rise, and natural resources become more scarce.

Our graduates will enter the workforce, as well as the world at large, as full participants in the ensuing dialogue, and offer fresh voices and ideas that are desperately needed, placing them on the frontlines of a series of global debates. In response to the intensifying environmental problems and social inequities facing humanity today, the B.A. in Sustainability will prepare informed and disciplined researchers, scholars, community leaders, and activists who will advocate for equitable social and environmental change, and who will be skilled in hands-on problem solving.

Students complete 21 credits in general education and 76 credits for the major.

### **Project Management Certificate**

Project management is a skill enabling managers to better meet deadlines, estimate effective control budgets, and achieve results. The effective management of people to accomplish tasks is central to success. More and more organizations value the expertise of trained project managers. National certification exams exist for those interested in pursuing this field even further. Students may receive a certificate in Project Management following completion of 26 credits.

### **Double Majors**

#### **Health and Wellness and Human Services Administration**

Students may complete a double major in Health and Wellness and Human Services Administration by taking all courses required for the Health and Wellness major (including general education courses) and all courses required for Human Services Administration major including two electives. This results in a total of 102 credits as follows: 68 credits in the Health and Wellness and 34 credits in the Human Services Administration major. Only one senior project is required.

#### **Health and Wellness and Management**

Students may complete a double major in Health and Wellness and Management by taking all courses required for the Health and Wellness plus all Management required courses with the exception of MGT 478 *Marketing* and PRO 497 *Senior Project*. This results in a total of 105 credits as follows: 68 credits in Health and Wellness and 37 in Management. Only one senior project is required.

#### **Humanities and Health and Wellness, Human Services Administration or Management**

Students desiring to major in Humanities with a second major in Health and Wellness, Human Services Administration or Management must satisfy all of the requirements for the Humanities major and additionally, take SOS454 *Social Research Methods*, SOS456 *Leadership of Groups and Organizations* (not required if second major

is Health and Wellness), and the required courses in the second major.

The total credit requirement for a double major in Humanities and Health and Wellness is 120 credits, as follows: 73 credits to satisfy the Humanities requirement, 3 additional specific credits in general education courses and 44 credits in Health and Wellness.

The total credit requirement for a double major in Humanities and Human Services Administration is 118 credits, as follows: 73 credits to satisfy the Humanities requirement, 6 additional specific credits in general education courses and 39 credits in Human Services Administration.

The total credit requirement for a double major in Humanities and Management is 123 credits, as follows: 73 credits to satisfy the Humanities requirement, 6 additional specific credits in general education courses and 44 credits in Management.

**Note:** *Since Human Services Administration is a variant of the Management major; students may not major in Management and have Human Services Administration as a second major.*

### **Academic Components of the Curriculum**

The curriculum consists of diverse modes of study; a balanced distribution of credits, an integrated set of course offerings, and topical electives.

The basic modes of study are as follows:

**Courses** (3, 4 or 4.5 credits each): Classes meet for 8 or 11 weeks. Occasionally elective courses are offered in the evening or on-line.

**Workshops** (1 credit each): Single-session class meets for an eight-hour session on a Sunday. The focus is on special skills or limited topics.

**Independent Study** (1-5 credits each): Self-directed study approved by the faculty advisor and organized by the advanced student and a faculty member. Independent studies are designed primarily to give students the option of in-depth study of special topics not offered in the regular curriculum.

## ***Degree Requirements***

### **EARLY CHILDHOOD EDUCATION MAJOR**

To insure breadth and balance in the liberal arts degree, the 90 lower-division credits must be distributed within the five areas described below. Associate's degree from accredited community colleges that have articulation agreements with Antioch University Midwest satisfy the Core Area Electives requirement.

#### **Core area electives in transfer or AUM credit (90 cr)**

Distributed among:

- Communications
- Natural Science and Technology
- Arts and Humanities
- Social Sciences (including Education)
- Management Sciences

#### **General Education Requirements (24 cr)**

A/H420 Self and Society (3)  
A/H422 Modern World Literature (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
SOS450 Applied Learning Theory (3)  
SOS452 Culture & Personality (3)  
S/T422 Global Ecology & Public Policy (3)  
S/T430 Science, Technology, & Society (3)

#### **Major Requirements (66 cr)**

##### Human Development

ECE301 Child Development & Learning (4.5)

##### Family, School & Community Relations

ECE305 Building Family School & Community Relations in Diverse Society (4.5)

##### Reading

RLE506 Content Area Reading (4.5)  
RLE511 Integrating Multicultural Literature (4.5)  
RLE512 Diagnosing Reading & Language (4.5)  
RLE513 Phonics (4.5)

##### Behavior Management & Conflict Resolution

ECE318 Establishing/Maintaining Effective Learning Environments (4.5)

##### Teaching and Learning

ECE323 Teaching: Science Methods (4.5)

ECE324 Teaching: Math Methods (4.5)  
ECE343 Integrated Arts Methods (4.5)  
ECE347 Social Studies & Citizenship (4.5)

##### Research and Assessment

ECE316 Assessment & Differentiated Instruction (4.5)

##### Clinical

ECE414 Clinical Practice (10)  
ECE416 Capstone (2)

***Please note:*** Degree requirements for the Master's of Education degree in Early Childhood Education appear in the Graduate Studies section on p. 45.

### **HEALTH AND WELLNESS MAJOR**

#### **General Education Requirements (24 cr)**

A/H420 Self and Society (3)  
A/H422 Modern World Literature (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
SOS450 Applied Learning Theory (3)  
SOS456 Leadership of Groups and Organizations (3)  
S/T422 Global Ecology and Public Policy (3)  
S/T430 Science, Technology and Society (3)

#### **Major Requirements (44 cr)**

HWL390 History of Health Care (3)  
HWL400 Economics of Health Care (3)  
HWL401 Integration of Health Care Modalities (3)  
HWL402 Nutrition and Fitness Issues (3)  
HWL403 Gender Behavior and Health (3)  
HWL404 Multicultural Issues in Healthcare (3)  
HWL405 Health as a Family Issue (3)  
HWL406 Medical Ethics (3)  
HWL407 Understanding Medical Research (3)  
MGT473 Budget Planning & Analysis (3)  
MGT478 Marketing (3)  
PDH496 Human Services Systems (4)  
PRO497 Senior Project (4)

***And one of the following elective courses:***

HDV390 Caring for the Aging (3)  
HDV414 Behavior Physiology (3)  
HDV415 Psychology of Women (3)  
HDV416 Chemical Dependency (3)  
HDV419 Dying As a Stage of Life (3)  
HDV431 Grant Writing (3)  
HDV470 Practicum (3)  
HWL410 Raising Healthy Children (3)  
HWL411 Exercise for Life (3)  
HWL412 Crisis Intervention (3)

HWL413 Patient Advocacy (3)  
HWL414 Positive Psychology (3)

## **HUMAN SERVICES ADMINISTRATION MAJOR**

### **General Education Requirements (30 cr)**

A/H420 Self and Society (3)  
A/H422 Modern World Literature (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
S/T422 Global Ecology and Public Policy (3)  
S/T430 Science, Technology and Society (3)  
SOS450 Applied Learning Theory (3)  
SOS452 Culture and Personality (3)  
SOS454 Social Research Methods (3)  
SOS456 Leadership of Groups &  
Organizations (3)

### **Major Requirements (42 cr)**

HDV401 Child Development (3)  
HDV402 Adolescent Development (3)  
HDV403 Adult Development (3)  
HDV431 Grant Writing in Human Services (3)  
HRM390 Human Resources Management (3)  
MGT471 Management Theory and Practice  
(3)  
MGT473 Budget Planning and Analysis (3)  
MGT488 Strategic Marketing for Nonprofits  
(3)  
PDH496 Human Services System (4)  
PDM496 Organizational Behavior and  
Decision Making (4)  
PRO495 Professional Goals Clarification (3)  
PRO497 Senior Project (4)

### ***And one of the following elective courses:***

HDV390 Caring for the Aging (3)  
HDV412 Personality (3)  
HDV413 Abnormal Development (3)  
HDV414 Behavioral Physiology (3)  
HDV415 Psychology of Women (3)  
HDV416 Chemical Dependency (3)  
HDV419 Dying As a Stage of Life (3)  
HDV435 Assessment (3)  
HDV442 Individual Counseling (3)  
HDV444 Group Counseling (3)  
HDV446 Family Counseling (3)  
HDV470 Practicum (3)  
HWL390 History of Health Care (3)  
HWL400 Economics of Health Care (3)

HWL401 Integration of Health Care Modalities (3)  
HWL403 Gender Behavior and Health (3)  
HWL404 Multicultural Issues in Healthcare (3)  
HWL405 Health as a Family Issue (3)  
VISXXX Approved VIS course (3)

## **HUMANITIES MAJOR**

### **General Education Requirements (21 cr)**

A/H420 Self and Society (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
S/T422 Global Ecology and Public Policy (3)  
S/T430 Science, Technology and Society (3)  
SOS450 Applied Learning Theory (3)  
SOS456 Leadership of Groups and Organizations  
(3)

### **Classics Core (24 cr): Choose 4 from the following 6 courses**

C/C301 Ancient Civilizations: Africa to Asia (6)  
C/C302 Greek and Roman Culture (6)  
C/C/303 Jewish, Christian and Islamic Heritage (6)  
C/C304 Medieval Europe & the Renaissance (6)  
C/C305 Colonialism, Enlightenment and Capitalism  
(6)  
C/C306 Modern World Civilizations (6)

### **Other required Humanities courses (10 cr)**

HUM465 Humanities Research Methods (3)  
HUM475 Professional Work in Humanities (3)  
PRO497 Senior Project (4)

### **Areas of Concentration (18 cr.: Choose 6 courses in ONE area)**

#### Global Studies:

A/H300 American Government & Civic  
Engagement (3)  
A/H380 Media & Society (3)  
A/H400 International Political Systems (3)  
HIS300 Ohio History (3)  
HIS350 US History (3)  
HUM390 Non-Western Religions (3)  
HUM468 Growth & Decline of Civilization (3)  
MGT474 Economic Environment of Business (3)  
MGT481 International Business (3)  
MGT497 Management in a Global Context (3)  
SOS434 Caribbean Culture & Personality (3)  
SOS442 Asian Culture & Personality (3)  
SOS445 The French: Culture & Character (3)  
SOS447 Latin American Culture & Character (3)

Cultural Studies:

A/H310 Visual Arts & Music (3)  
A/H380 Media & Society (3)  
COM350 Language, Culture & Behavior (3)  
COM490 Concepts in Intercultural  
Communication (3)  
HUM390 Non-Western Religions (3)  
HUM452 Performing Renaissance Comedy  
(3)  
HUM468 Growth & Decline of Civilization (3)  
SOS412 American Culture & Personality (3)  
SOS442 Asian Culture & Personality (3)  
SOS445 The French: Culture & Character (3)  
SOS447 Latin American Culture & Character  
(3)  
SOS434 Caribbean Culture & Personality (3)  
SOS452 Culture and Personality (3)  
SOS453 African American Culture &  
Personality (3)

Literary Studies:

A/H350 Adolescent Literature (3)  
A/H390 Early Classics of Women's Lit (3)  
A/H422 Modern World Literature (3)  
A/H432 Literature of the Americas (3)  
A/H442 African American Literature (3)  
A/H450 Contemporary Theory & Criticism (3)  
A/H452 American Literature (3)  
A/H462 English Literature (3)  
COM390 Diversification & Acquisition of  
Language (3)  
COM465 Creative Writing (3)

**MANAGEMENT MAJOR**

**General Education (30 cr)**

A/H420 Self and Society (3)  
A/H422 Modern World Literature (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
S/T422 Global Ecology and Public Policy (3)  
S/T430 Science, Technology and Society (3)  
SOS450 Applied Learning Theory (3)  
SOS452 Culture and Personality (3)  
SOS454 Social Research Methods (3)  
SOS456 Leadership of Groups and  
Organizations (3)

**Major Requirements (44 cr)**

HRM390 Human Resources Management (3)  
HRM470 Employment Law (3)

MGT471 Management Theory and Practice (3)  
MGT472 Accounting (3)  
MGT474 Economic Environment of Business (3)  
MGT475 Economics for Management Decision  
Making (3)  
MGT478 Marketing (3)  
MGT484 Ethical Issues in Management (3)  
MGT485 Corporate Strategy (3)  
PDM496 Organizational Behavior and Decision  
Making (4)  
PRO495 Career Development (3)  
PRO497 Senior Project (4)

***And two Management electives from list below:***

MGT380 Project Management (3)  
MGT381 Project Cost and Scheduling (3)  
MGT473 Budget Planning & Analysis (3)  
MGT479 Entrepreneurship (3)  
MGT480 Special Topics by Independent Study (1-  
5)  
MGT481 International Business (3)  
MGT483 Operations Management (3)  
MGT487 Personal Investment Strategies (3)  
MGT488 Strategic Marketing for Not-for-Profit  
Organizations (3)  
MGT489 Financial Management (3)  
MGT493 Advertising (3)  
MGT498 Advanced Topics in Marketing (3)

**SUSTAINABILITY MAJOR (97 cr)**

**General Education (21 cr)**

A/H420 Self and Society (3)  
A/H422 Modern World Literature (3)  
COM425 Expository Writing (3)  
COM430 Critical Writing (3)  
SOS450 Applied Learning Theory (3)  
SOS454 Social Research Methods (3)  
SOS456 Leadership of Groups & Organizations (3)

**Major Requirements (76 cr)**

A/H412 Environmental Ethics (4.5)  
PLS 425 Energy & US Environmental Policy (4.5)  
S/T 315 Environmental Science (4.5)  
S/T 325 Physical Science (4.5)  
S/T 335 Biological / Ecological Systems (4.5)  
SOS420 Environmental Economics (4.5)  
SOS422 Environmental Health (4.5)  
SST350 Thinking in Systems (4.5)  
SST360 Population Growth and Global Poverty  
(4.5)  
SST370 Culture and Ecology (4.5)  
SST410 Housing and Energy (4.5)

SST420 Transportation and Energy (4.5)  
SST430 Conservation (4.5)  
SST440 Resource Scarcity & Conflict Mgmt (4.5)  
SST450 Green Entrepreneurship (4.5)  
SST460 Sustainable Agriculture (4.5)  
PRO497 Senior Project (4)

### **PROJECT MANAGEMENT CERTIFICATE (26 cr)**

HRM390 Human Resource Management (3)  
HRM470 Employment Law (3)  
MGT380 Project Management (3)  
MGT381 Project Cost & Scheduling (3)  
MGT385 Quality Management (3)  
MGT388 Contracting and Purchasing (3)  
MGT391 Risk Management (3)  
MGT393 Effective Negotiation (1)  
MGT395 Effective Communication (1)  
MGT471 Management Theory & Practice (3)

### **GENERAL PROGRAM POLICIES**

***See pp. 83-99 for information on academic and administrative policies relating to all AUM programs. The following policies are specific to the Undergraduate Studies program:***

#### ***Attendance Policy***

Because each student's class attendance and participation are essential to the learning process, both for the student and for others in the class, students are expected to attend every class meeting. Faculty will keep attendance records. All absences must be discussed with the faculty member. Make-up work will be assigned. It is presumed that students will miss class only for urgent reasons, such as illness, family emergencies, hazardous driving conditions, unavoidable work assignments, or vital family obligations. It is the student's responsibility to assess the urgency of each situation. Insufficient attendance may result in the forfeit of credit.

Two absences are allowed in a course lasting ten or eleven weeks. One absence is allowed in a five to eight week course. Faculty will assign work to make up for lost class time. Three absences in a ten or eleven week course will automatically result in no credit

given unless the student initiates a conversation with the instructor requesting special consideration, and the instructor decides that an exception to policy is warranted.

Students must attend one-credit one-day workshops, or two-credit two-day workshops, for the entire day(s) in order to receive credit. Students needing to arrive late or leave early must consult with the instructor, in advance of the day(s) of the workshop if possible. If the time missed is less than one hour per day, the instructor may approve the absence. Make-up work may be required.

In making the decision, the instructor will first consider whether there are extenuating circumstances that necessitate the absences. If so, the instructor will then take into account: (1) the nature of the material covered during class meetings; (2) the extent to which the module design relies upon the student's presence and participation in order to demonstrate competency in the area of focus during the period of absence; and (3) the effect of the absence(s) on the progress toward competency of other students. The instructor may also consult with the appropriate Program Chair.

#### ***Tardiness***

All students are expected to be on time for all sessions. Significantly late arrival or early departure from class must be regarded as time absent from class. For example, a student in an eleven-week class who has missed two classes and a significant portion of another class has exceeded the three-absence limit and cannot receive credit.

#### ***Independent Study***

Students may register for independent study only if they provide a completed independent study contract and course syllabus at the time of registration. Students have until the second Saturday of the quarter to add an independent study. Students who register are liable for all tuition and fees incurred for that quarter, and independent study courses are subject to all standard add/drop and refund policies.

#### ***Length of Program***

The length of time it will take a student to complete a degree depends upon (1) the number of credits transferred into the program and (2) the number of credit hours taken each quarter. To estimate the length of time to complete the program, students may wish to subtract the number of credits they will transfer from the 180 credits required for graduation. The student should then divide the

number of credits remaining to be completed by the number of credits s/he may take per quarter. The result is a rough estimate of the number of quarters required to complete the program.

Students are encouraged to move through the program at a comfortable rate taking into consideration personal and professional obligations as well as educational goals.

### **Assessment**

The assessment plan for the Undergraduate Studies Program is based on the mission statement of AUM and thus reflects values embraced by the University. The focus of this plan is on student outcomes.

#### *Student Outcome Goals*

The assessment plan is focused on:

- Development of analytical writing skills
- Awareness and integration of diverse perspectives
- Mastery of content material within an academic discipline
- Development of group interaction skills within a diverse environment

#### **Data Sources and Methods**

The major component of the assessment plan is the review and maintenance of the student portfolio. Each student entering the Undergraduate Studies Program should create a portfolio folder, which will organize their work over the course of their educational experience at AUM. Students will have opportunities to meet with their advisors on a regular basis to discuss their progress toward collecting evidence of meeting their outcome goals.

# THE UNDERGRADUATE CURRICULUM

## Course Descriptions

### Arts and Humanities (A/H)

#### **A/H300 American Government and Civic Engagement** (3 cr)

This course introduces students to the structure and basic functions of American Government at federal, state, and local levels. It also introduces students to important grass-roots political movements, non-governmental civic organizations, labor and trade unions, and private sector initiatives that have played an important role in shaping American community life.

#### **A/H350 Adolescent Literature** (3 cr)

This course covers a diverse range of literature about the adolescent experience in a variety of cultural and social milieu. The course focuses on key adolescent themes such as individuation, family tensions, school expectations, peer culture, and friendships across the lines of race, class, and religion. Emphasis will be placed on literary devices (i.e., narrative techniques, plot structures, and use of fantasy), which have proved especially appealing to adolescent readers.

#### **A/H380 Media and Society** (3 cr)

This course covers the evolution of public media — newspapers, radio, TV, and Internet — in relation to changing political, economic, and cultural forces. Students will investigate who now owns the media, who decides on what it carries (and does not carry), and what are the causes and consequences of the patterns of media in the world today. The situation in the U.S. will be contrasted with other industrial, high tech nations.

#### **A/H390 Early Classics of Women's Literature** (3 cr)

This course introduces students to early, pioneering examples of literature by and about women in diverse civilizations — Middle East, Greece, Rome, India, China, Japan, and Africa — in diverse religious traditions — ancient mythology, Judaism, Hinduism, Christianity, and Islam.

#### **A/H400 International Political Systems** (3 cr)

This course entails the study of the nature and function of important international political ideologies and institutions that have played a dominant role in shaping the character of contemporary international politics.

#### **A/H412 Environmental Ethics** (4.5 cr)

This course introduces students to how philosophical assumptions and worldviews permeate our orientations to the natural world. It also examines our duties to preserve natural resources, conserve biodiversity, and expand our conceptions of rights to include those of future generations, other species, and terrestrial and aquatic habitats.

#### **A/H420 Self and Society** (3 cr)

This course examines how the particular living conditions, family situations, and cultural, religious, and intellectual climates of a child affect his or her abilities, outlook, and future role in society. In addition to studying classic autobiographies, participants in the seminar describe their own formative years, emphasizing situations, which have either enhanced or inhibited their individual growth and development.

#### **A/H422 Modern World Literature** (3 cr)

Students travel the world in literature in order to explore ideas, passions, and the lives of people in other times and places. In class discussions we focus on the perspectives and aims of the characters, the ways in which the stories are told and unfold, the cultural context of the novels, and the possible intentions of the author as compared with your reactions as readers. We examine diverse styles of contemporary fiction and probe the underlying social and psychological portrayed. *Equivalent to A/H442 or A/H390.*

#### **A/H432 Literature of the Americas** (3 cr)

This course is a study of representative works of fiction from Canada, the United States, and Latin America, including the Caribbean. The novel as a literary form and as a means of presenting cultural history and national identity are primary focuses. Fiction of the 20th century and novels of literary quality are highlighted. Students will learn to analyze novels from a number of perspectives. *This course may be substituted for the A/H422 requirement.*

**A/H442 African-American Literature (3 cr)**

This course explores the location of Black writers in literature. Oral traditions, folklore, and literature as definition for culture as documentation and validation are stressed. Concentration is on twentieth century writers.

*This course may be substituted for the A/H422 requirement.*

**A/H450 Contemporary Theory and Criticism (3 cr)**

This course introduces some of the most penetrating and challenging contemporary theories which are currently applied to the analysis of literary texts: e.g., Marxism, psychoanalytic theories, structuralism, phenomenology, feminism, deconstructionist, and post-colonial cultural studies. Emphasis will be placed on how these theories can open up complementary ways of understanding and interpreting texts.

**A/H452 American Literature (3 cr)**

The literature in this course spans both the history of the U.S. and the cultural diversity of writers, both male and female. Within this broad frame, students read works which embody characteristic American themes such as conflicts over race, the struggle for equality, the pursuit of individual freedom, the questions of truth and destiny, the role of religious belief in a secular world, and the emergence of a multi-ethnic society.

Students will discuss the distinctiveness of American contributions to world literature.

**A/H462 English Literature (3 cr)**

This course surveys the literature of the British Isles from the late eighteenth century to the modern day. It explores trends such as Romanticism, Imagism and Formalism, while addressing such themes as individual freedom, alienation, industrialism, the changing role of the family, and the impact of Imperialism. This course includes the study of poetry, short stories, short novels, and essays from a representative sample of important Modern British authors.

**WORLD CLASSICS (C/C)****C/C301 Ancient Civilizations: Africa to Asia (6 cr)**

An exploration of the daily lives of people of antiquity, their worldviews and methods of social and political organization, their discoveries, inventions and creations in science, and spiritual practice, and ways in which we can derive inspiration from their cultures and histories.

**C/C302 Greek and Roman Culture (6 cr)**

This course explores the historical and cultural evolution of classical Greece and Rome. Students study daily life, the epics, dramas, and philosophies as well as the major persons and events that have shaped the course of early Mediterranean history and influenced the world since.

**C/C303 Jewish, Christian and Islamic Heritage (6 cr)**

The deepest currents of American life have been shaped by the texts and traditions of Judaism, Christianity, and Islam. As well as learning about sacred scriptures in historical context, students explore controversies concerning the mysterious origin of the Bible and the real message of Jesus. They also view Islam from the inside - its history, ways of life and contributions to European civilization in the field of architecture, philosophy, mysticism, and science—and its encounters with the West.

**C/C304 Medieval Europe and The Renaissance (6 cr)**

Students study daily life in the world of medieval Europe and during the emergence of the Renaissance and Reformation. Themes include the rise of chivalry, the cult of the Virgin, the Crusades, the Inquisition, the cathedrals, and the rebirth of the scientific spirit.

**C/C305 Colonialism, Enlightenment, and Capitalism (6 cr)**

Beginning in the fifteenth century, the Old World and the New clashed and coalesced in myriad ways. This course examines the colonial contacts between Europe and the Americas, and the rise of revolutionary systems of thought which challenged reigning theological assumptions. Students study efforts to comprehend the power of the human mind, to define justice in relation to conquest, slavery and industrial production and to depict the meaning of these developments in literature.

**C/C306 Modern World Civilization** (6 cr)

This course acquaints students with some of the most volatile and contradictory events and ideas that underlie the emergence of the modern world: e.g., democracy, socialism, fascism, relativity, existentialism, environmentalism and the quest for universal human rights and responsibilities. Students learn how these developments have been expressed in literature and social movements.

**COMMUNICATION (COM)****COM300 Public Speaking** (3 cr)

This course deals with public speaking as a mode of communication. Students will learn to select relevant subjects gather information, organize, present, and evaluate speeches. All students will participate in speech making exercises.

**COM390 Diversification and Acquisition of Language** (3 cr)

This course comprises two areas of study. First, it traces the broad evolution and diversification of human language from the earliest history to the present age with particular emphasis on English. Second, it covers the psycholinguistic processes of language acquisition both of native languages and of second languages. Attention will also be paid to nonverbal communication as used in relation to speech, bilingualism, and the acquisition of sign language.

**COM425 Expository Writing** (3 cr)

Techniques, guidance, and practice for effective, clear prose writing. The course provides an introduction to basic modes of writing, e.g., definition, cause and effect, compare-contrast, analogy, and process analysis. It treats writing as a process of exploration and emphasizes the importance of re-writing. This course is required of all majors and is usually taken the first quarter of enrollment.

**COM430 Critical Writing** (3 cr)

Refines critical reading and writing skills through analysis of the arguments and logic in the assigned readings and through writing effective and competent persuasion essays using various strategies and sources. This

course is required of all majors unless waived through placement test and is usually taken the first or second quarter of enrollment. *Prerequisite: COM425.*

**COM465 Creative Writing** (3 cr)

This course is an introduction to the basic processes that underlie most creative writing, regardless of genre. It serves as a first experience for those who have never tried to write a poem, a play or fiction, and as a vital reminder of the primal bases of the experience for those who have written. Students may discover the genre of their preference.

**COM490 Concepts in Intercultural Communication** (3 cr)

This course provides an overview of intercultural communication concepts, placing them in the context of a constructivist paradigm and relating them to other social science theory. Specific topics include cultural patterns of language use, perception, communication style, nonverbal behavior, and value orientations. The perspective is applied to understanding the processes of stereotyping, group prejudice, and intercultural adaptation. *Equivalent to HUM475.*

**CONFLICT ENGAGEMENT AND RESOLUTION (CRE)****CRE310 Understanding Conflict in a Changing World** (4.5 cr)

This course serves as an introduction to the field of conflict studies. It will emphasize the varieties of factors that contribute to the emergence of conflicts, including social, political, economic, cultural, international, ecological, and global stresses and challenges. It also introduces methodologies for viewing conflicts as opportunities for social and individual change and growth.

**CRE320 Interpersonal Conflict** (4.5 cr)

This course analyzes conflicts between individuals, inside of families, and within small groups and organizations due to relational dynamics between individuals. It also involves researching the social and psychological dimensions of how conflicts between individuals emerge.

**CRE330 Intercultural Conflict** (4.5 cr)

The course examines conflicts between linguistic, ethnic, racial, religious, geographical and bioregional groups. It also entails a critical examination of what

forms the basis of a cultural group, and whether those bases are central or peripheral to conflicts between and among cultural groups.

**CRE340 Sex, Gender and Conflict (4.5 cr)**

This course examines the dynamics within, between and among groups from different sexual or gendered orientations. It looks into the history of sex and gender and their relation to thought, work, family and social structure, and human conflict. It also involves ways of conceptualizing sex and gender dynamics from constructivist and structural approaches.

**CRE350 Identity and Conflict Analysis (4.5 cr)**

This course begins with an examination of the psychological and cultural dimensions of identity formation. It also analyzes different conceptions of human development and the development of consciousness of self in relation to others. Finally, it investigates the manner in which identity plays a pivotal role in the formation of conflicts, providing ways to examine how to engage conflict in relation to identity formation.

**CRE360 Conflict Inside of Organizations (4.5 cr)**

This course entails both a structural and developmental analysis of the complexity of human organizations such as businesses, schools, universities, and legal and administrative institutions. We will learn how bottom up and top down cultural and administrative factors evolve inside organizations and often lead to conflict. This course also analyzes the important roles that leadership and communication play in harnessing and engaging in conflict in positive and constructive ways.

**CRE410 Environmental Conflict (4.5 cr)**

This course investigates the dynamic role that struggles over scarce resources plays and likely will play in the immediate future in a world of expanding population, depletion of natural capital, changing climate, and declining energy reserves. We also examine the cultural, political, economic, and sociological fallout from the destruction of natural systems, and the probabilities for the escalation of conflicts when multiple factors that lead to conflicts are combined.

**CRE420 Emerging Cases in Conflict Analysis (4.5 cr)**

The course will introduce a careful analysis of a current or unfolding situation that involves a serious conflict or continuing unresolved conflict such as the Arab-Israeli dispute, conflicts between indigenous people and the US and/or Canadian governments, conflicts between natives and immigrants. It will also address solutions or attempts at engaging the conflict in a positive, constructive way.

**CRE430 Politics, Power and Conflict (4.5 cr)**

This course examines class dynamics and their relation to international politics, global trade, inequality, or imbalances in distribution of resources or opportunities. It also involves an examination of symmetrical and non-symmetrical, military, political, and economic interventions, and looks at what a just use of politics and power in bringing about positive change might look like.

**CRE440 Theoretical Approaches to Conflict Analysis and Resolution (4.5 cr)**

This course examines conflict conceptually, by looking at broad theoretical approaches to understanding, analyzing, engaging in, and perhaps resolving conflicts including dialectical approaches, staged approaches, and integral approaches. It also involves looking into how conflicts are modeled, how different perspectives are taken into account, and what potential outcomes of a conflict might look like through the lenses of different approaches.

**CRE450 Conflicts and Ideologies (4.5 cr)**

This course analyzes a recent or contemporary conflict that stems from diametrically opposed worldviews, such as the following: environmental conflicts between deep ecologists and utilitarians over conceptions of development and treatment of environmental resources; political conflicts between proponents of socialist and capitalist ideologies; differences in legal interpretation between postmodern and modern conceptions of rights; religious conflicts between Christian and Islamic fundamentalists; etc.

**CRE460 Techniques, Skills and Practical Engagement of Conflict (4.5 cr)**

This course emphasizes the hands on skills necessary to analyze, mediate, and negotiate conflicts involving two or more parties. Though this course involves practical engagement, it will also serve as a foundational course for thinking through the abstract, theoretical components of conflicts, and how one can work toward engaging or resolving them.

**EARLY CHILDHOOD EDUCATION (ECE)** (See Graduate Curriculum pgs. 61 – 63 for graduate Early Childhood course listings)

**ECE301 Child Development and Learning** (4.5 cr)

Candidates examine major theories and current research findings in all areas of human development and learning for typical and atypical young children, birth to age eight. Classroom instruction and discussion provide candidates with a thorough understanding of the cognitive, psychosocial, and physical development and learning experienced by young children.

**ECE305 Building Family School and Community Relations in a Diverse Society** (4.5 cr)

Candidates will learn about, understand, and value the importance of the interactions between complex characteristics of children's diverse families and communities and relevant theory and research available. Candidates will learn how to create respectful, reciprocal relationships that support, empower, and involve parents/guardians, families and community members to benefit children's development and learning.

**ECE316 Assessment & Differentiated Instruction in the Early Childhood Classroom** (4.5 cr)

This course focuses on the essential skills candidates will need to design, implement, and evaluate meaningful, challenging curriculum. Candidates will learn how to take into account children's developmental, individual, and cultural characteristics and make use of reflective, ongoing evaluation. Candidates will explore informal and formal methods that can be used to assess students' needs and investigate a variety of approaches and resources that can be used to meet each student's need, including technology. There will be a focus on designing lessons to promote students' sense of security and self-regulation, problem-solving and thinking skills, and academic and social competence.

**ECE318 Establishing / Maintaining Effective Learning Environments** (4.5 cr)

Candidates are provided multiple opportunities to explore methods that can be used to create learning environments that are healthy, respectful, supportive, and challenging. Candidates will connect early childhood developmental research and principles with the dynamics of the early childhood classroom, including procedures for effective intervention. Emphasis is on building a collaborative approach to promote content area learning and behavior management.

**ECE323 Teaching and Learning: Science Methods** (4.5 cr)

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation, and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE324 Teaching & Learning: Math Methods (4.5 cr)**

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation, and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE344 Teaching & Learning: Integrated Arts Methods (4.5 cr)**

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation, and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in

theories of appropriate developmental practice. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE347 Teaching & Learning: Social Studies & Citizenship Methods (4.5 cr)**

During this course candidates will gain knowledge of central concepts, inquiry tools, and structures of social studies. They will learn about designing and implementing curriculum that is sensitive to developmental, individual, and cultural characteristics for all levels of early childhood students. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice with a focus on promoting problem-solving and thinking skills. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE414 Clinical Practice (10 cr)**

Clinical is a 12-week student teaching experience conducted in the same classroom where teacher candidates completed their internship. During Clinical, teacher candidates are expected to gradually take over all cooperating teacher duties, serve as the lead teacher in the classroom for a period of time, and gradually phase out of the lead teacher role. Candidates will also be expected to complete assignments as required.

**ECE416 Capstone (2 cr)**

The culminating seminar provides an arena for the candidates completing Clinical (Student Teaching) to experience the value of dialogue in resolving differences and to problem-solve situations they are experiencing within their Clinical experience. Sessions will occur periodically throughout the student teaching experience; the candidates will complete the **Impact on Student Learning** activity during the final seminar.

**SEE GRADUATE CURRICULUM (p. 75) FOR DESCRIPTIONS OF RLE506 Content Area Reading, RLE511 Integrating Multicultural Literature, RLE512 Diagnosing Reading and Language, and RLE513 Phonics, and pp. 61 - 63 for**

**descriptions of graduate-level Early Childhood courses.**

**HEALTH & WELLNESS (HWL)**

**HWL390 History of Health Care (3 cr)**

This course introduces students to healing practices which have endured from Ancient to Modern times in both Eastern and Western traditions. The course includes a survey of the ancient beginnings of institutionalized medical practice, important historical divisions of medicine, and the integration of ancient practices with modern practices.

**HWL400 Economics of Health Care (3 cr)**

This course investigates the tri-partite relationship between Medicine, Government and Business. Topics for investigation include the privatization of health care delivery, HMOs and government regulation of health care financing and delivery, employer and employee funded health care, publicly funded health care initiatives such as Medicare, Medicaid, and Indigent care, and the political economy of nationalized health care systems.

**HWL401 Integration of Health Care Modalities (3 cr)**

The course introduces students to emerging methods of holistic medicine, and combinations of health and wellness practices. In particular, the course will investigate ways in which 'alternative' treatments and natural therapies such as massage therapy, yoga, reflexology, meditation, homeopathic medicines, herbal remedies, etc., can work in conjunction with, or in place of, traditional Western medical treatments. The course also includes ways of rethinking health care professions and relationships between various treatment providers and treatment recipients.

**HWL402 Nutrition and Fitness Issues (3 cr)**

This course examines human growth and development through the lifecycle, from prenatal nutrition through old age. It involves the study of the interrelationship between eating habits, exercise habits, and some of the following: preventative care; cardiovascular health; flexibility and strength; physical endurance; stress; substance abuse; and eating and behavioral disorders. In addition, this course will explore current trends in processing and marketing foods and other important socioeconomic, cultural, and

life cycle factors that effect human growth and development.

**HWL403 Gender Behavior and Health (3 cr)**

This course will examine ways in which gender and gender expectations affect behaviors related to health. In particular, we will explore gender role expectations, perceptions of gender and their impact on practitioner-client treatment, and ways in which expectations of gendered behavior powerfully affect the manners by which people produce health.

**HWL404 Multicultural Issues in Healthcare (3 cr)**

This course is designed to introduce students to ways in which health, wellness, and related concepts are constructed and shaped by culture. We will draw on concepts from ethno-medicine, medical anthropology, anthropology of religion, sociolinguistics, and the psychology of health. The course also explores various ways in which individuals, households, larger groups of people, and various medical systems and practitioners attempt to define, interpret, and create health.

**HWL405 Health as a Family Issue (3 cr)**

This course studies important relationships between individual physical and psychological health, and family system dynamics. It involves socio-economic and cultural/anthropological investigations into inter-generational values, shared nurturing practices, infant and elder care, and sibling interaction and their relation to illness and wellness.

**HWL406 Medical Ethics (3 cr)**

This course introduces students to models of ethical reasoning and their applications to important moral dilemmas emerging in medical practice today. It involves such topics as: patients' rights and patient privacy; end of life decisions; the push for tort and liability reform; abortion rights; uses of genetic screening; the availability and distribution of health services; the pharmaceutical industry and the profit motive; the influence of HMOs upon professional medical decision-making, etc.

**HWL407 Understanding Medical Research (3 cr)**

This course is designed to enhance one's ability to critically appraise health information. Students will be introduced to various uses of literature reviews, hypothesis testing, statistical analysis, and source reliability assessments, in order to critically interpret the methods and results of medical research. Emphasis will be placed on designing and evaluating health studies, accessing data banks, assessing data collection techniques, and analyzing and interpreting health statistics. This course also includes a pilot study.

**HWL410 Raising Healthy Children (3 cr)**

This course explores the impact of the psychological, social, nutritional, and environmental factors that impact the healthful development of children. Special focus will be on recent research involving these issues.

**HWL411 Exercise for Life (3 cr)**

This course offers an overview of exercise and fitness and their relationship to health. Students will execute specific exercises and activities in order to develop strength, endurance, flexibility, coordination, and power.

**HWL412 Crisis Intervention (3 cr)**

This course is designed to increase the student's ability to evaluate a client's crisis experience by combining active listening with an understanding of crisis patterns. Through class activities, the student will learn how to work through difficult emotional, social, and health crises. Crisis resolution and referral resources will also be discussed.

**HWL413 Patient Advocacy (3 cr)**

This course begins with an investigation into the bureaucracy of the American health care system. After gaining a better understanding of the economics and politics of the health care system, the student will learn how to navigate medical systems so as to advise patients of their rights and deserts. Communication and assertiveness skills will be actively practiced in class.

**HWL414 Positive Psychology (3 cr)**

This course is designed to develop a psychology that builds on human strengths (i.e. happiness, hope, optimism, altruism and courage) as a complement to psychologies that heal damage.

## History (HIS)

### **HIS300 Ohio History** (3 cr)

This course traces the early geographical history of Ohio, the settlement by various Native American tribes, the economic, social, and political life of these tribes. Students study the impact of European migration, the impact of abolitionism and the Civil War, and the development in both agricultural and industry.

### **HIS350 U.S. History** (3 cr)

This course covers the history of contact between European immigrants and Native Americans, the rise of the institution of slavery and its opposition, the American Revolution, and the Civil War. It also includes the period of Reconstruction, the impact of the Industrial Revolution, the perennial conflicts of class and ethnicity, and epic movements for greater civil rights and personal freedom.

## HUMAN DEVELOPMENT (HDV)

### **HDV390 Caring for the Aging** (3 cr)

Scientific and technological extension of the human life span becomes a factor impacting many lives. With the human experience as central focus, this class will explore the medical, sociological, spiritual, psychological, and financial perspective of this significant phenomenon. Students also explore other cultures' care of their elders.

### **HDV401 Child Development** (3 cr)

This course examines major theories and research findings in human development from conception to middle childhood, with emphasis on cognitive, psychosocial, and physical development.

### **HDV402 Adolescent Development** (3 cr)

The major theoretical approaches and research findings bearing on developmental processes during adolescence and the transition to adulthood are examined in this course. Ecological influences on development such as family, peer group, school, and mass media are emphasized.

*Prerequisite: HDV401*

### **HDV403 Adult Development** (3 cr)

This course covers the development of the individual from young adulthood through old age in the context of contemporary society. Physical, psychological, and social changes are examined as they relate to individual and family functioning.

*Prerequisites: HDV401, HDV402*

### **HDV412 Personality** (3 cr)

This course reviews major theories of personality and empirical literature bearing on those theories, with attention to linkages between theory and intervention.

*Prerequisite: HDV401*

### **HDV413 Abnormal Development** (3 cr)

Theories, processes, and research findings regarding the causes of abnormal development and behavior throughout the life span are covered in this course. Topics include concepts of normality and abnormality, developmental issues, classification and diagnosis, and approaches to treatment.

*Prerequisites: HDV401, HDV402, HDV403*

### **HDV414 Behavioral Physiology** (3 cr)

This course reviews major anatomical structures and physiological systems affecting human behavior, cognition, and emotion. Emphasis is on normal and abnormal functioning of the brain. Topics such as left/right hemisphere differences, the physiology of chemical dependency and brain disorders are examined in depth.

### **HDV415 Psychology of Women** (3 cr)

This course covers women's psychological development, moral development, and feminist critique of adult development theories.

### **HDV416 Chemical Dependency** (3 cr)

This course provides an overview of chemical dependency. Topics include etiology; physical, psychological, and familial consequences of dependency; treatment; and prevention. Issues pertaining to specific clinical populations are reviewed.

### **HDV419 Dying as a Stage of Life** (3 cr)

This course explores personal death awareness and issues facing dying persons and their families. Through a multicultural approach, students will examine religious assumptions and the grief process.

### **HDV421 Contemporary Family Patterns** (3 cr)

This course examines contemporary American marital and family structures, roles, and

relationships in their historical, societal, and cultural context. Topics include demographic trends, social class and ethnic diversity, changes in gender roles, work-related issues affecting families, parenthood, and divorce.

**HDV427 Family Violence (3 cr)**

This course covers issues of physical, sexual, and emotional abuse in families. The dynamics leading to and perpetuating abusive relationships are emphasized. Approaches to intervention and prevention are also examined.

**HDV431 Grant Writing in the Human Services (3 cr)**

In this course, the student develops skills useful in conducting library research on and writing about topics in human development and human services fields. It emphasizes the preparation of grant applications in human services settings. *Prerequisite: COM430*

**HDV435 Assessment (3 cr)**

This course examines a variety of methods used in assessing human behavior, personality, abilities, attitudes, beliefs, and preferences. The applicability of these methods in human services settings is emphasized. *Prerequisite: HDV401*

**HDV442 Individual Counseling (3 cr)**

This course introduces the student to several systematic approaches to counseling and psychotherapy with individuals. Emphasis is given to the guiding assumptions of the approaches and their foundations in theories of personality and human behavior. *Prerequisite: HDV403*

**HDV444 Group Counseling (3 cr)**

This course focuses on counseling approaches specifically intended to produce change in individuals by employing a group process. Theories of group dynamics are considered in depth, with particular attention to their applicability to group counseling.

**HDV446 Family Counseling (3 cr)**

Various approaches to counseling with whole families, partners, and parent-child dyads are examined in this course. The theoretical basis and utility of each approach are reviewed.

**HDV470 Practicum in Human Services (3 cr)**

This course provides an opportunity for the student to gain practical experience in a human services setting under agency supervision. Experience includes exposure to direct service and issues of administration, and opportunities. Students must obtain permission from the practicum supervisor in order to register for this course, which is normally offered on an independent study basis.

*Prerequisite: Practicum Supervisor approval*

**HDV480 Special Topics by Independent Study (3 cr)**

With permission of the Human Development Chair, students may pursue study in human development areas of special interest which are not included in published course offerings. *Requires Chair of Human Development's signature and completed independent study contract.*

## HUMANITIES (HUM)

**HUM390 Non-Western Religions (3 cr)**

This course is an overview of the cardinal principles and practices of major non-Western religions including Hinduism, Buddhism, Taoism, Confucianism, and Islam. These religions will be examined from a variety of vantage points: the experience of individual lives, the role of faith in community-building, and the evolution of inter-religious perceptions and dialogue. Some time will be devoted to the rise of fundamentalism and the role of religion in human rights.

**HUM452 Performing Renaissance Comedy (3 cr)**

This course involves studying the major elements of *commedia del arté* as well as participation in set design, script writing, character development, costume design, and acting. The class will rehearse and perform a full production at the end of the quarter. *This course can fulfill the requirement for HUM475 Professional Work in Humanities.*

**HUM455 Non-Violent Resistance (3 cr)**

This course examines 20<sup>th</sup> century cases in which non-violent resistance has been used to overcome oppression throughout the world. Students will study examples from Russia, India, Poland, Germany, Denmark, the U.A., South African, the Philippines, the Middle East, and elsewhere. *This course can fulfill the requirement for HUM475 Professional Work in Humanities.*

**HUM465 Humanities Research Methods (3 cr)**

This course develops understanding of the theory and methods of scholarly research in the humanities. It focuses on discovering sources of data, selecting and analyzing the data, and structuring the findings in a research report.

**HUM468 Growth and Decline of Civilizations (3 cr)**

This course examines various civilizations and the major theories regarding their growth, expansion and decline. Within this comparative perspective the condition of contemporary American civilization is assessed.

**HUM475 Professional Work in Humanities (3 cr)**

This course offers a mentoring approach to learning in a field of particular interest to the student, e.g., drama, music, writing, art or dance. Each student meets individually with the advisor to discuss options. If enough students wish to work in a particular area, a course may be formed; otherwise they register for this course by independent study. *Performing Renaissance Comedy is a content-based course designed to fulfill this requirement if sufficient students are interested. Prerequisite: Instructor approval*

**HUM480 Special Topics by Independent Study (1-5 cr)**

With permission of the chair of the major, students may pursue study in humanities areas of special interest which are not included in published course offerings. The student must submit a completed independent study contract in order to register for this course. *Prerequisites: Humanities Chair approval and completed independent study contract.*

**MANAGEMENT (MGT)****MGT380 Project Management Essentials (3 cr)**

This course covers the nine knowledge areas in the field of Project Management; project integration management; scope management, time management, cost management, quality management, human resource management, communications management, risk management, and procurement management.

**MGT381 Project Cost & Scheduling (3 cr)**

This course covers in detail the project management aspects of cost, scheduling, and scope. Students will define the needs and requirements of a project, develop and implement a comprehensive project schedule, and estimate project costs. *Prerequisite: MGT380*

**MGT388 Contracting & Purchasing (3 cr)**

This course covers the skills needed to acquire the goods and services necessary for successful projects, including contract law and administration, elements of supplier relationship management, and purchasing.

**MGT470 Practicum in Management (1-5 cr)**

This course allows students to gain additional managerial skills by working with faculty members and corporate leaders on a special work related project. Students develop the project at their place of work, and write a term paper on their experiences. *Students must obtain permission from the Practicum Supervisor Management Chair to register for the course, which is normally offered on an independent study basis. Prerequisites: MGT471, COM425, COM430 and Practicum Supervisor approval.*

**MGT471 Management Theory and Practice (3 cr)**

This course develops the diverse approaches and theories of management, traces the historical development of management, analyzes the technical functions of management, and explores the role of management in a changing social, economic, and political environment.

**MGT472 Accounting (3 cr)**

This course introduces the students to fundamental principles underlying the accounting function as it relates to the management of organizations. Students develop an accounting model, starting with simple concepts, and build toward a system overview by taking a practical approach to the subject. *Equivalent to MGT473.*

**MGT473 Budget Planning and Analysis (3 cr)**

This course examines the basic concepts and issues underlying budget planning as well as the relationships of budgeting, planning, accounting, and information systems to organizational goals, program objectives and performance measures. *Equivalent to MGT472.*

**MGT474 Economic Environment of Business (3 cr)**

Understanding the fundamental structure of the economic system of the United States and principles of its operation is the primary objective of this course. Students focus on an array of economic issues debated currently in national and local media. Independent research by students serves as an additional vehicle to develop the knowledge of analytical instruments and skills used in economics.

**MGT475 Economics for Management Decision Making (3 cr)**

This course provides an understanding of methods, theories and concepts of microeconomic analysis and their application to basic management decisions pertaining to production, marketing, finance, and investment. Emphasis is placed on theoretical and practical rationales underlying economic decisions.

**MGT478 Marketing (3 cr)**

This course examines marketing as the business function that identifies current unfulfilled needs and wants, defines and measures their magnitude, determines what target markets the organization can best serve, and decides on appropriate products, services, and programs to serve these markets. *Equivalent to MGT488*

**MGT479 Entrepreneurship (3 cr)**

This course provides an exploration of entrepreneurship in small manufacturing, retail, and professional service businesses. Topics include: operating, marketing, financing, and managing a business with fewer than 25 employees; preparing a management plan for a startup business; and making the transition from entrepreneurship to professional management through controlled growth.

**MGT480 Special Topics by Independent Study (1-5 cr)**

With permission of the chair of the major, students may pursue study in management areas of special interest, which are not included in published course offerings. *Requires Chair of Management's signature and completed independent study contract.*

**MGT481 International Business (3 cr)**

This course examines the relationships between businesses within domestic and international contexts. It introduces and elaborates upon factors responsible for U.S. corporate movement abroad and for foreign trade and investment in the U.S. It examines why and how governments intervene in the economic processes in order to affect administrative policies.

**MGT483 Operations Management (3 cr)**

This course covers process design, capacity planning and scheduling, inventory management, work force management, and quality management and control in reference to manufacturing operations, service operations, and government/not-for-profit operations. *Prerequisites: MGT471, MGT474,*

**MGT484 Ethical Issues in Management (3 cr)**

This course provides an ethical investigation of the context in which American business is conducted, including capitalism and the free market system. This includes an inquiry into the ethical nature and role of business organizations within this broad economic context, as well as an examination of particular ethical issues, which arise in the course of this activity.

**MGT485 Corporate Strategy (3 cr)**

This course reviews the political and behavioral rationalities of the organizational environment and the organization's formalities, mission, strategy, and policy by considering the firm's environment, the available internal and external resources, the assigned responsibilities and the implicit and explicit managerial values. *Prerequisite: MGT471.*

**MGT487 Personal Investment Strategies (3 cr)**

This course focuses on investing as part of a personal financial management plan. The need for setting of personal financial goals, assessment of risk tolerance, portfolio development and the strategies, tactics and techniques involved in managing investment account will be discussed.

**MGT488 Strategic Marketing for Non-Profit Organizations (3 cr)**

Marketing, the business function which links a society's needs and its pattern of organizational response, has become critically important to not-for-profit organizations seeking to survive and prosper in increasingly competitive environments. Students learn the principles of strategic marketing, including marketing research, segmentation, targeting, and positioning, and learn

how to apply these principles in a not-for-profit organizational context. *Equivalent to MGT478*

**MGT489 Financial Management** (3 cr)

This course presents an overview of finance, including the areas of financial institutions, financial instruments and business financial planning, and their role in government and business decision making. The history and functioning of both U.S. and international financial systems are also covered.

*Prerequisites: MGT471, MGT472 or MGT473*

**MGT493 Advertising** (3 cr)

In this course, students learn the fundamentals of advertising and how it influences consumer purchase decisions. The scope of the course is practical rather than theoretical and the students obtain "hands-on" exposure to all aspects of advertising through the creation of a complete advertising campaign for a local business. *Prerequisites: MGT478 or MGT488*

**MGT498 Advanced Topics in Marketing** (3 cr)

Through the use of case studies of actual companies, this course explores contemporary issues and topics in marketing. Strategic issues including product mix, branding, promotional plans, market research, the product life cycle, and pricing are explored and discussed in depth.

*Prerequisites MGT478 or MGT488.*

## **POLITICAL SYSTEMS (PLS)**

**PLS300 Education and Politics** (3 cr)

This course examines political, social, and economic forces that currently shape American education. Attention is given to educational reform and renewal, the roles of the teacher and administrator, the challenges of diverse populations, legal considerations, questions surrounding school governance, finance and operations, pressure for educational accountability, educational standards accountability and professionalism in teaching.

**PLS425 Energy & US Environmental Policy** (4.5 cr)

This course will examine the history of environmental policies, regulations and regulatory bodies in the United States. It will focus on the relationship between environmental decision-making, risk-assessment, and natural resource policy in relation to energy use, development and security.

## **PROFESSIONAL DEVELOPMENT (PDH, PDM, PRO)**

**PDH496 Human Services System** (4 cr)

This course explores the broad range of human services available in most large communities and the social policy context in which these services are delivered and funded. Topics include the ways in which services are delivered, the interconnections among the various agencies and organizations providing services and how to access these services. Students have the opportunity to investigate services that are of particular interest to them.

**PDM496 Organizational Behavior and Decision Making** (4 cr)

Organizations are complex social systems with external environments and internal goals. Organizational behavior includes the processes of determining how organization resources shall be employed (toward which goals) and under what rules. Decisions may be made through rational or political processes. Through observation, analysis, discussion, and experimentation, this course examines personal and organizational behaviors employed in achieving personal and organization goals. *Prerequisite: MGT471.*

**PRO495 Professional Goals Clarification** (3 cr)

This course explores the current research and literature on careers and career development, with a view toward student understanding of past career choices and the development of career plans and options within this context. Provides students with the opportunity to examine personal values and career aspirations in relation to professional goal setting.

**PRO497 Senior Project in Health and Wellness, Human Development, Human Services Administration, Humanities, Management and Sustainability** (4 cr)

In this seminar, each student develops and carries out a project relevant to professional goals. The project generally involves background study or

research, planning, implementation, evaluation, and preparation of a written report. The project should be viewed as the culmination of the student's degree program. In some cases, further work on a project requiring more than one quarter can be done through independent study (HDV480, HUM480, HSA480, MGT480).

*Prerequisites: Senior standing and advisor's signature.*

## Prior Learning (L/A)

### L/A420-01 and L/A420-02 Lives in Transition (3 cr each)

In the first course section, students reflect upon prior life experience as a source of learning. Guided by theoretical readings, students examine their own lives and the lives of other seminar members to learn about such topics as adult life passages, roles, and self-identity. The second course section culminates in a major paper to be submitted for prior experiential learning credit. Credit for the second section is granted only after the prior experiential learning paper is evaluated. Students may register either for Section-01 or both Section-01 and Section-02. *Prerequisites: COM430 and permission of Chair of Human Development.*

## SOCIAL SCIENCE (SOS)

### SOS412 American Culture and Character (3 cr)

The subject of this course is contemporary American culture. Political and social themes are examined in order to define cultural values and conflicts. Major social problems will be examined through book-length studies. The novel and the nonfiction book as cultural documents that crystallize a cultural issue will be a central course focus. An interdisciplinary American studies approach will be used. *Equivalent to SOS452. Prerequisite: SOS450*

### SOS420 Environmental Economics (4.5 cr)

This course focuses on understanding macroeconomic theories and the reliance that market mechanisms have historically had on cheap resource availability and cheap

energy. The course additionally addresses our understanding of the health and ecological benefits that diverse ecosystems provide, and for finding ways to internalize these values inside of market mechanisms.

### SOS422 Environmental Health (4.5 cr)

This course focuses on understanding public health in relation to environmental factors such as air pollution, water pollution, and solid and hazardous waste disposal. It also addresses public health concerns raised by risks due to food supplies in a global marketplace, the spread of infectious diseases, and the apparatuses necessary to deliver health care services to poor and under-served populations.

### SOS442 Asian Culture and Personality (3 cr)

The course will examine a sample of human societies in different parts of Asia with the aim of discovering general principles of social, economic, and psychological development in the context of their rich cultural and religious heritage. *Equivalent to SOS452. Prerequisite: SOS450*

### SOS445 The French: Culture and Character (3 cr)

In this course we explore the land, history, culture, and distinctive style of the French people. We study enduring themes through samples of the classical writings of literature and philosophy as well as the works of renowned artists and filmmakers. The course demonstrates the powerful influence of historical developments like the French Revolution on contemporary social life in France and affords insights on managing intercultural relations between Americans and the French. *Equivalent to SOS452. Prerequisite: SOS450*

### SOS447 Latin American Culture and Character (3 cr)

This course will explore the evolution of culture and personality in Latin America since the Conquest and Colonial periods up to the present. *Equivalents include SOS412, SOS432, SOS434, SOS442, SOS445, SOS452, SOS453, SOS462, HUM455. Prerequisite: SOS450.*

### SOS450 Applied Learning Theory (3 cr)

This course is designed to develop the understanding of learners' strengths, needs, and fears. Each student develops principles for the design of optimal learning environments, whether in schools or in corporations. The function of knowledge acquisition and the role of critical

analysis in learning will be an ongoing theme. This course will consider the issue of multiple intelligences as they are informed by the social-cultural frames and how these in turn affect learning styles of persons. The goal of this course is to gain insight into learning as holistic process.

**SOS452 Culture and Personality (3 cr)**

This course uses a sociological and anthropological approach to the impact of social change and economic stratification on family structure and personality development. Students examine a sample of human societies in different parts of the world with the aim of discovering general principles of social, economic, and psychological development. *Equivalent include SOS412, SOS442, SOS445, SOS453 or HUM455. Prerequisite: SOS450.*

**SOS453 African American Culture and Personality (3 cr)**

This course is an overview of the social, environmental, political, and economic issues that have influenced the development of African-American society, along with the people who played major roles. From the arrival of the first blacks in the seventeenth century to the Million Man march, important issues and events in the history of blacks and their impact on modern black society will be examined. *Equivalent to SOS452. Prerequisite: SOS450.*

**SOS454 Social Research Methods (3 cr)**

This course develops an understanding of the purposes and logic of research used in studying individuals, groups, organizations, and communities. Topics covered include problem formulation, hypotheses, measurement, reliability and validity, sampling, methods of data collection, experimental design, survey design, field studies, and ethical issues in research. *Prerequisites: A/H420, COM425, COM430, SOS450, SOS452 (or equivalent).*

**SOS456 Leadership of Groups and Organizations (3 cr)**

This course examines the leadership role in small groups and in larger, more formal organizations to understand what characteristics are exhibited by outstanding leaders as well as what skills and techniques can be acquired to improve the individual's

leadership performance. Current theories of leadership are compared. Readings, films, group work, and role-playing exercises may also be used.

## **SUSTAINABILITY (SST)**

**SST325 Climate Change: Causes and Consequences (4.5 cr)**

This course will critically investigate the scientific basis for the claims that have been made to the effect that the earth's mean temperatures are rising, and that these rising temperatures have led to climatic changes globally. We will also investigate the causal links that have been drawn between the increases in greenhouse gases, mainly attributable to the burning of fossil fuels, and climatic changes. Finally, we will examine the likely consequences that purported climatic changes will bring--in particular by focusing on glacial melting, rising sea levels and catastrophic weather events.

**SST350 Thinking in Systems (4.5 cr)**

This course introduces students to how organic and natural systems function, how such systems are structured, and how their structure is related to their behavior. It introduces students to how systems maintain steady flows of inputs and outputs, and how various factors can destabilize the dynamics of a system. It also introduces students to ways in which feedback loops inside of systems can provide ways of understanding how and when to intervene to regain the structural integrity of dynamic systems.

**SST360 Population Growth and Global Poverty (4.5 cr)**

This course will focus on factors that have led to the alarming rate of growth in the world's population. It will focus on the demographics of population growth and disparities in wealth distribution. It will also examine methods of curbing global population growth, some of which use laws and public policies, some of which use market mechanisms, and some of which use the development and health and educational networks.

**SST370 Culture and Ecology (4.5 cr)**

This course introduces students to a variety of cultures from around the world, and focuses on how each developed in relation to its natural environment. The course also examines historical and economic changes that have resulted from environmental changes, population and demographic shifts, and interactions between cultural groups.

**SST410 Housing and Energy (4.5 cr)**

This course analyzes the relationship between housing and energy consumption, with an emphasis on understanding how to design energy- efficient housing, and how to retrofit existing housing in affordable ways. This course will include a minimum of 15 hours of field-based learning.

**SST420 Transportation and Energy (4.5 cr)**

This course analyzes urban transportation, mass transit, and public and private investment in transportation networks both inside the United States and globally. The emphasis will be on developing community-based transportation networks that are less dependent on fossil fuels. This course will include a minimum of 15 hours of field-based learning.

**SST430 Conservation (4.5 cr)**

This course examines methods for preserving and protecting endangered plant and animal species and habitats by focusing on the critical factors that affect the survival of species in various biomes. We will look at important areas demanding public protection, including marine habitats, wetlands, prairies and forests. This course will include a minimum of 15 hours of field-based learning.

**SST440 Resource Scarcity and Conflict Management (4.5 cr)**

This course addresses the problems that result from growing demand for scarce natural resources including water, petroleum, coal and natural gas, brought about by increasing consumption, population growth, and dwindling supplies of fossil fuels. The course will also examine models of understanding how conflicts over scarce resources develop, and how we can begin to analyze and manage such conflicts. This course will include a minimum of 15 hours of field-based learning.

**SST450 Green Entrepreneurship (4.5 cr)**

This course covers the process of bringing new innovations and ideas to fruition. By emphasizing where sources of funding (grants, governmental programs and incentives, universities and school systems, philanthropic organizations) can be combined with markets and organizations to take ideas from the research and development phases to being market-ready, this course combines theoretical approaches to market innovation with hands-

on experience and practice. This course will include a minimum of 15 hours of field-based learning.

**SST460 Sustainable Agriculture (4.5 cr)**

This course begins by addressing changes in agriculture brought about during the Green Revolution, when farming methods became intricately linked to fossil fuel-based energy and petrochemical soil management. It will look at problems that have arisen such as soil erosion and water pollution. It will emphasize less energy-intensive soil management principles and alternative forms of agriculture including permaculture, agroforestry, and organic farming. It will also emphasize agriculture methods that can be applied in multiple climates. This course will include a minimum of 15 hours of field-based learning.

**SCIENCE AND TECHNOLOGY (S/T)****S/T315 Environmental Science (4.5 cr)**

This course is designed to introduce students to emerging trends in the natural sciences concerning the environment. Several issues will be addressed, including: biomes; biological communities; species interactions; biodiversity; environmental health and toxicology; land use; water, air and solid waste; energy conservation; climate; natural preservation; resource depletion and management; human population growth; food; urbanization; scarcity; and sustainability.

**S/T325 Physical Science (4.5 cr)**

Physical Science is an introductory course that theoretically explores the areas of forces, energy, kinetic theory, work, simple machines, electricity and magnetism, wave theory (light and sound), geology, astronomy and meteorology. Theory, application and technology will be addressed. Various teaching / learning strategies will be explored and used throughout the class.

**S/T335 Biological/Ecological Systems (4.5 cr)**

This course examines the biodiversity of the planet, including the structure and functioning of diverse organisms and their co-evolution with the environment.

**S/T422 Global Ecology and Public Policy (3 cr)**

This course begins by surveying the processes of natural evolution of flora and fauna and the principles, which regulate the functioning of the ecosystem. Students study the massive destruction of the environment since the industrial revolution, then consider current proposals on how

to reverse lethal trends and institute global policies designed to ensure the survival of future generations. *Equivalent to S/T438*

**S/T430 Science, Technology and Society**  
(3 cr)

The course investigates the major breakthroughs of scientific discovery in the twentieth century, the emergence of major forms of technology, and the impact of these developments on social organizations and personal lives. Attention will also be given to the role of political economy in setting the course of research and development.

**S/T438 Methods and Theories of Science**  
(3 cr)

This course is designed for the layperson with little or no formal scientific training and is a directed investigation in problem solving of scientists and the scientific community by use of scientific method as opposed to bias, prejudice, and dogma. Application of scientific method is learned by application of selected understandable theories, empirical data, and reason to solve individual, organizational, and societal problems.  
*Equivalent to S/T422*

**VITAL ISSUES COURSES**

These courses address current issues of vital importance in modern society. A partial listing of Vital Issues courses is included on our web page:

<http://http://midwest.antioch.edu/us/schedules/wcdescriptions.html>

**WORKSHOPS**

The Undergraduate Studies Program offers a variety of workshops each quarter. The student is awarded applicable credit upon successful completion of a workshop. A partial listing of workshops is included on our web page:

<http://http://midwest.antioch.edu/us/schedules/wcdescriptions.html>

***Note: Course offerings are subject to change.***

## GRADUATE PROGRAMS

### CONFLICT ANALYSIS AND ENGAGEMENT (CAE)

#### *Program Objectives*

The Master of Arts in Conflict Analysis and Engagement Program maintains the following objectives for their graduates:

- Breadth of knowledge of the academic and professional field
- Skills as mediators, negotiators, and third party interveners
- Ability to build capacity for collaboration and consensus
- Active engagement in leading interventions toward peace
- Professional practice guided by sound leadership principles
- Commitment to sustaining and contributing to the learning communities in the field

#### *Program Design*

The Graduate Program in Conflict Analysis and Engagement at Antioch University provides a unique academic experience that integrates alternative modes of learning such as short residential sessions, at home on-line learning and practicum. This challenging learning experience is designed to address the personal and professional needs of adult students. The degree requires the completion of 48 hours (or 52 hours if students choose the 8-credit thesis option) in six quarters at full-time enrollment. A graduate certificate is also available which requires 3 courses at 4 credits each, and 90 hours of practitioner training. The certificate is designed to engage the whole person with learning strategies that support the growth of consciousness, contemplative practices, authentic conversation skills, social competencies, and emotional intelligence.

Students in Conflict Analysis and Engagement are generally mid-career professional people who want to go new directions in their careers and add skills in a variety of collaborative decision-making processes, planning and visioning processes, negotiation, conflict assessment, dispute resolution processes, and dispute resolution system design. Our students include corporate executives and managers, attorneys, state/federal government agency personnel,

social service personnel, private mediators and facilitators, therapists, activists, corrections personnel, community service organizations personnel, educators, and diplomats.

By using internet technologies to facilitate continuous discussion and communication among students and faculty, the student experiences learning that is firmly sustained by the student's own evolving learning community. Students emerge from the program with a solid theoretical grounding in the literature of the discipline and a strong skill base of the very best practices in the field.

A critical component of this program lies in its cohort model, allowing students of varying backgrounds and interests in the field to converge as a community of learners with a broad base of knowledge and experience. This learning community is further enhanced by the on-line coursework, which uses threaded conversations and chat-room discussions, allowing for thoughtful exchange of dialogue relating to the theoretical framework and practical application of the discipline. The result is a quality multi-faceted experience that enhances the students' own knowledge and skill base in a challenging and supportive environment.

The academic program addresses a broad range of theories and applications in the fields of conflict resolution and conflict management. Students with strong academic backgrounds build practitioner skills and enrich their theoretical and research understanding. Experienced practitioners strengthen theoretical foundations and research knowledge as well as enhance their applications of skills and strategies. Students integrate knowledge gained in an academic setting with learning acquired through work and personal experience.

The strength of the Conflict Analysis and Engagement curriculum design is forged from the union of the Antiochian ideals of study, work, and community; a strong academic program; the opportunity to apply learning in a practicum, the development of relationships with peers, educators and professionals; and an emphasis on social values.

### **Master's Degree Requirements**

Students in the Master of Arts Program in Conflict Analysis and Engagement must successfully complete the following for a minimum of 48 quarter credit hours (52 hours if the thesis option is selected):

- Three 6-day residencies (first, third and fifth quarters)
- Online courses (40 cr.)
- Practicum (4 cr.)
- Professional seminar (4 cr.) or Master's Thesis (8 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

### **Required Curriculum (7 core classes: 28 cr.):**

- COM530 Academic Writing & Social Discourse (4 cr)
- RSH510 Research Methods (4 cr)
- CAE540 Action Inquiry (4 cr)
- CAE550 Integral Approach to Foundations of the Conflict Field (4 cr)
- CAE560 Integral Conflict Analysis & Action (4 cr)
- CAE570 Negotiation & Mediation Theory (4 cr)
- CAE630 Identity and Conflict (4 cr)

### **General Track (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- CAE610 Consensus Building & Facilitation Theory (4 cr)
- CAE615 Structures and Systems of Conflict (4 cr)
- CAE620 Culture and Conflict (4 cr)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr)
- 90 hours of training in negotiation, mediation and facilitation skill development

### **Specialized Concentration Options:**

M.A. students interested in pursuing a concentration instead of the general track may do so in the following areas: International Mediation; Conflict and Change; Civic Development and Systemic Transformation; Environmental Conflict Analysis and Engagement; Healthcare; Organizational Models, Systems, Cultures and Conflict or an Individualized concentration.

Students begin each concentration by taking the 7 required core courses: COM530, RSH510, CAE540, CAE550, CAE560, CAE570 and

CAE630. Upon completion of the core, students complete the following requirements to fulfill the concentration:

### **International Mediation Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 cr.)
- CAE605 Introduction to International Relations (4 cr.)
- CAE606 Peacemaking at the International Level (4 cr.)
- CAE607 Mediating for a Durable Peace (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

### **Adult Development and Conflict Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 cr.)
- CAE616 History & Evolution of Developmental Psychology (4 cr.)
- CAE617 The Self in Conflict: Constructive Developmental Theory (4 cr.)
- CAE618 Evolution of Immunity to Change (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

### **Civic Development Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 credits)
- CAE625 Social Design and Systemic Transformation (4 cr.)
- CAE626 Civic Development and Complexity (4 cr)
- CAE627 Designing Planned Processes of Social Intervention (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in analyzing whole situations and issues, and in designing social intervention processes

### **Environmental Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 cr.)
- CAE635 Introduction to Environmental Conflicts and Collaborative Problem Solving (4 cr.)
- CAE636 Managing Scientific and Technical Information in Environmental Conflicts (4 cr.)
- CAE610 Consensus Building and Facilitation Theory (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in analyzing whole situations and issues, and in designing social intervention processes

**Healthcare Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 cr.)
- CAE645 The Healthcare Sector as a Complex System (4 cr.)
- CAE646 Healthcare as Intersection of Conflicting Professional Cultures (4 cr.)
- CAE647 Healthcare Sector Culture in Conflict with Broader Community Culture (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Organizational Models Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 cr.)
- CAE655 Organizational Models, Systems, Cultures and Conflict (4 cr.)
- CAE656 Leading, Managing and Enabling Change in a Complex Environment (4 cr.)
- CAE657 Organizational Communication, Collaboration and Team Development (4 cr.)
- CAE660 Practicum (4 cr)
- CAE690A and CAE690B Thesis (8 cr) **or**
- CAE695 Professional Seminar (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Individualized Concentration (5 courses in addition to core curriculum: 20 cr. or 24 cr. if thesis option is selected)**

- 7 core courses (28 credits)
- 3 individually designed courses (12 cr.)
- CAE660 Practicum (4 cr.)
- CAE690A and CAE690B Thesis (8 cr.) **or**
- CAE695 Professional Seminar (4 cr.)

- 90 hours of training in negotiation, mediation and facilitation skill development

**Graduate Certificate Options:**

Students interested in doing any of the specialized concentration areas as either a graduate certificate or as a non-credit professional certificate may do so by completing an abbreviated sequence of courses in that area.

**International Mediation Graduate Certificate:**

- CAE605 Introduction to International Relations (4 cr.)
- CAE606 Peacemaking at the International Level (4 cr.)
- CAE607 Mediating for a Durable Peace (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Adult Development and Conflict Graduate Certificate:**

- CAE616 History & Evolution of Developmental Psychology (4 cr.)
- CAE617 The Self in Conflict: Constructive Developmental Theory (4 cr.)
- CAE618 Evolution of Immunity to Change (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Civic Development Graduate Certificate:**

- CAE625 Social Design and Systemic Transformation (4 cr.)
- CAE626 Civic Development and Complexity (4 cr)
- CAE627 Designing Planned Processes of Social Intervention (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Environmental Graduate Certificate:**

- CAE635 Introduction to Environmental Conflicts and Collaborative Problem Solving (4 cr.)
- CAE636 Managing Scientific and Technical Information in Environmental Conflicts (4 cr.)
- CAE610 Consensus Building and Facilitation Theory (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Healthcare Graduate Certificate:**

- CAE645 The Healthcare Sector as a Complex System (4 cr.)

- CAE646 Healthcare as Intersection of Conflicting Professional Cultures (4 cr.)
- CAE647 Healthcare Sector Culture in Conflict with Broader Community Culture (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Organizational Models Graduate Certificate:**

- CAE655 Organizational Models, Systems, Cultures and Conflict (4 cr.)
- CAE656 Leading, Managing and Enabling Change in a Complex Environment (4 cr.)
- CAE657 Organizational Communication, Collaboration and Team Development (4 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

**Individualized Graduate Certificate:**

- 3 individually designed courses (12 cr.)
- 90 hours of training in negotiation, mediation and facilitation skill development

***Institute for Conflict Analysis and Engagement (ICAE)***

Students wishing to complete their 90 hours of training in negotiation, mediation and facilitation skill development through Antioch University Midwest may do so by registering for a series of non-credit ICAE courses taught between terms and tied to residencies. More information regarding these course offerings is available through the program office and on the website.

***See pp. 83 - 99 for information on academic and administrative policies relating to all AUM programs. The following policies are specific to the Conflict Analysis and Engagement program:***

***Prior Learning Credits***

A student should decide prior to enrollment in the program whether or not to seek “transcribed” prior learning as a substitute for one or more of the online courses, or experiential prior learning as a portion of the practicum requirement. A maximum of eight credits of prior learning may be used as credit toward the Master of Arts degree in Conflict Analysis and Engagement.

***Maximum Enrollment***

Students in the Conflict Analysis and Engagement program have a maximum of five years from the original quarter of entry to complete the program. This includes leaves of absence and periods of withdrawal.

## **INDIVIDUALIZED LIBERAL AND PROFESSIONAL STUDIES (ILPS)**

### ***Program Design***

The Master of Arts program in Individualized Liberal and Professional Studies offers qualified students the opportunity to pursue graduate education through a limited-residency program. This unique approach to graduate education allows students to use resources in their own communities while earning their Master's degrees. The flexibility of the program encourages students to achieve their individual educational goals while still meeting the professional standards of their fields.

The ILPS Program recognizes that adults with work and individual responsibilities benefit from flexible learning conditions. Consistent with Antioch's commitment to responsible, self-directed learning, this limited residency program enables students to integrate theoretical and applied learning. The ILPS student is typically a motivated, self-disciplined learner who works best independently, outside the traditional classroom. The degree granted is a Master of Arts with a concentration in a specific field of study, which may be selected from a range of disciplines and which determines the design and content of the individualized curriculum. Students have the opportunity to design elective courses of special interest to them that complement the degree plan.

During the admissions phase, students propose a field of study that reflects their background, interests, and goals. Once students enroll in the program, the faculty chair, a professor in the ILPS department, works with student advisees to formalize the individualized curriculum. This plan of study is formalized in an individualized curriculum. Faculty chairs work closely with students to ensure that all individualized curricula meet academic and professional standards. Students are active participants in designing their own educational process, and are expected to take primary responsibility for defining their individualized curriculum and for finding resources and faculty to teach the individualized courses in their curriculum. Faculty chairs will assist new students in locating an external mentor who has the subject matter expertise in the student's field of study and instructors.

Students can also select already designed courses listed in the AUM course catalogue. For example, within the ILPS program such courses exist within two concentrations: Integral Knowledge Systems, and Community Change and Civic Leadership. Students can also enroll in on-line courses taught within the Conflict Analysis and Engagement Program, and in face-to-face courses taught within the Graduate Management Program.

The ILPS Department does not confer degrees in clinical psychology. However, it does confer degrees in counseling psychology and other psychology-related fields. For licensure purposes, some states (including Ohio) do not recognize the ILPS counseling psychology degree.

### ***Program Goals***

The ILPS Program has established student goals that are expected of all students, regardless of the discipline or field of study in which the student concentrates. Graduates of the ILPS program are expected to demonstrate the following abilities:

- acquire and apply a knowledge base within a single or multiple disciplines;
- organize learning activities around goals;
- integrate theory and practice;
- collaborate with the faculty chair, mentor and instructor/evaluators around designing and implementing the individualized curriculum;
- establish and maintain a network of academic resources; and
- write and speak effectively as is appropriate to the academic discipline.

In addition, all students in ILPS are required to complete a Master's thesis or a capstone project. Student learning outcomes relating to theses and capstone projects have also been established and are part of the goals for graduates of the ILPS Program.

### ***Degree Requirements (45 – 50 credits)***

ILPS students must successfully complete the following requirements to earn their master's degree:

- Attend two residencies, one at the beginning of the program and one toward the end of their program.
- Complete IMA551 Applied Curriculum Design I and IMA552 Applied Curriculum Design II
- Complete COM530 Academic Writing and

Social Discourse. Social science students must also complete a research course, such as RSH510 Research Methods

- Develop an approved individualized curriculum
- Design and complete individualized courses
- Research and complete a thesis or a capstone project
- Complete a minimum of 45 or 50 quarter-credit hours of graduate and academic study.

### **Prior Learning**

Prior learning must be relevant to the student's field of study and must represent graduate-level learning acquired after the student obtained a bachelor's degree and prior to enrollment into the ILPS Program. Prior learning credit may be earned from successfully completing graduate courses with a B- or better from regionally accredited schools, from experiential learning that took place outside a formal educational setting but that is comparable to graduate-level course work, or from a combination of the two. A maximum of 8 quarter credits of prior learning may be applied toward the degree.

All transcripts must be submitted upon application for admission; however, determination of prior learning will not occur until after the student is enrolled in the program and the student's individualized curriculum is developed. The faculty chair (or designee) evaluates all prior learning documentation before the individualized curriculum can be approved in final form. Credit is awarded at the time of approval of the student's individualized curriculum.

### **Evaluation**

The ILPS Program builds on Antioch University's commitment to the narrative evaluation process and takes it one step further, using it as an opportunity for students to reflect upon what they've learned, recognize and acknowledge the knowledge that they have gained, and identify how they could improve upon their learning. Thus, in the ILPS Master of Arts program, both students and instructors have the responsibility to reflect upon and evaluate student learning.

Narrative evaluations provide information to enable the student to build on strengths and to address areas of improvement. A narrative evaluation should address the learning achieved and should specifically address the learning objectives stated in the course syllabus.

## **General Program Policies**

***See pp. 83 - 99 for information on policies relating to all AUM programs. The following policies are specific to the Individualized Liberal Studies program:***

### **Enrollment Status**

Students enroll in 4 quarter-hour credits per quarter (at Antioch or elsewhere) for half-time status, and 8 or more quarter-hour credits per quarter (at Antioch or elsewhere) for full-time status. Except for IMA 551 and 552, all courses are four credits. Students may change between half-time and full-time status quarter by quarter.

### **Registration for Antioch University Midwest Courses**

Students register themselves through MyAntioch for either half-time or full-time status. Students may take a one-quarter leave of absence by notifying the Registrar and copying the Program Office and faculty chair.

Students must register for the research courses and any other course they take with Antioch University Midwest according to general procedures and deadlines established by the Registrar's office for the University.

### **Maximum Enrollment Time**

The predicted amount of time for completion of the master's degree is 6 quarters for full-time students, and 10 quarters for half-time students. The predicted enrollment limits do not include leave of absence and withdrawal quarters. Financial aid is only available at full- and half-time enrollment status. Maximum length in the program is four years.

### **Satisfactory Academic Progress**

Satisfactory academic progress is the absolute minimum progress required for students to maintain their enrollment status and is a standard created to meet legal requirements for measures of satisfactory academic progress. When determining satisfactory progress as well as enrollment status, only current learning credits (not prior learning credits) are considered at the end of the first benchmark. To maintain satisfactory academic progress, a student must meet the requirements listed below.

<b># quarters</b>	<b>Full</b>	<b>Half</b>
<b>3</b>	<b>16</b>	<b>12</b>
<b>5</b>	<b>32</b>	<b>20</b>
<b>7</b>	<b>40</b>	<b>28</b>
<b>9</b>	<b>45-50</b>	<b>36</b>
<b>11</b>	<b>NA</b>	<b>40-45</b>
<b>13</b>	<b>NA</b>	<b>50</b>

***Academic Probation***

Students who fail to meet these benchmarks will be placed on academic probation for one quarter, and will be notified of their probation status by the Registrar's Office so they can address issues that may be impeding progress. The conditions of academic probation will be determined in consultation with the ILPS Chair and the Registrar and the student will be notified in writing of the conditions of continued enrollment. Students who do not meet the specified conditions will be withdrawn from the program, and such withdrawal will not be considered grounds for refund of tuition.

In addition to timely completion of coursework, other factors may determine satisfactory academic progress. Faculty who do not see evidence that students demonstrate the necessary ability to be successful in an individualized Master of Arts program have the authority to recommend that these students be placed on academic probation or withdrawn.

## GRADUATE MANAGEMENT (GMP)

The Master of Arts program in Management attracts students who want to enhance their lives and career options by developing managerial and leadership skills requisite in today's challenging work environment. Graduate Management students build upon their life and work experiences and learn to integrate theory and practice to positively affect their careers, lives and communities.

Students enter the Graduate Management Program at various phases of their careers in corporate, industrial, government, and not-for-profit organizations. Many have at least five years work experience in one or more organizations. Many are functional or technical experts in their organizations who desire to broaden their career options by diversifying their business skills. Some have backgrounds in fields other than business or management, but have succeeded primarily because of their capacity to work synergistically with colleagues and enjoy the kind of skills necessary to good managers—planning, organizing, directing, problem-solving and leading.

Antioch University values diversity. In our Graduate Management classes, we seek students with a rich diversity of cultural, educational, and experiential backgrounds. We welcome qualified students of all ages who demonstrate the potential and motivation to complete the 18-month program.

### ***Program Objectives***

The program is congruent with the values and mission of the University, and is also responsive to the needs of regional businesses and the professional standards. The Master of Arts in Management program prepares graduates for careers in a global community by developing their capacities to adapt to and influence societal change. The program challenges students to address issues of access and diversity in organizations.

While students become knowledgeable about social, political and economic issues that affect the future of business, they also become competent in the traditional areas of management (accounting, finance, marketing, economics, and production). Most significantly, the cohort model facilitates the development of highly effective interpersonal and teamwork skills while students

learn from other business professionals in various organizations.

Upon graduation, students should be able to demonstrate a variety of competencies that will be needed by today's managers. These include, but are not limited to, the following:

- Effective interpersonal and teamwork skills
- Understanding of multicultural diversity in the business environment
- Strategies to cope with rapid change
- Awareness of the need for ethics and values at the core of business management
- Awareness of the social, political, and economic issues that affect the future of business management
- Competence in the traditional management areas of accounting, finance, marketing, economics, and production

### ***Program Design***

Antioch University Midwest's M.A. in Management program is designed to provide an edge with the skills required in today's challenging work environment. Students develop innovative business and leadership skills, new ways of thinking, learn the language of business, and gain competence across all the subjects required to run a business.

The most distinguishing aspect of Antioch's curriculum is that all classes are taught with a focus on developing interpersonal and teamwork skills. Entering as a cohort class of 15-20, Graduate Management students are placed into smaller, permanent study group teams. The teams remain together for the duration of the program and are incorporated into the class structure. Study groups allocate work assignments and learn how to build consensus in a group environment. The study groups become a laboratory for building effective teams.

Antioch's faculty of practitioners teaches both theory and practice, providing students with real examples of how to execute within an organizational setting. Students say that they can use what they learn in class one day at work the next day.

The Master of Arts degree in Management requires successful completion of a minimum of 48 quarter-credit hours over an 18-month period and is intended for full-time students, although there may be part-time options. The Graduate Management Program offers its innovative

curriculum in two convenient options: the Saturday program or the monthly program.

***Degree Requirements (48 credits)***

- COM530 Academic Writing & Social Discourse (4 cr)
- MGT695 Team Development (4 cr)
- MGT615 Financial & Managerial Accounting (4 cr)
- MGT622 Strategic Marketing Management (4 cr)
- MGT625 Managerial Economics (4 cr)
- MGT629 Managerial Statistics (2 cr)
- MGT674 Operations Management (2 cr)
- MGT630 Managerial Finance (4 cr)
- MGT640 Competitive Strategy (4 cr)
- RSH510 Research Methods (4 cr)
- MGT657 Organizational Behavior & Leadership (4 cr)
- MGT665 Human Resource Management (2 cr)
- MGT635 Negotiation & Dispute Resolution (2 cr)
- MGT690 Capstone (4 cr)

***Graduate Certificate in Foundations of Business Administration (24 credits)***

Both degree-seeking students and those not desiring a degree may elect to complete a Graduate Certificate in Foundations of Business Administration through either the monthly or every Saturday format. The certificate is awarded upon the completion of the following courses, all of which are included in the Masters degree program:

- MGT615 Financial & Managerial Accounting (4 cr)
- MGT622 Strategic Marketing Management (4 cr)
- MGT625 Managerial Economics (4 cr)
- MGT629 Managerial Statistics (2 cr)
- MGT674 Operations Management (2 cr)
- MGT630 Managerial Finance (4 cr)
- MGT640 Competitive Strategy (4 cr)

***General Program Policies***

**See pp. 83-99 for information on policies relating to all AUM programs. The following policies are specific to the Graduate Management program:**

***Transfer Credit***

A limited amount of transfer credit may be applied toward the M.A. in Management. All transfer policies apply (courses must be from regionally-accredited institutions, must be taken for graduate credit and students must have earned a minimum of a B). Additionally, potential transfer

courses must be approved by the Graduate Management Program Chair as fulfilling exact requirements of existing courses within the Antioch University Midwest M.A. in Management, and a maximum of six (6) credits may be applied to the M.A. in Management

***Faculty Advisor***

Each year, the Program Chair assigns a faculty member to serve as an advisor to the incoming GMP cohort. The advisor is responsible for advising the cohort, the teams, and each student in the cohort.

***Graduate-Level Writing Requirements***

Students are expected to follow American Psychological Association (APA) style guidelines when writing formal papers; however, faculty will create writing assignments that are most appropriate to the course content and learning objectives.

***Attendance Requirements***

Because class attendance and participation are essential to the learning process, both for the student and for others in the class, students are expected to attend every class meeting in full as specified by the instructor.

The faculty must approve each absence. It is the responsibility of the student to initiate a conversation with faculty regarding the reason for the absence. If the student's reason is acceptable, additional work will be assigned to make up for lost classroom time. If there is sufficient time remaining during the course for all required work, including make-up assignments, to be submitted by the date of the last class, credit may be awarded. If additional time is needed, an incomplete may be awarded, subject to the usual guidelines and deadlines for completion of the work. Unauthorized absences may result in forfeit of credit.

No student who has more than one absence may receive credit or be eligible for an incomplete in a course lasting five weeks, regardless of circumstances. No student who has more than two absences may receive credit or be eligible for an incomplete in a course lasting ten weeks, regardless of circumstances.

In making the decision, the instructor (who may also consult with the Program Chair) will first consider whether there are extenuating

circumstances that necessitate the absences. If so, the instructor will then take into account:

- the nature of the material covered during class meetings
- the extent to which the module design relies upon the student's presence and participation in order to demonstrate competency in the area of focus during the period of absence
- the effect of the absence(s) on the progress toward competency of other students

***Tardiness***

All students are expected to be in class and ready to begin at the specified starting time. Significantly late arrival or early departure from class must be regarded as time absent from class. Tardiness will be considered in evaluating a student's performance.

## **PROFESSIONAL PREPARATION FOR TEACHER LICENSURE & M.Ed.**

### ***Mission***

The mission of the School of Education at Antioch University Midwest is to prepare competent teachers and administrators who will use knowledge to act as change agents in the service of all children in a constantly changing social and educational environment. In order to meet this challenge, education candidates at Antioch University Midwest are encouraged to be critical thinkers, using knowledge from their past experience and studies and the pedagogical content knowledge gained at Antioch to become competent decision makers within their school environments.

Education candidates at Antioch University Midwest learn how to transfer knowledge of theory to practice in the process of their professional preparation. Candidates are encouraged throughout the program to strengthen this skill both in performance-based exercises in class and in their on-site classroom performance. It is our belief that best practice is associated with competent teachers and school leaders who have the dispositions to reflect on their practice in order to ensure continuing professional growth. Given that belief, Antioch University Midwest is committed to supporting education candidates in their efforts to become reflective practitioners. Finally, we assume that effective preparation for candidates includes being prepared to serve as advocates for individuals of every cultural background.

### ***Program Objectives***

The Professional Preparation for Teacher Licensure program is designed for students with a bachelor's degree who now want to teach. Designed for adults with busy schedules, this graduate professional program provides students with the coursework and preparation required for an Ohio two-year provisional license to teach in all public schools.

Consistent with Antioch's philosophy of the development of the whole person, the primary objective of the program is to develop students' intellectual, social, emotional and ethical potentials, thus preparing them for the rigors of teaching in today's schools. Antioch University Midwest believes that all teachers who complete the Teacher Licensure programs must be able to

connect with diverse classrooms, and be creative, competent, and compassionate leaders in the twenty-first century.

In order to attain that goal, Antioch University Midwest relies heavily on the integration of experience and theory. Through a focus on learning, teaching, curriculum, and assessment from a student-centered perspective, Antioch University Midwest students are prepared to guide their future students in the development of the skills and knowledge needed in our rapidly changing world. When students complete the program they should be highly skilled teachers able to integrate theory and practice in today's diverse classroom.

### ***Program Design***

- Cohort group model: Students enter as members of a cohort group and progress through the program together. This structure provides for ongoing support and unique exchange of the learning experience.
- Integrated curriculum: Consistent with best practices in education, students learn through classes conducted in a seminar format. Courses integrate varied learning styles and multiple intelligences.
- Team approach to teaching and learning: Because of Antioch's commitment to collaborative learning, students are required to work in teams.
- Student-centered, non-graded evaluation: Progress is evaluated based on predetermined competencies that must be met to receive course credit. Students produce portfolios that promote self-reflection and serve as valuable ongoing resources as they enter the teaching profession.
- Computer technology oriented to the educator: Students use Internet technology to learn, teach, and facilitate networking and communication with their cohort members and faculty.
- Experienced faculty: Faculty have extensive experience in teaching and administration. These experiences make the faculty uniquely qualified to combine theory with the reality of practice.

### ***Program Requirements***

All students in the Professional Preparation for Teacher Licensure programs, regardless of the level or area of concentration they wish to teach, must meet the following requirements in order to be recommended for a two-year provisional Ohio

Teaching License:

- Complete the required hours of field-based observation and participation.
- Complete 12 weeks of full-time student teaching in an Antioch-approved school.
- Undergo Bureau of Criminal Identification and Investigation (BCI&I) and the Federal Bureau of Investigation (FBI) mandatory fingerprinting (must have a clear record and be current for field experiences and license submission. Reports are valid for one year).
- Pass Praxis II required tests at or above the minimum level established by the Ohio Department of Education (ODE).
- Successfully complete the Antioch University Midwest's Professional Preparation for Teacher Licensure Program coursework.
- Successfully complete courses that fulfill the State of Ohio content requirements for general education and/or specified teaching concentration(s).
- Pay all financial debts to Antioch University.

#### **General Education Requirements**

All candidates, regardless of license being sought, must meet the general education requirements. Typically, general education requirements will have been completed as a part of an undergraduate degree program.

While much of the requirement for content is completed within the undergraduate degree, candidates may need to complete additional undergraduate course work if they do not meet this requirement. This need is determined through the faculty's review of transcripts of all previously completed academic work.

Applicants to the program submit copies of all transcripts for evaluation. Candidates may also be required to submit catalogs, course descriptions, or syllabi to provide evidence of having met the content requirement. When the evaluation is complete, candidates may be informed that additional undergraduate coursework is required. This coursework may be obtained by taking classes at Antioch University Midwest, or at any regionally accredited institution of higher education.

#### **LICENSURE PROGRAM OPTIONS**

Antioch University Midwest has been approved by the State of Ohio and The National Council on the Accreditation of Teacher Education (NCATE)

to offer the following levels and concentrations for teacher licensure:

#### **Special Education (EDS): Mild to Moderate Intervention Specialist / M.Ed. Grades PK-12**

To qualify for the mild to moderate intervention specialist provisional teaching license, candidates must have met the general education requirements and 65 quarter-credits in the professional program as follows (includes the Ohio professional license reading courses):

- EDS501 Foundations of Special Education (4.5 cr)
- EDS502 Development of Exceptional Learners (4.5 cr)
- EDS507 Educating the Exceptional Student in a Diverse Society (4.5 cr)
- EDS511 Ethics and Legal Issues in Special Education (4.5 cr)
- EDS512 Learning Environments and Social Interaction (4.5 cr)
- EDS521 Assessment and Placement in Special Education (4.5 cr)
- EDS527 Augmentative and Alternative Communication (4.5 cr)
- EDS544 Integrated Instructional Methods (4.5 cr)
- EDS614 Clinical and Colloquium (10 cr)
- EDS616 Capstone (1 cr)
- RLE506 Content Area Reading (4.5 cr)
- RLE511 Integration of Multicultural Literature (4.5 cr)
- RLE512 Diagnosing Reading and Language Difficulties (4.5 cr)
- RLE513 Phonics (4.5 cr)

**Please note:** Candidates can complete the entire EDS or EDS/MI program and then add the EDS or EDS/MI as a second license by taking 13.5 credits in the appropriate program

#### **Special Education (EDS/MI): Moderate to Intensive Intervention Specialist / M.Ed. Grades PK-12**

To qualify for the moderate to intensive intervention specialist provisional teaching license, candidates must have met the general education requirements and 65 quarter-credits in the professional program as follows (includes the Ohio professional license reading courses):

- EDS501 Foundations of Special Education (4.5 cr)

EDS502 Development of Exceptional Learners (4.5 cr)  
 EDS507 Educating the Exceptional Student in a Diverse Society (4.5 cr)  
 EDS511 Ethics and Legal Issues in Special Education (4.5 cr)  
 EDS527 Augmentative and Alternative Communication (4.5 cr)  
 EDS561 Moderate to Intensive Alternative Assessment (4.5 cr)  
 EDS562 Moderate to Intensive Instructional Methods (4.5 cr)  
 EDS563 Moderate to Intensive Behavior Management (4.5 cr)  
 EDS614 Clinical and Colloquium (10 cr)  
 EDS616 Capstone (1 cr)  
 RLE506 Content Area Reading (4.5 cr)  
 RLE511 Integration of Multicultural Literature (4.5 cr)  
 RLE512 Diagnosing Reading and Language Difficulties (4.5 cr)  
 RLE513 Phonics (4.5 cr)

**Please note:** Candidates can complete the entire EDS or EDS/MI program and then add the EDS or EDS/MI as a second license by taking 13.5 credits in the appropriate program.

### **Early Childhood Education/M.Ed. (ECE) Grades PK-3**

To qualify for the early childhood education provisional teaching license, candidates must have met the general education requirements and have earned 65 quarter-credits in the professional program as follows (includes the Ohio professional license reading courses):

ECE501 Child Development and Learning (4.5 cr)  
 ECE505 Building Family, School and Community Relations in a Diverse Society (4.5 cr)  
 ECE516 Assessment and Differentiated Instruction (4.5 cr)  
 ECE518 Establishing and Maintaining an Effective Learning Environment (4.5 cr)  
 ECE523 Science Teaching Methods in Early Childhood Education (4.5 cr)  
 ECE524 Math Teaching Methods in Early Childhood Education (4.5 cr)  
 ECE544 Integrated Arts Teaching Methods in Early Childhood Education (4.5 cr)  
 ECE547 Social Studies Teaching Methods in Early Childhood Education (4.5 cr)  
 ECE614 Clinical and Colloquium (10 cr)  
 ECE616 Capstone (1 cr)

RLE506 Content Area Reading (4.5 cr)  
 RLE511 Integration of Multicultural Literature (4.5 cr)  
 RLE512 Diagnosing Reading and Language Difficulties (4.5 cr)  
 RLE513 Phonics (4.5 cr)

**Please note:** Degree requirements for the Bachelor's of Arts degree in Early Childhood Education appear in the Undergraduate Studies section on pp. 12-13.

### **Middle Childhood Education/M.Ed. (MCE) Grades 4-9**

To qualify for the middle childhood education provisional teaching license, candidates must have met the general education requirements and have completed enough coursework to fulfill Ohio content requirements for two concentrations from the following list:

- Reading and Language Arts
- Mathematics
- Science
- Social Studies

In addition, candidates will complete the following 66 quarter-credits in the professional program as listed below (includes the Ohio professional license reading courses):

MCE516 Educational Foundations and Context of Middle Schools (4.5 cr)  
 MCE517 Child Development and Learning Theory (4.5 cr)  
 MCE523 Educating Diverse Students (4.5 cr)  
 MCE532 – 535 Methods of Middle Childhood Education (4.5 cr) **Must take two courses (9 credits) depending on content areas.**  
 MCE550 Planning for Instruction (4.5 cr)  
 MCE559 Educational Research and Evaluation (4.5 cr)  
 MCE585 Conflict Resolution and Classroom Management (4.5 cr)  
 MCE599 Student Teaching in the Middle Childhood Classroom (12 cr)  
 RLE506 Content Area Reading (4.5 cr)  
 RLE511 Integrating Reading and Literature (4.5 cr)  
 RLE512 Reading Diagnosis (4.5 cr)  
 RLE513 Phonics (4.5 cr)

### **Adolescent & Young Adult/M.Ed. (AYA) Grades 7-12**

To qualify for the adolescent and young adult provisional teaching license, candidates must have met the general education requirements and have completed enough coursework to fulfill Ohio content requirement for one content area from the following:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Life/Chemistry Science
- Earth/Chemistry Science
- Chemistry
- Physics
- Earth Sciences

In addition, candidates must complete 66 quarter-credits in the professional program as listed below:

AYA513 Educational Foundations and Context of Secondary Schools (4.5 cr)

AYA523 Educating Diverse Students (4.5 cr)

AYA530 Child Development and Learning Theory (6 cr)

AYA532-535 Methods of Secondary Education (4.5 cr) **Must complete one course depending on content area.**

AYA548 Planning for Instruction (4.5 cr)

AYA550 Special Education for the Secondary School (4.5 cr)

AYA562 Educational Research and Evaluation (6 cr)

AYA564 Special Topics in Secondary Education (4.5 cr)

AYA571 Assessment in the High School Classroom (4.5 cr)

AYA585 Conflict Resolution and Classroom Management (4.5 cr)

AYA598 Capstone (1.5 cr)

AYA599 Student Teaching and Colloquium (12 cr)

RLE506 Content Area Reading (4.5 cr)

### **Reading License Endorsement (RLE) Grades PK-12**

To qualify for the reading license endorsement program, candidates must hold a teaching license or certificate and have a bachelor's degree from a regionally accredited institution. In addition, candidates must complete 27 quarter-credits as listed below:

RLE506 Content Area Reading (4.5 cr)

RLE511 Integration of Multicultural Literature (4.5 cr)

RLE512 Diagnosing Reading and Language Difficulties (4.5 cr)

RLE513 Phonics (4.5 cr)

RLE536 Introducing, Developing and Promoting Literacy (4.5 cr)

RLE595 Reading Endorsement Practicum (4.5 cr)

### **Gifted Intervention Specialist Endorsement (GIE)**

The gifted and talented endorsement program consists of six classes that prepare certificated, provisionally or professionally licensed teachers to teach gifted and talented students in public, community or private schools in Ohio grades K-12. Program elements cover the developmental characteristics, environmental factors and teaching methods required to understand and engage gifted students. The classes are designed for practicing professionals. Candidates must have a bachelor's degree from a regionally accredited institution, hold a teaching license or certificate and complete 27 quarter-credits as listed below:

GIE610 Characteristics of Gifted Students: Academic, Emotional and Social Needs (4.5 cr)

GIE620 Historical Foundations, Context and Ethics in Gifted Education (4.5 cr)

GIE635 Program Development and Management: Assessment, Identification, Service Criteria (4.5 cr)

GIE640 Diversity Issues Related to Gifted & Talented Language and Culture (4.5 cr)

GIE655 Methods, Curriculum and Materials Differentiation, Acceleration, Compacting, Creative Problem Solving, Resources (4.5 cr)

GIE660 Instructional Planning & Assessment in Gifted Education with Culmination Project (4.5 cr)

### **Early Childhood Generalist Endorsement (ECG) Grades 4-5**

To qualify for the Generalist Endorsement to the Early Childhood license, candidates must hold a teaching license in Early Childhood Education from Antioch University Midwest and have completed their bachelor's degree from a regionally accredited institution. Content areas are a prerequisite. In addition, candidates must complete 13.5 quarter credits as listed below:

- ECE631 Development and Learning in Grades 4-5 (1.5 cr.)
- ECE635 Language Arts Instruction in Grades 4-5 (3 cr.)
- ECE636 Social Studies Methods in Grades 4-5 (3 cr.)
- ECE637 Math Methods in Grades 4-5 (3 cr.)
- ECE638 Science Curriculum Development in Grades 4-5 (3 cr.)

### ***Middle Childhood Education Generalist***

The MCE Endorsement is **ONLY** available to candidates that AUM has recommended for a Middle Childhood License.

The Middle Childhood Generalist Endorsement allows the teaching candidate with two licensure areas to add two more content areas specifically for teaching in a self-contained 4th, 5th, or 6th grade classroom. **This endorsement is not valid for holders of any license other than Ohio Middle Childhood Education.**

To have the Middle Childhood Generalist endorsement added to the Middle Childhood License:

- (1) The candidate must have previously completed a Middle Childhood Education program in two content areas and hold a valid Ohio Middle Childhood Education License.
- (2) In addition to successfully completing the Middle Childhood Generalist Endorsement course work in either one or two additional areas, the candidate must also successfully complete the required **Praxis II test(s)**. The candidate must pass either:

- (a) the Elementary Education Content Knowledge (0014); **OR**
- (b) the content area test for each content area added to the Middle Childhood Education License, chosen from the following:
  - Middle School English/Language Arts (0049)
  - Middle School Mathematics (0069)
  - Middle School Social Studies (0089)
  - Middle School Science (0439)

Candidates who wish to add the Middle Childhood Generalist Endorsement should contact Dr. Marian C. Glancy, Program Chair for Middle Childhood (937) 769-1827.

### ***Alternative Educator License (AEL)***

This program is designed for individuals who have already earned a bachelor's degree. The AEL is an Ohio Department of Education (ODE) initiative that provides a streamlined path to teaching in grades 7-12 or in special needs classrooms grades K - 12. The AEL is a non-renewable two-year teaching license.

### **EDUCATIONAL LEADERSHIP PROGRAM**

The Educational Leadership/M.Ed. program of Antioch University Midwest is designed to meet the needs of currently employed teachers, administrators and other school personnel interested in building their leadership skills. It is designed for candidates with an earned baccalaureate or professional degree from an accredited institution of higher education and a certificate/license to practice as a teacher or other education professional as defined by the State of Ohio. Antioch University Midwest's Educational Leadership program infuses throughout its curriculum and internship experiences the knowledge, skills, attitudes and values necessary for administrators to provide a trusting leadership. The philosophy and content of the program is based on Antioch's tradition of experiential learning and personal intellectual pursuit.

The program provides a distinctive yet broad-based curriculum that addresses many issues facing leaders in today's school climate. Among the immediate issues are understanding school culture and developing skills that encourage academic and social integration of all its members. This integration requires that leaders understand issues of gender, sexuality, class, social status and race, and how membership in minority groups can affect a student's school experience.

The Educational Leadership/M.Ed. emphasizes the critical relationship between a climate of trust and school effectiveness. Classes analyze multiple ways in which this climate may be established and maintained.

Based on ideals formulated by Horace Mann and Douglas McGregor, the Educational Leadership/M.Ed. encourages candidates to understand how individuals function within a school in the greater

community. Candidates are encouraged to use knowledge of human dynamics to empower various school stakeholders. Internships provide opportunities for students to develop their own leadership styles and learn skills that enable “participative decision-making.”

The internship for Educational Leadership/M.Ed. provides the candidate with an opportunity to gain an appreciation of the administrator’s function and role within a school community and to understand the unique challenges facing administrators in today’s schools. Each candidate is paired with a volunteer school administrator for the entire quarter. The required research includes a student-based project designed specifically to complement the school culture and contribute to school learning. Contributions might include participating in faculty meetings, helping with parent conferences, sitting in on disciplinary meetings or school board meetings, and/or conducting research for the sponsoring administrator.

### **Program Objectives**

The Educational Leadership/M.Ed. program at Antioch University Midwest is designed to produce educational administrators who are capable of dynamic leadership and innovative change in today’s fast paced school climate. Antioch University Midwest prepares its candidates through a classroom-based, experiential approach to leadership that emphasizes understanding reasons behind actions. This approach, combined with practical organizational and management skills, makes this a program that fully prepares PK-12 educators to manage educational environments that foster lifelong learning.

Through small group activities and in-depth classroom discussions candidates learn to understand, and examine, theories and assumptions about human growth, development, and learning that surround the delivery of effective instruction. Coursework also emphasizes the importance of examining and mastering the interpersonal, organizational, technical and conceptual skills that are necessary to sustain school improvements over time.

Candidates are involved in a diverse set of learning experiences including self-assessment, personal reflection, problem solving, group discussions, simulations, and school related inquiry. These experiences enable them to

acquire the knowledge and skills needed to become effective educational leaders. These skills include the ability to initiate, communicate, and nurture collaborative processes to promote equity and justice, and to achieve mutually agreed upon goals and objectives. By completion of the program, candidates will understand and be able to apply the effective leadership practices (based on research, critical reflection, analysis, theory, and experience) needed to enhance the educational experience of all learners in an educational community.

Candidates develop identified competencies through a strong emphasis on instructional leadership, guided inquiry into real problems, and exposure to the best resources available in this field.

### **Degree Requirements**

This program requires successful completion of the following:

- 45 quarter credits (11 of which may be transferred into the program with approval of the program chair)
- A one-quarter length internship
- A professional portfolio
- Pay all financial debts to Antioch University

*Note: Candidates have seven years from the date of initial entry to complete the program.*

### **Curriculum (Phase I)**

EDL510 Supervision in a Collaborative School Community (3 cr)  
EDL520 Facilitating Staff Development (4 cr)  
EDL525 Research for School Improvement (4 cr)  
EDL530 Curriculum (4 cr)  
EDL540 School Law (3 cr)  
EDL550 School & Community Relations (3 cr)  
EDL560 Internship I (4 cr)  
EDU510 Foundations of Education (3 cr)  
EDU525 Leadership in Diverse & Democratic Schools (3 cr)  
EDU530 Whole Child Development (4 cr)  
EDU566 Technology and Education (3 cr)  
EDU574 Learning and Motivation Theory (4 cr)  
EDU587 Conflict Resolution & Consensus Building (3 cr)

## **OHIO PRINCIPAL LICENSURE (Phase II of the Educational Leadership Program)**

### ***Program Objectives***

The Principal Licensure program of Antioch University Midwest is designed to produce principals with effective and innovative leadership skills who are prepared to meet the challenges of school administration. It prepares future principals to understand and negotiate within community power structures, community influence systems, neighborhood influence systems, and a variety of pressure groups.

Principals must understand the nature of school culture and be skillful in encouraging integration of all its members, both academically and socially. They must understand issues of gender, class, sexual orientation, social status, and race, and the effect that membership in minority groups has on students' daily lives. By addressing these issues a principal can begin to build a community of trust and successful learning.

Candidates obtain skills that enable them to analyze school structures and determine if they are meeting learner needs and school goals. Future principals develop the ability to work effectively within existing structures and create new ones when existing ones are ineffective.

Today's principals are challenged by parents, communities, and legislative bodies to provide concrete proof of student achievement. The AUM Principal Licensure program prepares principals who are able to acknowledge the legitimate concerns of the public for evidence of student competence while maintaining focus on true learning and understanding. Program graduates will be skillful at encouraging reflective and context-based authentic assessment and supportive of the public's desire for accountability. Upon program completion, candidates understand power and influence within the community and are able to work within these political structures to ensure maximum student achievement.

### ***Program Design***

Antioch University Midwest Principal Licensure program is a licensure program designed for educators who hold a master's degree and wish to become school principals in the State of Ohio. Antioch develops principals who provide instructional leadership that encourages the

integration of developmental and academic needs. Candidates develop skills in trust and support building, facilitating group growth, problem diagnosis, planning, monitoring, and evaluation. These skills are the cornerstones of successful school change.

The Principal Licensure curriculum emphasizes the skills necessary to assess a school community and create a supportive, engaging, and positive climate. The program prepares leaders skillful in fostering responsible and thoughtful climates that address social and psychological needs as well as intellectual ones. The Antioch University Midwest Principal Licensure program utilizes a collaborative approach to education that is based on Antioch University's tradition of addressing intellectual, emotional, and ethical development and combines it with organizational management skills. This results in leadership that is effective on multiple levels, affirms all stakeholders' interests, and forms lasting partnerships among parents, teachers, students, and administrators.

This program is characterized by a practical and realistic orientation to school administration. Candidates learn through exposure to challenges, interaction with successful school and district leaders, and guided inquiry into real school problems. There is a strong emphasis on curricular and instructional leadership issues. Through coursework and field experiences, candidates develop knowledge and skills to foster school climates in which evaluation is part of the learning process, curriculum and assessment are aligned, and both formal and informal assessment ensure the continual development of learners.

The program's internship incorporates an experiential learning component with a current principal. Candidates are required to complete a professional portfolio at the end of the internship.

### ***Program Requirements***

This program requires successful completion of the following:

- 23 quarter credits for graduates of our educational leadership program **OR**
- 48 quarter credits for graduates of our teacher licensure master's programs **OR**
- A transcript evaluation will be completed to determine the amount of required credit hours for students that have completed a master's degree in educational leadership or

a related field from a regionally accredited institution other than Antioch University Midwest

- A minimum of 23 hours must be completed at AUM for Adolescent/Young Adult or Early/Middle Childhood Principal Licensure
- A one-quarter length internship (may not be waived or substituted)
- The Internship II portfolio
- Pass Praxis II according to Ohio cut scores
- Pay all financial debts to Antioch University

**Note:** *Candidates have seven years from the date of initial entry to complete the program.*

### **Curriculum (Phase II):**

EDL630 Organizational Structures (3 cr)  
EDL640 Visionary School Restructuring (3 cr)  
EDL650 Instructional Leadership (3 cr)  
EDL660 Principalship (3 cr)  
EDL675 Legal & Ethical Issues in Educational Administration (4 cr)  
EDL680 School Finance (3 cr)  
EDL690 Internship II (4 cr)

**Note:** *The above processes are still subject to final approval of the student as a candidate for principal licensure and do not automatically result in a recommendation.*

### **Licensure Recommendation**

All principal licensure candidates who wish to be recommended for an Ohio Principal's License by the School of Education of Antioch University Midwest must follow the processes outlined below:

### **Principal licensure program participants must complete an exit interview with program staff.**

This interview will include verification of adequate teaching experience and current Ohio teaching certificate/license; a copy of Praxis II results at, or above, the State of Ohio pass rate; review of a faculty recommendation stating that the candidate is ready to accept the challenges of school administration at the level of principal and verification of completed program coursework. The classes must be taken at Antioch University Midwest, unless a faculty member allows substitution of prior coursework at the time of program entry.

## **GENERAL SCHOOL OF EDUCATION INFORMATION AND POLICIES**

**See pp. 83 - 99 for information on policies relating to all AUM programs. The following policies are specific to all School of Education programs:**

### **Statement of Assurance of Good Moral Character**

The Ohio Department of Education (ODE) is committed to ensuring that all P-12 students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated "unbecoming conduct" may not be licensed to teach in Ohio's schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators. Antioch's School of Education supports this statute and all candidates are required to sign the statement prior to beginning the program.

## **EDUCATIONAL LEADERS SEMINAR SERIES**

The Educational Leaders Seminar Series (ELSS) offers graduate professional development courses for educators. The ELSS program was created in 1992 with a grant from Antioch University Board of Trustee member Lillian Lovelace, and has been successful since its inception.

The seminars are designed to bring current and emerging educational practice and research to those who wish to create change or advance their educational programs.

The seminars range in length from two to five days and are taught by local and national leaders in the field. Antioch's philosophy of student-centered education is a key purpose of these seminars with the hope that today's classrooms will become more sensitive to the needs of each individual student.

Both the content and the teaching styles of the instructors of these seminars are selected based on teaching and modeling a student centered philosophy along with instilling a life long love of learning.

All courses must have a practical application to the classroom. Participants respond to the style of the seminars and interactive environment that respects their experience and contributions in the field. The program's objective is that students feel valued as professionals.

Antioch University Midwest offers a wide range of opportunities for professional development, particularly for educators. These courses do not apply toward a degree (undergraduate or graduate) at AUM. Courses that appear on the transcript with the following prefixes are for professional development only: BCE, CED, CEDH, CEDU, CIED, CLEDU, CPD, GCCE.

# The Graduate Curriculum

## Course Descriptions

### ADOLESCENT AND YOUNG ADULT EDUCATION (AYA)

#### **AYA513 Educational Foundations and Context of Secondary Schools (4.5 cr)**

This course will encourage candidates to begin to formulate their own ideas, philosophy, and teacher identity in relation to contemporary issues of education broadly and secondary education (grades 7-12) in particular. Concepts such as the purpose of schooling; equity in the curriculum; teaching standards; and the definition of student learning and knowledge will constitute the core content of this course. Using resources from various academic fields of study, candidates will study the high school as both a societal and an academic institution and explore and analyze possibilities and barriers to change in the social, moral, and intellectual culture of high school communities.

#### **AYA523 Educating Diverse Students (4.5 cr)**

This course provides an overview of the urban, suburban, and rural micro-cultures to which students belong. The course will examine the pervasive influence of culture and the importance of understanding personal cultural backgrounds and experiences as well as those of students. Particular emphasis will be given to the micro-cultures of class, ethnicity, race, gender, disability, religion, language, and age. In addition, candidates will examine communication behaviors and styles that accompany culture in an effort to improve intercultural communication between and among teachers, students, and the wider school community. Candidates will also develop a theoretical perspective of the sociology of these micro-cultures as well as current practical and successfully applied approaches employed in the urban, suburban, and rural school environments. Education that is truly multicultural provides an environment that values cultural diversity and portrays it positively. It is the intention of the course to help students and teachers think critically about institutionalized racism, classism, and sexism, to explore the notion of democratic schooling for all children.

#### **AYA530 Child Development and Learning Theory (6 cr)**

This course examines the major developmental, learning, and motivational theories from middle childhood through adolescence and young adulthood. Emphasis is on cognitive, psychosocial and physical development and the significance of such development to learning theory and learning processes. Candidates examine the theoretical foundations about how learning occurs; how students construct knowledge and acquire skills that are applicable to the secondary classroom.

#### **AYA532 Methods of Language Arts: Curriculum, Teaching, and Assessment (4.5 cr)**

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective language arts classrooms. Emphasis is on learning to implement the language arts curriculum based on the Ohio Model and its four strands (reading, writing, listening/visual literacy, and oral communication) and upon the students' interests, modalities and styles.

#### **AYA533 Methods of Mathematics: Curriculum, Teaching, and Assessment (4.5 cr)**

Mathematics education has gone through a metamorphosis in recent years. It is important as teachers or mathematics to understand how that change will impact their teaching. The candidates will gain understanding of the historical perspective and the resulting changes. During the class the focus is on discussions emanating from readings, demonstrations and activities. Through these activities candidates gain experience and understanding about teaching methods and classroom management.

#### **AYA534 Methods of Social Studies: Curriculum, Teaching, and Assessment (4.5 cr)**

This course is designed to help future Adolescent and Young Adult social studies teachers develop skill in selecting, integrating and translating knowledge and methodology from history and the social science disciplines into instruction and assessment appropriate for adolescents and young adults. Pre-service teachers examine, design, and practice instructional strategies that are the foundation for reflective and effectiveness integrated social studies classrooms. Course focus is on (a) developing social studies curriculum based on the six strands of the Ohio

model and (b) learning to prepare, implement and assess social studies learning in adolescent and young adult classrooms based on the Ohio Department of Education's Ten Performance Standards. Classroom, field, and clinical experiences emphasize (1) development and organization of curriculum that stresses application of concepts; (2) development and implementation of instructional plans that integrate within the social studies disciplines and reflect an interdisciplinary relationship with disciplines outside of the social studies; (3) development of teaching skills and models for organizing instruction; (4) qualitative and quantitative methods to assess student learning; and (5) strategies for assessment of the effectiveness of one's own teaching.

**AYA535 Methods of Science: Curriculum, Teaching, and Assessment (4.5 cr)**

This course focuses on the scientific method of inquiry and how scientific knowledge is gained. Science process, inquiry skills, and constructivist methods are examined and demonstrated. The goal of integrating scientific theory into the broad fabric of personal and social experience is demonstrated through classifying, observing, measuring, inferring, communication and experimenting. Discussions will emanate from readings, demonstrations and activities. Through these activities, the candidates gain experience and understanding about teaching methods and classroom management.

**AYA548 Planning for Instruction (4.5 cr)**

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include curriculum conceptions, implementation, development and organization; the role of local, state, and federal guidelines as models of curricula; planning instruction; and methods of assessing and evaluating learning.

**AYA550 Special Education in the Secondary School (4.5 cr)**

The focus for this course is an emphasis on the philosophical, historical, and legal foundations of special education relevant to secondary schools. Specific attention on the principles and practices of inclusion and methods used for teaching students with mild/moderate educational needs along with adaptations that facilitate inclusion, curricula, and intervention strategies will be addressed and developed throughout the course.

**AYA562 Educational Research and Evaluation (6 cr)**

The object of this course is to encourage candidates to develop skills and enthusiasm for doing educational research. Study will include: critical analysis of quantitative and qualitative research methodologies; guiding philosophical assumptions characterizing each of the paradigms; review of current literature; identification, analysis and evaluation of current theories and practices in the candidate selected area of educational interest. Candidates will examine examples of educational research, identify research questions, select and design appropriate research methodology, and write research results. Throughout the course, emphasis is given to research designs, methods and evaluation that are meaningful and valid for practitioner research and improving professional practice. Candidates develop their evaluative skills and learn how to use action research to evaluate and foster student learning. At the end of the course, candidates will present and evaluate an action research project that they conducted over the course of the quarter and evaluate its implications for improving student learning.

**AYA564 Special Topics in Secondary Education (4.5 cr)**

A uniquely designed advanced topics course that crosses the academic disciplines. This course is designed for the exploration of specific topics that are not covered in the regularly scheduled program sequence of course work. Course topics include, but are not limited to, Teacher Evaluation; School Law; School Finance; Grant Writing; Interviewing Skills; Unions and Professional Organizations; Substance Abuse; Use of Technology; and Praxis III. Topics will be explored and presented by drawing from readings (especially ASCD material) in current educational and various other professional publications and journals.

**AYA571 Assessment in the High School Classroom (4.5 cr)**

The purpose of this course is to develop an understanding of how assessment and evaluation guide the development and implementation of instruction in high school settings. Candidates will become familiar with a variety of types of formative and summative assessments from classroom based, teacher created tests, and state-mandated and high stakes standardized tests.

**AYA585 Conflict Resolution and Classroom Management (4.5 cr)**

Emphasis is on building capacity for a collaborative approach to conflict resolution. Candidates develop an understanding of the dynamics of conflict and the procedures for effective intervention with students as well as adults. Focus will be on using guidance and problem-solving techniques to encourage positive social interactions. Methods will encourage personal self-control, self-motivation and self-esteem.

**AYA598 Capstone (1.5 cr)**

The culminating capstone provides an arena for the candidates completing Clinical (Student Teaching) to experience the value of dialogue in resolving differences and to problem-solve situations they are experiencing within their Clinical (Student Teaching) experience. Sessions will occur periodically throughout the student teaching experience; the candidates will complete the Impact on Student Learning activity during the capstone.

**AYA599 Student Teaching in the Secondary Classroom (12 cr)**

The student teacher practicum and seminar is the combination of a field-based experience with supporting seminars held throughout the quarter. Student teaching is the culmination of a variety of experiences, including course work and observation and participation in area schools. The seminar will be devoted to problem-solving activities related to the student teaching experiences.

**COMMUNICATION (COM)**

**COM530 Academic Writing and Social Discourse (4 cr)**

This course examines the theory and practice of academic and professional writing with the goal of helping the student to develop the critical thinking, analysis and writing skills to succeed in graduate school and beyond. Students examine how cultural, social and political issues associated with social responsibility engage the attention of contemporary writers, and learn about the conventions of a variety of genres, such as scholarly writing and non-fiction prose. Through a series of writing exercises, students

articulate their own current and emerging knowledges.

**COMMUNITY CHANGE & CIVIC LEADERSHIP (CCL)**

**CCL540 Concepts of Civic Leadership Education (4 cr)**

The purpose of this course is to expose participants to the principles and methods of adult education that can be applied to community change and civic leadership. Topics include: the role that adult education has played historically in civic engagement and social change movements; traditional and contemporary theories that inform the practice of teaching adults; practical methods to actively engage adults in learning; adapting instruction for culturally and linguistically diverse individuals; and the role of the facilitator in negotiating power relationships among learners structured along lines of ethnicity, race, class, and gender.

**CCL560 Principles of Community Leadership (4 cr)**

The objective of this course is to provide students with a conceptual framework and the practical skills for identifying and developing broad-based civic leadership. Through an exploration of the asset approach to community development and organizing, students will learn how to mobilize a community for action using techniques such as community asset mapping and stakeholder analysis and explore such concepts as the role of reflection in action.

**CCL565 Group Process and Community Change (4 cr)**

This course is designed to explore the dynamics that affect group members' ability to work together effectively. Emphasis will be placed on theories of group behavior and development, and the roles of structure, influence, power, decision-making and consensus building within groups. Leadership skills that enhance collaboration and problem solving in diverse groups will be also be explored. Students will have opportunities to examine their own group experiences and to apply their learning in the context of several team projects.

**CCL580 Building Partnerships: Issues of Power in Relationships (4 cr)**

In this course, students will be introduced to the issues involved in building partnerships between communities and organizations. Topics of study will include partnerships, power, relationships, leadership, community, and organizational contexts. We will explore the particular challenges involved when different types of organizations such as government, business, non-profits, and faith-based groups form partnerships.

**CCL640 Implementing Action Strategies (4 cr)**

The objective of this course is to provide students with both a conceptual framework and the practical skills for developing and implementing a community-driven change strategy. Through an exploration of four social-action organizing models: neighborhood, faith-based, issue, and coalition, students will examine how communities move effectively from “talk” to “action”. This class will also examine key concepts including self-interest, power, institutional change, community control, and leadership development and the role they play in developing not only a winnable strategy but in building the capacity of the community to solve problems.

**CONFLICT ANALYSIS AND ENGAGEMENT (CAE)**

**CAE540 Action Inquiry (4 cr)**

This course is an introduction to the approach of Action Inquiry developed by Donald Schoen, Chris Argyris and William Torbert. Action inquiry is an approach that enables professionals to understand how they use their knowledge in practical situations and how they combine action and learning in a more effective way. Through greater awareness and reflection, students will be able to identify the knowledge that is embedded in the experience of their work so that they can improve their actions in a timely way, and achieve greater flexibility and conceptual innovation. The objective of the course is to introduce students to the approach and methods of action inquiry by raising their awareness between intention, strategy and outcomes in their practice.

**CAE550 Integral Approach to Foundations of the Conflict Field (4 cr)**

This course introduces students to the foundation and theories of conflict management through the

lens of integral theory, which is an inclusive, balanced and comprehensive investigation into the development of conflict theory, analysis and action. This trans-disciplinary approach acknowledges and integrates ideas from a wide variety of sources that may include law, psychotherapy, management theories, group dynamics, psychology, social psychology, peace research, decision theory, cross-cultural approaches to conflict resolution and theoretical models based on the entire range of the social sciences.

**CAE560 Integral Conflict Analysis & Action (4 cr)**

This course introduces students to the foundation and theories of integral conflict analysis and engagement as well as the purpose, components and use of the integral model for analyzing conflicts.

**CAE570 Negotiation & Mediation Theory (4 cr)**

This course presents a critical examination of contemporary approaches to negotiation and mediation. Theoretical and empirical aspects of strategies and processes of negotiation and mediation are explored, along with cases of both successful and unsuccessful negotiations and mediations. Roles, capacities and motivations of parties are discussed. Ethical issues and concerns in the practice of negotiation and mediation are analyzed.

**CAE605 Introduction to International Relations (4 cr)**

Located within an integral framework, this course introduces students to the general context or "playing field" in which international conflict and its management occurs. International armed conflicts, while sharing some similarities with conflicts at other levels, are unique in their own ways and the similarities and differences between different armed conflicts need to be identified prior to planning any peacemaking intervention. Students will become familiar with the unique factors at this level such as international law, arms flows, and population movements which affect the trajectory of these armed conflicts.

**CAE606 Peacemaking at the International Level (4 cr)**

This course builds upon the previous course by offering a more in-depth and focused examination of the specific challenges of peacemaking at the international level. It covers three main topics: 1) intervention design, 2) intervention

implementation, and 3) intervention monitoring and evaluation. The specific skills and knowledge associated with this course include the Fundamentals of Basic Intervention Design, Writing a Project Proposal, The Role of Culture/Working Under Fire, Basic Project Management, Leadership & Teambuilding, Managing Media Relations, Different Tools/Approaches for Project Monitoring and Evaluation, and lastly how to Design Formative and Summative Project Evaluations.

**CAE607 Mediating for a Durable Peace (4 cr)**

All too often peacemaking processes become stalled, go off track, or breakdown completely, thus greatly reducing the chances that a lasting and durable peace can be created by these processes. This course examines the question of how mediators can improve the prospects that durable peace will follow from a mediation process. Agreement design, spoiler management, and managing the parties' power dynamics at and away from the table are topics of special emphasis in this course as they are of primary concern to ensuring that an agreement will endure and durable peace will flourish. An original model for durable peace is presented plus numerous practical tactics for designing good agreements, managing spoilers, and channeling the parties' power struggle into nonviolent mechanisms and processes. Moreover, the issue of rejuvenating stalled peace processes and accords will be also be addressed.

**CAE610 Consensus Building & Facilitation Theory (4 cr)**

In this course, students will be introduced to consensus building decision processes, group process theories, and the skills needed to facilitate groups of all sizes in a wide variety of settings. Characteristics of consensus decision making and effective groups will be identified, and the role and function of a group facilitator will be defined. Consensus building processes, group development and formation will be examined, as will several group task and maintenance functions. Throughout this course there will be an emphasis on applying collaborative conflict management theory, strategies and processes.

**CAE615 Structures and Systems of Conflict (4 cr.)**

This course has two distinct foci: an examination of how the organization of social and political

institutions (structures) may create a system of winners and losers in which people become trapped in a particular social situation, and how organizational systems exercise power in support of staff needs attainment, access to resources and inclusion in decision making. The course begins by introducing various theoretical contributions to our understanding of structures and systems, how and where conflict is built into the structures and systems, and various methods for diagnosing these issues.

**CAE616 History and Evolution of Developmental Psychology (4 cr)**

This course will trace the evolution of thought and knowledge-construction within the field of Developmental Psychology, particularly as it attends to the development of human meaning-making - what Kegan calls "the essential motion of human being" - and the "what you do with what happens to you." The origins of this field can be found in the works of James Mark Baldwin, John Dewey, George Herbert Meade, and most centrally, Jean Piaget. We will look at the work of all of these theorists, along with many others in the lineage, as we follow the development of the thinkers and their thoughts through this field of making sense of our human experience. We will also look at present-day knowledge construction through the lens of our Integral perspective, to explore the continuing evolution of the field and where it might lead us, and how it can help illuminate and clarify our understanding of the meaning and evolution of conflict engagement and analysis.

**CAE617 The Self in Conflict: Constructive Developmental Theory (4 cr)**

This course explores the evolutionary trajectory of meaning-making in adulthood and the ways that we understand, experience, and engage the conflicts, from the banal to the profound, that inevitably show up along our journey. Conflicts and the meaning they hold for us have a powerful impact on our sense of identity, membership in our communities, and our constructions of our world. Without conflict, we do not grow. With too much conflict, we wither and retreat.

This course will take an in-depth look at the evolution of the self and its meaning-making across the lifespan, focusing primarily on the journey through adulthood. We explore this time called "adulthood" not as a single, last phase of human development, but as part of an evolutionary journey involving significantly different eras and transformations. Within the

context of conflict analysis and engagement, we will use conceptual and literary readings, group discussions via conference calls, self-reflective practice, and online dialogue to plumb the depths of the evolution of meaning-making in adulthood. The complexity of one's meaning-making holds significant implications for the ways in which individuals understand, relate to, and experience conflict. In this course students will attend to understanding their own meaning-making around conflict while also attending to the meaning-making of conflict of their clients, colleagues, family and friends.

**CAE618 Evolution of Immunity to Change (4 cr)**

This course will apply the theory and methodology of constructive-developmental psychology to leadership and mediation practice. We will focus on the methodologies of Kegan & Lahey's Immunity to Change, Torbert's Action Inquiry, Goodman's Developmental Coaching, and engage in 1st, 2nd, and 3rd person investigations of the theoretical and conceptual foundations for each methodology as well as the administration and practical application of each.

Students will be expected to engage with these methodologies in their own reflective practice throughout the course, and to keep a reflective practice journal. At the beginning of the course, students will, in consultation with the instructor, create their own individual learning goals for the course and develop an individualized trajectory and strategies and to enhance and support their own evolutionary journey. These goals and strategies will be based on each student's own current complexity of meaning-making as assessed by an initial Subject-Object Interview and an Immunity to Change Map.

**CAE620 Culture and Conflict (4 cr)**

This course examines the psychosocial development of culture, governed by a developmental logic and generally showing increasing differentiation, increasing complexity of organization, and qualitatively different modes of adaptation. For the practitioner this means being able to navigate among the culturally informed identities, meanings and ever-changing perceptions that influence the experience of conflict. Within this framework students will develop fluency with ways of naming, framing and supporting cross-cultural conflict transformation.

**CAE625 Social Design and Systemic Transformation (4 cr.)**

This course introduces the field of civic engagement. It connects the concentration to the prior learning and anticipated career needs of students and establishes the basis for the theoretical and practical work of the remaining courses. Students learn new applications and skills for critical thinking about social process design and its relationship to systemic transformation. Professionally, it develops student abilities to act as consultant, practitioner, official, informed consumer and/or citizen in the planning of public participation processes, especially in the early stages. Potential benefits, challenges, and risks of public processes are considered together with criteria for tailoring such processes to the demands of particular situations.

**CAE626 Civic Development and Complexity (4 cr)**

This course introduces students to a developmental pattern of increasing complexity evident in four dimensions: (a) civic development, (b) cognitive development, (c) decision making, and (d) how attempts to address complex issues are approached. Drawing from an interdisciplinary literature including complexity science, adult and cognitive development, information processing, and anthropology, students will examine characteristics of this pattern in individual and collective actions and systems, including public issue "talk" and implications for policy development.

**CAE627 Designing Planned Processes of Social Intervention (4 cr.)**

In this final course of the concentration, students propose, justify and evaluate designs for strategic social interventions in a series of increasingly complex cases. To do so, they apply the framework and design tools introduced in the first course and the developmental model and introduction to issue analysis from the second. Building on the ability to specify design requirements developed in those courses, and drawing upon the methodologies and techniques inventoried there, students are now designing and improving designs for processes that could meet those requirements.

**CAE630 Identity and Conflict (4 cr)**

A developmental approach to understanding conflict and "negotiating contested meanings" suggests that there are qualitatively different ways of constructing meaning in a conflict, and

therefore, qualitatively different ways of responding, mediating, and resolving a conflict. In this course we will examine a diverse selection of adult developmental researchers and the models they have developed, seeking the linkages between the structures of adult development and the phenomenology of conflict. The individual's identification, meaning-making, and response to conflict are related to his/her developmental "center of gravity."

**CAE635 Introduction to Environmental Conflicts and Collaborative Problem Solving** (4 cr.)

Conflict over environmental and natural resource management issues can be severe and volatile; environmental conflicts pose powerful challenges to civil societies. More often than not they are complex and hard fought affairs that present urgent and practical problems to be solved. Citizens and decision makers are hungry for ways to improve environmental discussions. As an introduction to environmental conflicts, this course lays the foundation for the environmental concentration. Beginning with the first environmental mediation in 1973 in Washington State, students will be introduced to the history of this practice area; they will study the evolution of a field of practice that is moving to center stage as communities and states wrestle with the impact of climate change and the challenges of sharing limited resources.

**CAE636 Managing Scientific and Technical Information in Environmental Conflicts** (4 cr.)

Scientific and technical complexity and uncertainty is probably the most significant factor that distinguishes environmental disputes from other kinds of conflicts. When specific controversies arise in environmental conflicts, facilitators and mediators look to science and technical experts to support decision-making. Scientific data and knowledge form the building blocks necessary to ground consensus-seeking deliberations. In this course students will learn about the kind of science-based information that is available and how to use it in helping the parties affected by the decision gain confidence in the process and outcomes. Students will learn how to assess informational needs as well how best to present information to reach the widest possible audience of stakeholders.

**CAE645 The Healthcare Sector as a Complex System** (4 cr.)

This course provides the foundation for the healthcare concentration and explores the various components of the sector with a focus on the interaction of the numerous sub-systems that exist within our healthcare sector. The course will provide a brief overview of the historical development of the sector. Legislative and financial structures that support the healthcare sector will also be explored. Particular attention will be paid to the various care delivery agencies, including the mega-hospitals, university/research-based providers, faith-based providers and the array of smaller agencies. Students will develop systemic understandings of the complexity of healthcare so they can understand and address the relationships and structures that generate conflict in the healthcare sector.

**CAE646 Healthcare as Intersection of Conflicting Professional Cultures** (4 cr.)

This course focuses on the internal aspects of the healthcare sector to explore how the structural and internal cultural dynamics of the sector intersect. The emergence of the "healthcare manager" as well as the growing roles of other healthcare professions will be explored. Particular attention will be paid to the training regime and culture exhibited by each of the professions as a means to expose students to the many value and perspective differences that exist amongst the professions. The course will also expose the student to intra-professional dynamics, such as "horizontal violence," that can encourage conflict to emerge. Students will consider how institutional or organizational and professional cultures in healthcare contribute to various healthcare-setting tensions and conflicts.

**CAE647 Healthcare Sector Culture in Conflict with Broader Community Culture** (4 cr.)

This course shifts focus from the internal dynamics of the sector to exploring how the prevailing culture(s) in the healthcare sector align and compete with other values and cultures found in the broader community. The perspectives of ethnicity, age, and gender, particularly as they relate to issues such as life, death, interacting with authority and accessing/using information will be key aspects of this course. Particular attention will be paid to how broader community values related to safety, healthy living, community development and individual growth and responsibility find expression in the healthcare context or may give

rise to conflict. Issues related to the aging population and the increasing mobility of family members and how these factors influence interactions with healthcare providers will also be explored.

**CAE655 Organizational Models, Systems, Cultures and Conflict (4 cr.)**

Change and conflict are natural aspects of organizations. When addressing organizational conflict, it is important to understand how organizations are both "institutional entities" with histories, positions, and rules, and complex "emerging social systems" with cultures, diverse employee populations, and dynamic working relationships. Rooted in systems thinking, this course critically explores the nature of organizations and the dynamics of organizational conflict through 5 inter-related lenses: organizational culture, organizational structure, human resources, organizational communication, and organizational power and politics. This course's instructional process also enables students to develop their own organizational model and understanding of organizational conflict.

**CAE656 Leading, Managing and Enabling Change in a Complex Environment (4 cr.)**

With adult development and social and emotional intelligence principles as a backdrop, and shared leadership, resonant leadership and discursive leadership concepts as a foundation, this course critically explores the strengths and limitations, as well as the appropriate use of 7 approaches to leadership: commanding, affiliative, democratic, team, servant, mentoring, and visionary. While outlining ways to empower others, this exploration includes analyzing the power that comes with leadership, discussing the ethical use of power by leaders when managing employees, making complex decisions, delegating responsibilities, creating organizational alliances, and making changes. This course's instructional process also enables students to identify their own professional leadership style, and their ability to lead and foster change, as well as address the conflict it creates.

**CAE657 Organizational Communication, Collaboration and Team Development (4 cr.)**

Focusing on developing participatory and team-oriented work environments, this course uses various communication and organizing theories as analytical lenses to a) discern how to develop an organizational culture that fosters dialogue

and collaboration, b) establish a cohesive, motivated "organizational community," and c) develop effective organizational communication and collaboration in a multicultural workplace. This course's instructional process enables students to develop their own organizational communication perspective and team development process, as well as methods for addressing organizational conflict related to disharmony, inadequate networking, miscommunication, and dysfunctional teams.

**CAE660 Practicum (4 cr)**

This is a practicum in the intervention process. It examines the range of strategic choices available for managing conflict, including techniques that have proven most constructive in the field of conflict management and resolution: consensus-based processes. In this practicum students are introduced to differing approaches to managing and resolving conflict, how various intervention processes works and variety of contexts in which they are likely to be used with success. Students prepare a learning contract with their supervisors and the Program Chair in order to determine their learning goals, resources and means of evaluation.

**CAE690A Thesis (4 cr.)**

This course is the first of two courses through which students complete a master's thesis. A master's thesis is social science inquiry, a culminating and integrating effort for masters' students. Students produce a written product that documents a synthesis of the appropriate literature in the area, the methodology used, their research findings, and analysis and discussion of those findings. The thesis requires students to (a) develop and/or refine a wide knowledge base in a focused area; (b) design, conduct and/or report on systematic inquiry; (c) synthesize significant thought in a focused area of study and situate it in a larger social or a more complex context; (d) critically analyze literature and/or collected data to contribute knowledge useful in the student's field; (e) assert cogent arguments within the discourse of the focused area of study, and; (f) produce scholarly writing for the thesis according to accepted master's standards.

**CAE690B Thesis (4 cr.)**

This course is the second of two courses through which students complete a master's thesis.

**CAE695 Professional Seminar (4 cr.)**

This capstone professional seminar is designed to promote the integration of the core curriculum and practicum experience of the Master's degree in Conflict Analysis and Engagement. Active participation in the course helps students prepare for the transition to a professional position following completion of the degree. In this course, students will 1) assess their skill development up to this point; 2) write a professional narrative that explores interests and motivations, and 3) design a tentative plan for launching and/or developing a professional career.

**EARLY CHILDHOOD EDUCATION**

**(ECE)** (see Undergraduate Curriculum pgs. 22 - 23 for undergraduate Early Childhood course listings)

**ECE501 Child Development & Learning (4.5 cr)**

Candidates examine the major theories and current research findings in all areas of human development and learning for typical and atypical young children, birth to age eight. Classroom instruction and discussion provide candidates with a thorough understanding of the cognitive, psychosocial, and physical development and learning experienced young children.

**ECE505 Building Family, School & Community Relations in a Diverse Society (4.5 cr)**

During this course, candidates will learn about, understand, and value the importance of the interactions between complex characteristics of children's diverse families and communities and relevant theory and research available. Candidates will learn how to create respectful, reciprocal relationships that support, empower, and involve parents/guardians, families and community members to benefit children's development and learning.

**ECE516 Assessment & Differentiated Instruction in the Early Childhood Classroom (4.5 cr)**

This course focuses on the essential skills candidates will need to design, implement, and evaluate meaningful, challenging curriculum. Candidates will learn how to take into account children's developmental, individual and cultural characteristics and make use of reflective,

ongoing evaluation. Candidates will explore informal and formal methods that can be used to assess students' needs and investigate a variety of approaches and resources that can be used to meet each student's need, including technology. There will be a focus on designing lessons to promote students' sense of security and self-regulation, problem-solving and thinking skills, and academic and social competence.

**ECE518 Establishing & Maintaining an Effective Learning Environment (4.5 cr)**

Candidates are provided multiple opportunities to explore methods that can be used to create learning environments that are healthy, respectful, supportive, and challenging. Candidates will connect early childhood developmental research and principles with the dynamics of the early childhood classroom, including procedures for effective intervention. Emphasis is on building a collaborative approach to promote content area learning and behavior management.

**ECE523 Teaching & Learning: Science Methods (4.5 cr)**

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE524 Teaching & Learning: Math Methods (4.5 cr)**

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice. This course will explore the varied aspects of teaching

through constructivist-based epistemologies and activity-based instruction.

**ECE544 Teaching & Learning: Integrated Arts Methods (4.5 cr)**

Candidates will gain knowledge in designing and implementing educational programs for all levels of early childhood students. Building on prior learning, the principles of curriculum design, implementation and assessment will be explored. Effective teaching practices will be identified and analyzed while discovering the characteristics of the early childhood learner. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE547 Teaching & Learning: Social Studies & Citizenship Methods (4.5 cr)**

During this course candidates will gain knowledge of central concepts, inquiry tools, and structures of social studies. They will learn about designing and implementing curriculum that is sensitive to developmental, individual, and cultural characteristics for all levels of early childhood students. The processes of curricular design, implementation, and assessment will be grounded in theories of appropriate developmental practice with a focus on promoting problem-solving and thinking skills. This course will explore the varied aspects of teaching through constructivist-based epistemologies and activity-based instruction.

**ECE614 Clinical and Colloquium (10 cr)**

Clinical and Colloquium experience for ECE is a 12-week student teaching experience conducted in the same classroom where teacher candidates completed their internship. During the first week of the quarter, candidates will attend two three-hour seminars to prepare them for their Clinical experience. During Clinical, teacher candidates are expected to gradually take over all cooperating teacher duties, serve as the lead teacher in the classroom for a minimum of 30 days, and gradually phase out of the lead teacher role. Candidates will also be expected to keep a student teaching notebook with lesson plans, a reflective journal, and conduct an Effective Teaching Project. During the final week of the quarter, teacher candidates will return to campus for a 2-hour colloquium where Effective Teaching Projects will be displayed and shared.

**ECE616 Capstone (1 cr)**

The culminating capstone provides an arena for the candidates completing Clinical (Student Teaching) to experience the value of dialogue in resolving differences and to problem-solve situations they are experiencing within their Clinical (Student Teaching) experience. Sessions will occur periodically throughout the student teaching experience; the candidates will complete the Impact on Student Learning activity during the capstone.

**ECE631 Development and Learning in Grades 4-5 (1.5 cr)**

Candidates will expand their knowledge of theories and research relative to age-appropriate behaviors, development, etc. of typical and atypical students ages eight to twelve. Candidates will gain an understanding of the bio-psycho-social factors and their impact on classroom management, instruction and assessment. They will also explore opportunities, responsibilities and challenges encountered when working with pre-adolescent students, i.e. integrated learning approaches, multi-aged pedagogical arrangements, transitioning into the culture, organization and context of middle school, school-within-a-school structure (house concept), looping, teaming, etc.

**ECE635 Language Arts Instruction in Grades 4-5 (3 cr.)**

The teachers licensed in Early Childhood will enhance their knowledge and skills in designing language arts instruction appropriate for students in grades 4 and 5. The Early Childhood educator will use his/her understanding of human development and learning of typical and atypical students as foundation for designing language-based multidisciplinary instruction with an emphasis on the concepts noted within the Ohio Language Arts Standards for Grades 4-5.

**ECE636 Social Studies Methods in Grades 4-5 (3 cr.)**

This course builds upon the "scientific method" as applied to social studies. The candidate will investigate multiple instructional methodologies that can be used to teach the various concepts outlined within the Ohio Social Studies Standards, i.e, economics, geography, government, cultures, citizenship, etc.

**ECE637 Math Methods for Grades 4-5 (3 cr.)**

The course will focus on enhancing Early Childhood licensed teachers' understanding of

the mathematics content related to grades 4-5, including probability, graphing / statistics, algebra / patterning, multiplication, division, problem-solving, geometry, logic, etc.

**ECE638 Science Curriculum Development in Grades 4-5 (3 cr.)**

The ECE-licensed in-service teacher's knowledge and skills will be expanded to focus on students ages 8-12. Candidates will gain understanding of how to implement a variety of instructional strategies to teach science content to meet the needs of all students in grades 4-5. Candidates will learn to integrate different viewpoints, theories and processes to guide their instruction and assessment in ways to meet the differentiated needs of all learners. Focus will be on providing cross-curricular, inquiry-based, learner-centered instruction that promotes active learning.

**EDUCATIONAL LEADERSHIP (EDL)**

**EDL510 Supervision in a Collaborative School Community (3cr)**

Candidates develop strategies in supervisory practice including observation, analysis and evaluation. Emphasis is on applying clinical supervision theory to instructional improvement and staff development. Focus will include strategies for fostering a culture of inquiry and teacher reflectiveness. As part of a professional portfolio project compiled over time and in conjunction with mentor administrators and volunteer teachers, students will develop, implement and pilot a staff-development plan focusing on teacher reflection and inquiry.

**EDL520 Facilitating Staff Development (4 cr)**

Emphasis is on the role of the principal in leading systemic and comprehensive staff development. Candidates develop an understanding of the nature of adult learners, processes for motivating life-long learning, and strategies for the development and dissemination throughout school structures of coherent plans focused on student learning.

**EDL525 Research for School Improvement (4 cr)**

Both qualitative and quantitative research methodologies will be explored in relation to improving educational programming. Particular emphasis will be placed on developing skills in

applying research to educational decision-making, including conducting needs assessment and analyzing, interpreting and communicating educational data.

**EDL530 Curriculum (4 cr)**

Emphasis is on curriculum theory and practice. Candidates develop an understanding of the philosophical and historical background of curriculum. Focus is on how to analyze critically the impact of social forces on curriculum trends. Discussion will include analysis of changing views of the role of assessment in student learning.

**EDL540 School Law (3 cr)**

Candidates will investigate public policy and political systems within the context of state and federal law. Topics to be covered will be: the powers, duties, and procedures of federal, state, and local boards of education; acquisition and use of property; personnel issues, i.e., negotiations, contracts, staff rights, employment, working conditions, etc.; the relationship between internal and external political systems within schools; the process in which policies are formulated, enacted and evaluated, and their impact upon future policy development; moral issues and ethics in school policy; political strategies working with governing boards and agencies within the community faculty and student issues; equality of educational opportunity, curricular rules, conduct rules, punishments, due process for students, negligence, defamation, confidentiality, etc.

**EDL550 School and Community Relations (3 cr)**

Emphasizes the understanding of the diverse nature of communities necessary for building effective school-community relationships. Focus will be on forming linkages to communities including strategies for establishing access for understanding changing demographics, conditions and needs. Candidates will learn how to communicate effectively with a variety of stakeholders and groups within the community.

**EDL560 Internship I (4 cr)**

The internship is the capstone experience of the M.Ed. Program and balances intensive field experience in diverse settings - including schools, and social service, private and community organizations - with clinical study. Appropriate administrative school/district activities are planned cooperatively and supervised by

university and school district personnel. Under the guidance of the university department chair, Candidates demonstrate their ability to put theory into practice by designing and carrying-out an organizational, instructional, or community analysis related to a specific school site.

In addition to the analysis project that is required, the culminating event of Internship I is the submission of a professional administrative portfolio that has been developed throughout the coursework of the Masters of Education in Leadership experience, with particular emphasis on the internship period. The portfolio should include reflections and other artifacts that demonstrate the student's growth and understanding of the complexities of school administration. It must include evidence of understanding of and strategies for implementing the three primary themes of the M.Ed. Licensure program: building trust, empowering stakeholders, and creating new opportunities. The portfolio will be presented to the student's university advisor and school mentor at the end of the M.Ed. portion of the program prior to acceptance into the licensure program.

#### **EDL630 Organizational Structures (3 cr)**

This course emphasizes the various theories of organizational behavior and how these perspectives apply to organizational school issues. The course focuses on the linkages between organizational culture and the change process. Particular attention will be given to the impact of technology on policy and organizational decisions.

#### **EDL640 Visionary School Restructuring (3 cr)**

Emphasis during this course will be on school restructuring including identifying the vision and exploring organizational models such as alternative, experimental and redesigned schools, especially those within urban settings. Candidates will examine the interrelationship between the organization and the theories and skills of effective school leadership.

#### **EDL650 Instructional Leadership (3 cr)**

Focus is on leading the curriculum and the instructional program within a learning environment with the principal acting as master teacher. Alternative patterns of curriculum organization will be explored from both their theoretical foundations and the impact of their implementation on total school learning environments. Candidates develop skills that

enable them to make curricular decisions based on research, applied theory, and informed practice, the recommendations of learned societies, and state and federal policies.

#### **EDL660 Principalship (3 cr)**

Focus is on effective and collaborative daily school administration of school operations. Topics include personnel issues, extra-curricular activities, parent-community relationships, budgeting, and managing support services. Particular emphasis is given to the principal's role in coordinating IDEA service.

#### **EDL675 Legal & Ethical Issues in Educational Administration (4 cr)**

This course will familiarize the student with the ethical responsibilities required of special educators as set forth by the Council for Exceptional Children (1997). Additionally, candidates will investigate public policy and political systems within the context of state and federal law. Ethical topics to be covered include: informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures. Legal topics to be covered will be: the powers, duties, and procedures of federal, state, and local boards of education, personnel issues (e.g., contracts, job descriptions, staff rights, etc.), student issues (e.g., equality, due process, student rights, confidentiality, etc.), and the process by which policies are formulated, enacted, and evaluated, including the impact of such policies upon all stakeholders relevant to special education. Court cases related to special education law and case studies examining relevant ethical considerations will be explored and analyzed throughout the course.

#### **EDL680 School Finance (3 cr)**

Emphasis is on fiscal management and allocation of resources within school settings. Candidates develop skills in evaluating factors that affect the cost and delivery of quality educational services. The goal of the course is to prepare school leaders with the knowledge and ability to use fiscal resources both efficiently and equitably.

#### **EDL690 Internship II (4 cr)**

The internship is the capstone experience of the Principal Licensure Program, and balances intensive field experience in diverse settings - including schools, and social service, private and community organizations - with clinical study. Appropriate administrative school/district

activities are planned cooperatively and supervised by university and school district personnel. Under the guidance of the university department chair, candidates demonstrate their ability to put theory into practice students by designing and carrying-out an organizational, instructional, or community analysis related to a specific school site. Candidates must select as the focus area for the Internship II clinical project an area that was not the focus of the Internship I clinical project.

## **SPECIAL EDUCATION (EDS)**

### **EDS501 Foundations of Special Education (4.5 cr)**

A foundations course designed specifically for candidates seeking to be intervention specialists. The course covers instructional leadership from a philosophical, political, historical and social context. The course covers conflict, power, and the transformation of schools. Candidates will investigate current issues and trends in special education and examine the variety of social, structural, functional, and curricular perspectives. Topics will include parent, teacher, student rights and responsibilities, confidentiality, and state/federal regulations.

### **EDS502 Development of Exceptional Learners (4.5 cr)**

The major theoretical approaches bearing on developmental processes across ages of 2.5-22 years old will be covered. The course will investigate human development with an emphasis on cognitive, psychosocial, and physical development. Candidates will study similarities and differences among students with exceptional needs. The course will investigate characteristics of typically and atypically developing individuals.

### **EDS507 Educating the Exceptional Student in a Diverse Society (4.5 cr)**

This course will provide an overview of the various micro-cultures to which our prospective students belong. We will examine the pervasive influence of culture and the importance of understanding our own cultural background and experiences in addition to those of our students. Particular emphasis will be given to the micro-cultures of class, ethnicity, race, gender, disability, religion, language, age, and sexual orientation. In addition, this course will examine

the communication behaviors and styles that accompany culture in an effort to improve intercultural communication between and among teachers, students, and the wider school community. Candidates will be required to think critically about topics associated with cultural diversity (e.g., institutionalized racism, sexism, etc.), especially as they pertain to or impact students with special needs. Issues with significant relevance to the needs of exceptional learners (e.g., family culture, disability, language, etc.) will be explored in relation to providing democratic, effective education for all children.

### **EDS511 Ethics and Legal Issues in Special Education (4.5 cr)**

This course will familiarize the student with the ethical responsibilities required of special educators as set forth by the Council for Exceptional Children (1997). Additionally, candidates will investigate public policy and political systems within the context of state and federal law. Ethical topics to be covered include: informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures. Legal topics to be covered will be: the powers, duties, and procedures of federal, state, and local boards of education, personnel issues (e.g., contracts, job descriptions, staff rights, etc.), student issues (e.g., equality, due process, student rights, confidentiality, etc.), and the process by which policies are formulated, enacted, and evaluated, including the impact of such policies upon all stakeholders relevant to special education. Court cases related to special education law and case studies examining relevant ethical considerations will be explored and analyzed throughout the course.

### **EDS512 Learning Environments and Social Interaction (4.5 cr)**

The course will examine the different views of learning, including information processing, behaviorism, multiple intelligences and social learning theories. Candidates will investigate and demonstrate an understanding of instructional management, time management, behavior management, and appropriate environmental management skills. Topics will include conflict resolution, problem solving, assertive technologies, and mediating group processes, especially those related to issues of culture and race.

**EDS521 Assessment and Placement in Special Education (4.5 cr)**

The purpose of this class is to develop an understanding of how assessment and evaluation guide the development and implementation of instruction for students with special needs. This course will emphasize the following areas: screening and evaluation techniques; analysis and use of assessment and evaluation in identification and teaching; collaborative development of academic, social, behavioral, vocational, and other goals as appropriate for individual students; creating intervention plans; and understanding and applying appropriate terminology for both, formal and informal, assessment practices. In sum, candidates will become familiar with various assessments and evaluations germane in creating and implementing effective teaching strategies aimed at increasing both, academic and social, behavior in the special education classroom.

**EDS527 Augmentative and Alternative Communication (4.5 cr)** Augmentative and alternative communication (AAC) refers to ways (other than speech) that are used to send a message from one person to another. We all use augmentative communication techniques, such as facial expressions, gestures, and writing, as part of our daily lives. However, people with severe speech or language problems must rely quite heavily on these standard techniques as well as on special augmentative techniques that have been specifically developed for them. This course will examine standard, low-tech AAC (e.g., gestures, sign language, Picture Exchange Systems) as well as high-tech AAC (e.g., communication boards or devices, switches, computer software). Candidates will become familiar with selection of appropriate AAC techniques or devices through assessment and evaluation of persons with deficits in the area of speech and language. Candidates will also learn how to access countless resources related AAC, thereby, becoming a source of support and guidance for relevant stakeholders (e.g., parents, other teachers, administrators, etc.). This course will emphasize the positive effects of increases in communication, including increased social interaction, greater success in academic performance, greater feelings of self-esteem, and better long-term job/career opportunities.

**EDS544 Integrated Instructional Methods in Special Education (4.5 cr)**

Candidates will learn how to develop skills in individualizing instruction for individuals with

special needs from ages 2.5 to 22. Topics will include curriculum modification, instructional material selection, how to make instructional decisions based on best practice models identified in current research, and promoting positive results in the special education curricula. Candidates will demonstrate how to use reflective practice to study the art and science of their own teaching experiences. Additional topics will include the role of state, local, and federal agencies on curriculum and instructional issues, including state-wide assessments (testing, HQT, NCLB).

**EDS561 Moderate to Intensive Alternative Assessment (4.5 cr)**

The purpose of this class is to develop an understanding of how assessment and evaluation guide the development and implementation of instruction for students with moderate to intensive needs. This course will emphasize the following areas: screening and evaluation techniques; analysis and use of assessment and evaluation in identification and teaching; collaborative development of academic, social, behavioral, vocational, and other goals as appropriate for students with intensive needs; creating behavioral intervention plans; and understanding and applying appropriate terminology for both formal and informal assessment practices. In addition, candidates will investigate how to conduct alternative assessments and functional behavior assessments.

**EDS562 Moderate to Intensive Instructional Methods (4.5 cr)**

Candidates will learn how to develop skills in individualizing instruction for individuals with moderate to intensive special needs from ages 2.5 to 22. Topics will include life-skills curriculum, instructional material selection, how to make instructional decisions based on best practice methods identified in current research, and promoting positive results in the special education curricula. Candidates will investigate programmed curricula designed for students with intensive needs and assistive technologies that can assist with increasing student achievement. In addition, candidates will explore opportunities to instruct in vocational settings and in the community to increase functional life-skills for their students with specialized needs. Candidates will demonstrate how to use reflective practice to study the art and science of their own teaching experience. Additional topics will include the role of state, local and federal

agencies on curriculum and instructional issues, including state-wide assessments (testing, HQT, NCLB).

**EDS563 Moderate to Intensive Behavior Management (4.5 cr)**

The course will examine the different views of learning, including processing, behaviorism, multiple intelligences and social learning theories, as they pertain to students with moderate to intensive learning needs. Candidates will investigate and demonstrate an understanding of the unique characteristics of the classroom environment for students with moderate to severe disabilities. Candidates will investigate the behavioral challenges that can occur with students who exhibit intensive behaviors, including insubordination, physical aggression, self-injurious behavior, off-task behaviors, tantrums, and echolalia. Other topics will include how to teach social, problem-solving, and self-advocacy skills, and how to manage instructional aides and para-professionals in the moderate to intensive classroom.

**EDS614 Clinical and Colloquium (10 cr)**

Clinical and Colloquium is a 12-week student teaching experience conducted in the same classroom where teacher candidates completed their internship. During Clinical, teacher candidates are expected to gradually take over all cooperating teacher duties, serve as the lead teacher in the classroom for a minimum of 30 days, and gradually phase out of the lead teacher role. Candidates will also be expected to keep a student teaching notebook with lesson plans, a reflective journal, and conduct an Effective Teaching Project. During the final week of the quarter, teacher candidates will return to campus for a 3-hour colloquium where Effective Teaching Projects will be displayed and shared.

**EDS616 Capstone (1 cr)**

The Capstone experience provides teacher candidates with an opportunity to return to campus for a 2-hour colloquium where Effective Teaching Projects will be displayed and shared. Faculty and colleagues will be able to ask questions and review candidates' work on their culminating projects. This poster session is modeled after professional poster sessions conducted at the Council for Exceptional Children national convention. Candidates will have time to present their posters and view other posters during the evening event.

## **EDUCATION (EDU)**

**EDU510 Foundations of Education (3cr)**

Through class readings and discussion, candidates will begin to formulate their own ideas on contemporary issues of education, including the purpose of schooling; equity in the curriculum; teaching standards; and the definition of candidate learning and knowledge. Candidates will also develop understanding of the variety of meanings ascribed to the term curriculum and the roles teachers can play as curriculum planners in the creation of democratic schools.

**EDU525 Leadership in Diverse & Democratic Schools (3cr)**

Candidates explore the varied dimensions of reflective leadership in diverse and democratic schools. Candidates develop and apply transformational leadership skills that affirm difference in ethnicity, religion, race, gender, sexual orientation, and social class. Emphasis will be on promoting an inclusive school culture that value fairness and equity.

**EDU530 Whole-Child Development (4 cr)**

This course examines the major theories and research findings in human development from conception to middle childhood. Emphasis is on cognitive, psychosocial and physical development. Candidates will become knowledgeable of the vocabulary of child development, and develop understanding of the principles of child development and their significance in the learning process.

**EDU566 Technology & Education (3 cr)**

This course will provide a comprehensive overview of the current trends in technology as they relate to schools and provide instruction to help teachers integrate technology into the learning environment. The foundation for this process will emanate from the National Educational Technology Standards for Students. Emphasis will be placed on current research on technology and learning; along with determining the role technology could play in schools. Hands-on use of specific applications will be a critical component of this course. The key objectives hone in on strategic thinking about technology and developing ways to implement the tools appropriately in a variety of ways to improve the teaching and learning process.

**EDU574 Learning and Motivation Theory (4 cr)**

Candidates examine the different views of learning, including information processing, behaviorism, multiple intelligences and social learning theories applicable to classrooms in all grade levels.

**EDU587 Conflict Resolution & Consensus Building (3 cr)**

Emphasis is on building capacity for a collaborative approach to conflict resolution. Candidates develop an understanding of the dynamics of conflict and the procedures for effective intervention among students as well as adults. Focus will be on using guidance and problem-solving techniques to encourage positive social interactions. These methods will encourage personal self-control, self-motivation and self-esteem.

**ALTERNATIVE EDUCATION (EDUA)****EDUA632 Action Research for Teachers (4.5 cr.)**

Action research methods are studied and practiced through a field-based pilot study. This course will focus on the acquisition of research skills and application of those skills to classroom situations.

**EDUA645 Instructional Strategies (4.5 cr.)**

Selected teaching strategies are described, developed and practiced. Emphasis is placed on expanding the repertoire of teaching strategies. Teachers study a variety of teaching strategies called "models of teaching." The underlying theory of each of the models is discussed, the research that has tested them is examined, and their uses are illustrated and applied to selected classroom situations and teaching fields. Each model addresses specified goals and describes processes by which students in grades 7-12 learn teaching field content. Teachers practice selected processes as applied to specific teaching fields.

**EDUA657 Adolescent Development (4.5 cr.)**

This course is an examination of the period in the sequence of development known as adolescence, with emphasis on physical development and its psychological and social concomitants and to the effect upon the adolescent of social forces, especially schools.

**EDUA665 Classroom Assessment (4.5 cr.)**

This course focuses on how assessment principles and practices apply to the full range of teacher decision making, including assessment for organizing a class at the start of the school year, planning and conducting instruction, grading, constructing formal assessments, and interpreting standardized and state-mandated tests.

**EDUA672 Instructional Methods Using Multiple Intelligence (4.5 cr.)**

This course is designed to promote the candidate's understanding of instructional methods using Howard Gardner's Multiple Intelligences. The goal of the course is to provide the candidate with fundamental knowledge needed to know the development and background of the diverse learner, instructional strategies, informal / authentic, diagnostic and intervention assessments, materials and learning environments.

**EDUA681 Secondary Teaching Methods (4.5 cr.)**

This course will emphasize the application of effective teaching skills in realistic classroom situations. Learning theory principles will be used to support the rationale for different teaching strategies. A second focus will be the prevention of classroom behavior problems. Lastly, supervised field experience will need to be documented.

**GIFTED INTERVENTION SPECIALIST ENDORSEMENT (GIE)****GIE610 Characteristics of Gifted Students: Academic Emotion and Social Needs (4.5 cr.)**

This course provides the foundation of understanding of the nature and needs of the gifted. It is designed as the introductory course for gifted endorsement candidates, as well as an information course for non-endorsement candidates who wish to gain a better understanding of the gifted.

**GIE620 Historical Foundations, Context and Ethics in Gifted Education (4.5 cr.)**

Using a variety of resources, candidates will examine the history, foundations, and theories of gifted education from social, structural, and curricular perspectives. Ethics, laws, and community learning opportunities will also be

studied. Candidates will be provided the foundations for writing their own personal philosophy of gifted and talented education.

**GIE635 Program Development and Management: Assessment, Identification, Service Criteria (4.5 cr.)**

Candidates will gain knowledge about the processes and procedures for the referral, screening, and identification of individuals with gifts / talents (4.4), understand the issues in conceptions, definitions and identification of individuals with gifts / talents, including those individuals from diverse backgrounds (1.1). Candidates will learn to use and interpret information from formal and informal assessments (including alternative assessments) in making eligibility, program, and placement decisions for individuals with gifts / talents, including those from culturally and/or linguistically diverse backgrounds.

**GIE640 Diversity Issues Related to Gifted and Talented Language and Culture (4.5 cr)**

This course will examine the influence of culture, language, and environment on gifted learners. In addition, the candidate will understand how to communicate and how to provide effective instruction within the micro-cultures of class, ethnicity race, gender, disability, religion and age. Gifted candidates will learn how to build an inclusive environment that values all diversity.

**GIE655 Methods, Curriculum and Materials Differentiation, Acceleration, Compacting, Creative Problem Solving, Resources (4.5 cr.)**

Candidates will effectively use methods of teaching and learning that include acceleration, enrichment, and counseling within a continuum of service options for individuals (2.6), apply higher-level thinking and metacognitive models to content areas to meet the needs of gifted individuals (3.3), and create a curriculum that engages individuals with gifts / talents from all backgrounds that is challenging and appropriately paced to meet individual needs (3.7).

**GIE660 Instructional Planning and Assessment in Gifted Education with Culmination Project (4.5 cr.)**

This is a final project for all gifted education candidates. The course examines issues across the spectrum of gifted education. Candidates are required to complete at least 30 hours in a gifted education program where they work with gifted and talented teachers, coordinators, and/or staff to plan and deliver lessons within a

gifted program. The candidate will be supervised throughout the experience and will be required to document the hours working on the project and with the school district's gifted educator(s).

**INDIVIDUALIZED LIBERAL AND PROFESSIONAL STUDIES (IMA)**

**IMA551 Applied Curriculum Design I (3 cr)**

Introduction to curriculum and program planning for individualized graduate study. Topics include planning a self-directed graduate education program, developing an individualized reflective statement on educational and professional goals for the self-designed program, course and syllabus development, basic principles of academic and professional writing, and academic and topical research. Standard components of graduate degree programs, such as foundational courses, theory courses, electives, research, and capstone courses, are covered. Students also begin the groundwork for establishing an academic network of resources in their selected fields of study. Students demonstrate their proficiency through the development of foundational elements of their individualized curricula, which includes the educational and professional goals statement, academic and professional standards in the selected field of study, and syllabi for individualized courses up to ten credits.

**IMA552 Applied Curriculum Design II (1 cr)**

Building on the foundational learning of IMA 551, in this course students deepen their knowledge of and skills for curriculum and program planning for individualized graduate study. In the light of their individualized educational and professional goals statement and reflection upon further research in their selected area of study, students complete a self-designed graduate curriculum with individualized courses and syllabi. Students also continue to expand and establish an academic and professional network, and identify external mentors and instructors. Students demonstrate proficiency through the completion of an individualized curriculum, which has been approved by their faculty chair and external mentor. *Prerequisite: IMA551*

**IMA 602: Spiritual Traditions of India (4 cr)**

This course will give the student a broad overview of spiritual foundations of Indian culture from its ancient times to contemporary scenario.

A learner who is keen to understand and experience an inner dimension of life will gain considerably from this course focusing on selected contributions of Indian culture in this regard. Some of the course readings and assignments will also help the student develop an appreciation for spiritual expression as the basis of arts, aesthetics, and other human enterprise. In addition to providing an overview of key spiritual traditions of India, this course also presents students with an opportunity to engage in cross-cultural study and analysis.

**IMA603 Integral Yoga Psychology (4 cr)**

This course covers the basics of Integral Yoga Psychology as developed by Sri Aurobindo. *Purna Yoga* or Integral Yoga is a vast synthesis of the various schools of yoga, and provides a systematic and logical process to observe the psychological processes that go on in one's inner self with a goal to transform human way of thinking, seeing, feeling, and being into a deep and wide spiritual consciousness and an integrated inner and outer existence. Topics covered in this class include the various planes and parts of the being; the fundamentals and basic approaches of spiritual practice in integral yoga; spiritual experiences and realizations; the stages of transformation of the consciousness; the transformation of the outer nature; difficulties in practice and practical considerations.

**IMA 604: Self-Awareness and Transformation (4 cr)**

Integral Yoga is a vast synthesis of the various schools of yoga, and provides a systematic and logical process to observe the psychological processes that go on in one's inner self with a goal to transform human way of thinking, seeing, feeling, and being into a deep and wide spiritual consciousness and an integrated inner and outer existence. The starting point for the transformational integral yoga is self-awareness: becoming aware of the different parts of human nature, their character and movements, and of a distinct consciousness of a divine nature. This course provides an in-depth analysis of the main parts and planes of the human being as a preliminary step towards knowing oneself. The second part of the course introduces the learner to a fourfold discipline of the different parts of the being leading to an integral self – perfection.

**IMA605 Integral Social Transformation (4 cr)**

Many believe that the present social crisis and upheaval concerning individuals, communities,

states, and nations can be addressed by developing a new vision and a new hope. This course examines the necessity of a spiritual transformation as the only and permanent solution to the present day crisis of consciousness. We also explore the conditions that need to be fulfilled by individuals and by the group-soul for an advent of such a spiritual age in the spiral of social evolution. The sociology, politics, economics of a spiritual society will also be examined.

**IMA606 Applied Integral Psychology: East and West (4 cr)**

Integral Psychology as a framework provides a common ground for many major schools of psychology and human consciousness from both Eastern and Western perspectives in response to our search for meaning, healing and wholeness. The scientific mindset prevalent in traditional Western psychology when combined with the systematic approach to inner inquiry developed by Eastern yogis can provide a strong, balanced and multi-dimensional therapeutic approach that can address many modern ills. This course will explore the practical applications of Integral Psychology from both the Eastern and Western perspectives, covering such subjects as: What is Integral Psychology in practice? How can I develop an integral approach in my life and work? What are the elements that make my life and practice integral and how can they be developed? This course will be useful for people interested in various helping professions such as psychotherapists, counselors and health care professionals who are seeking to develop means to address the spiritual dimension in their work.

**IMA607 Spirituality for Helping Professions (4 cr)**

This course is designed to help complementary and preventive healers, and mental health and other medical professionals explore and examine various issues surrounding spirituality and religion in their professional setting. Students will explore their own spiritual and religious beliefs, influences and experiences in order to develop an empathetic and compassionate understanding to work with their clients in a non-judgmental and constructive way.

**IMA 608: Art, Culture & Inquiry: Creative Practice and Critical Engagement (4 cr)**

This course is intended as providing a forum in which students can acquire, develop and extend their theoretical, critical and methodological

expertise for graduate level studies in the arts and humanities. This course will involve us in the engagement of varied forms of textual expression with relevance to contemporary art and culture practice and criticism. With selected readings, an emphasis will be placed upon providing us opportunity for gaining familiarity with different styles and strategies, for exercising our critical skills and potentially for expanding our vocabularies of questions that we might bring to such matters. A significant portion of this course will be discussion-oriented and centered on the sharing of observations and ideas. As a preparation for students' eventual thesis or capstone projects, occasion for honing and improving skills in written expression will also be included.

#### **IMA609 Meditation: Theory & Techniques (4 cr)**

This course will help the student acquire the necessary theoretical as well as experiential learning required to develop a personal balanced and sustainable meditation practice, as well as to understand the role that meditation plays in the spiritual traditions studied. Through a mix of various learning opportunities, the student will gain a broad overview of meditation traditions with special focus on Yogic and Buddhist traditions. The other focus of the class will be on learning essential meditation principles and developing skills such as focusing the mind, purification of mind and enhancing awareness of the present moment. Time will also be spent on researching the benefits of mindfulness practices such as meditation for psychological and emotional well being in modern times.

#### **IMA680 Individualized Course (typically 4 credits)**

Each individualized course is documented through a student-designed course syllabus that includes a title, learning objectives, learning activities, reading list, evaluation plan, instructor, time period, and approved credit amount. Note that this course number is assigned to all individualized courses, but each course will be assigned a unique title. Therefore, when transcribed, this course number will appear more than once although course titles will differ.

#### **IMA690A Thesis (10 cr)**

The thesis is the culminating and integrating effort for master's students. It involves the original investigation of a problem of limited scope and contributes to the body of knowledge

in the student's field. Through the thesis process, students become and feel more expert in a focused field of inquiry. Students produce a written product that documents a synthesis of the appropriate literature in the field, the methodology used, their research findings, and an analysis and discussion of those findings.

#### **IMA690B Visual Arts Thesis (10 cr)**

The master's thesis for students in the visual arts is most often a thesis by project. This is action research in which the process of making or designing an artifact constitutes the methodology. Students studying visual arts keep a journal of their readings, interviews, work, experimentation, and reflections, as well as a bibliography during the entire degree process.

#### **IMA690C Creative Writing Thesis (10 cr)**

The creative writing thesis is the culminating work in a student's program. It involves imaginative and original writing in a particular genre. Often, students enter the creative writing program with writing drafts that are the basis for their course of study. Students study literary texts to gain a deeper understanding of their own genre. Literary texts are studied as models of good writing. Craft and technique books augment each student's understanding of his or her genre.

#### **IMA690D Performing Arts Thesis (10 cr)**

The master's thesis for students in the performing arts is most often a thesis by project. This is action research in which the process of producing one's craft constitutes the methodology. Students studying performing arts keep a journal of their readings, interviews, work, experimentation, and reflections, as well as a bibliography during the entire degree process.

#### **IMA692 Capstone Project (5 cr)**

The capstone project is the culminating and integrating effort for master's students. Students design and conduct a research project under the guidance of the instructor. This research topic is established through a collaborative process involving the students and their graduate committees. The research may not be applied to a master's thesis.

## **MIDDLE CHILDHOOD EDUCATION (MCE)**

### **MCE516 Educational Foundations and Context of Middle Schools (4.5 cr)**

This course will encourage candidates to begin to formulate their own ideas, philosophy, and teacher identity in relation to contemporary issues of education broadly and middle school education (grades 4-9) in particular. Concepts such as the purpose of schooling; equity in the curriculum; teaching standards; and the definition of student learning and knowledge will constitute the core content of this course. Using resources from various academic fields of study, candidates will study the middle school as both a societal and an academic institution and explore and analyze possibilities and barriers to change in the social, moral, and intellectual culture of middle school communities.

### **MCE517 Child Development and Learning Theory (4.5 cr)**

This course examines the major developmental, learning, and motivational theories from conception through middle childhood. Emphasis is on cognitive, psychosocial and physical development and the significance of such development to learning theory and learning processes. Candidates examine the theoretical foundations about how learning occurs; how students construct knowledge and acquire skills that are applicable to the middle childhood classroom.

### **MCE523 Educating Diverse Students (4.5 cr)**

This course provides an overview of the urban, suburban, and rural micro-cultures to which students belong. The course will examine the pervasive influence of culture and the importance of understanding personal cultural backgrounds and experiences as well as those of students. Particular emphasis will be given to the micro-cultures of class, ethnicity, race, gender, disability, religion, language, and age. In addition, candidates will examine communication behaviors and styles that accompany culture in an effort to improve intercultural communication between and among teachers, students, and the wider school community. Candidates will also develop a theoretical perspective of the sociology of these micro-cultures as well as current practical and successfully applied approaches employed in the urban, suburban, and rural school environments. Education that is truly

multicultural provides an environment that values cultural diversity and portrays it positively. It is the intention of the course to help candidates and teachers think critically about institutionalized racism, classism, and sexism, to explore the notion of democratic schooling for all children.

### **MCE532 Methods of Language Arts: Curriculum, Teaching, & Assessment (4.5 cr)**

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective language arts classrooms. Emphasis is on learning to implement the language arts curriculum based on the Ohio Model and its four strands (reading, writing, listening/visual literacy, and oral communication) and upon the students' interests, modalities and styles.

### **MCE533 Methods of Mathematics: Curriculum, Teaching, & Assessment (4.5 cr)**

Mathematics education has gone through a metamorphosis in recent years. It is important as teachers of mathematics to understand how that change will impact their teaching. The candidates will gain understanding of the historical perspective and the resulting changes. During the class the focus is on discussions emanating from readings, demonstrations and activities. Through these activities candidates gain experience and understanding about teaching methods and classroom management.

### **MCE534 Methods of Social Studies: Curriculum, Teaching, and Assessment (4.5 cr)**

This course is designed to help future middle school social studies teachers develop skill in selecting, integrating and translating knowledge and methodology from history and the social science disciplines into instruction and assessment appropriate for adolescents and young adults. Pre-service teachers examine, design, and practice instructional strategies that are the foundation for reflective and effectiveness integrated social studies classrooms. Course focus is on (a) developing social studies curriculum based on the six strands of the Ohio model and (b) learning to prepare, implement and assess social studies learning in adolescent and young adult classrooms based on the Ohio Department of Education's Ten Performance Standards. Classroom, field, and clinical experiences emphasize (1) development and organization of curriculum that stresses application of concepts; (2) development and

implementation of instructional plans that integrate within the social studies disciplines and reflect an interdisciplinary relationship with disciplines outside of the social studies; (3) development of teaching skills and models for organizing instruction; (4) qualitative and quantitative methods to assess student learning; and (5) strategies for assessment of the effectiveness of one's own teaching.

**MCE535 Methods of Science: Curriculum, Teaching, and Assessment (4.5 cr)**

This course focuses on the scientific method of inquiry and how scientific knowledge is gained. Science process, inquiry skills, and constructivist methods are examined and demonstrated. The goal of integrating scientific theory into the broad fabric of personal and social experience is demonstrated through classifying, observing, measuring, inferring, communication and experimenting. Discussions will emanate from readings, demonstrations and activities. Through these activities, the candidates gain experience and understanding about teaching methods and classroom management.

**MCE550 Planning for Instruction (4.5 cr)**

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include curriculum conceptions, implementation, development and organization; the role of local, state, and federal guidelines as models of curricula; planning instruction; and methods of assessing and evaluating learning.

**MCE559 Educational Research and Evaluation (4.5 cr)**

The purpose of this course is to encourage candidates to develop skills and enthusiasm for doing educational research. Study will include: critical analysis of quantitative and qualitative research methodologies; guiding philosophical assumptions characterizing each of the paradigms; review of current literature; identification, analysis and evaluation of current theories and practices in the candidate selected area of educational interest. Candidates will examine examples of educational research, identify research questions, select and design appropriate research methodology, and write research results. Throughout the course, emphasis is given to research designs, methods and evaluation that are meaningful and valid for practitioner research and improving professional practice. Candidates develop their evaluative

skills and learn how to use action research to evaluate and foster student learning. At the end of the course, candidates will present and evaluate an action research project that they conducted over the course of the quarter and evaluate its implications for improving student learning.

**MCE585 Conflict Resolution and Classroom Management (4.5 cr)**

Emphasis is on building capacity for a collaborative approach to conflict resolution. Candidates develop an understanding of the dynamics of conflict and the procedures for effective intervention with students as well as adults. Focus will be on using guidance and problem-solving techniques to encourage positive social interactions. Methods will encourage personal self-control, self-motivation and self-esteem.

**MCE599 Student Teaching in the Middle Childhood Classroom (12 credits)**

The student teacher practicum and seminar is the combination of a field-based experience with supporting seminars held throughout the quarter. Student teaching is the culmination of a variety of experiences, including course work and observation and participation in area schools. The seminar will be devoted to problem-solving activities related to the student teaching experiences.

**MANAGEMENT (MGT)**

**MGT615 Financial and Managerial Accounting (4 cr)**

This course is a study of financial and managerial accounting from a context of tactical and strategic decision making and organizational performance evaluation. Financial accounting concepts, processes and transactions are applied to the Income Statement, Balance Sheet and Cash Flow Statement with an emphasis on financial statement analysis. The application of managerial accounting information for planning, decision-making, organizational evaluation and operational financial risk assessment is emphasized. Linkages between organizational culture, business ethics, and financial and managerial accounting system designs are studied.

**MGT622 Strategic Marketing Management (4 cr)**

Presents current theories, practices, and cases in strategic marketing management. The module is designed to provide a thorough grounding in the application of modern marketing analysis to corporate and not-for-profit organizations.

**MGT625 Managerial Economics (4 cr)**

Section A is designed to train students to think systematically about the current state of the economy and macroeconomic policy, and to be able to evaluate the economic environment within which business and financial decisions are made. The course studies the determinants of the level of national income, employment, investment, interest rates, the supply of money, inflation and exchange rates. Section B is designed to help students apply microeconomic concepts to a wide range of managerial decisions. Topics covered include: costs and supply behavior of the firm; consumer behavior and market demand; market forces; price formation and resource allocation; international trade and trade restrictions; and market power and price-setting behavior.

**MGT629 Managerial Statistics (2 cr)**

This course will introduce students to the principles of statistical analysis and inference, including descriptive statistics, probability theory, statistical estimation, tests of hypotheses, analysis of variance and regression and correlation analysis.

**MGT630 Managerial Finance (4 cr)**

This course provides students with the tools and frameworks for analyzing a firm's financial decisions based on fundamental principles of modern financial theory. Topics include discounted cash flow techniques, capital budgeting under certainty and uncertainty, stock and bond valuation, asset pricing models and the operation and efficiency of capital markets. The course also analyzes corporate financial policy, including capital structure, cost of capital, dividend policy and related issues.

**MGT635 Negotiation and Dispute Resolution (2 cr)**

Develops and sharpens skills in negotiation and dispute resolution. Topics include integrative and distributive negotiation, ethical issues, third-party-assisted negotiation, and dispute systems design.

**MGT640 Competitive Strategy (4 cr)**

This course provides students with the tools and frameworks essential to creating, implementing and evaluating business strategy. It develops a set of analytical frameworks that enable students to explain performance differences among firms and that provide a structure for strategic decisions to enhance a firm's future competitive position. The course first analyzes strategy at the business unit level, introducing tools of industry analysis and competitive positioning. It then considers corporate strategy, examining the economic logic for firms to diversify across businesses and for vertical integration decisions across stages of the industry value chain.

**MGT657 Organizational Behavior & Leadership (4 cr)**

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This is accomplished through knowledge of competitive decision-making, reward system design, team building, strategic negotiation, political dynamics, corporate culture and strategic organizational design.

**MGT665 Human Resource Management (2 cr)**

Analyzes the relationship between corporate strategy and human resource planning within organizations.

**MGT674 Operations Management (2 cr)**

Explores new directions in quality assurance, inventory management, scheduling, productivity, and distribution systems. The module includes an introduction to mathematical techniques, which are applicable to both manufacturing and service industries.

**MGT690 Capstone (4 cr)**

Integrates theory, research, and practice in the field of management.

**MGT695 Team Development (4 cr)**

This course introduces the conceptual framework of a team development model that focuses on individual and team attributes, the effects of stress on behavior, and the strategies for optimizing individual and team productivity. The

course then continues the study and application of the principles of team development and maintenance. Students focus on understanding and managing team behavior and team member interaction through the use of individual and team profiles.

## **READING COURSES (RLE)**

These courses constitute the State of Ohio's mandated reading program as required by Ohio Revised Code.

### **RLE506 Content Area Reading (4.5 cr)**

This course is designed to provide pre-licensure candidates of all subject areas with the knowledge and skills to integrate the language processes, especially reading and writing, into their instruction. The goal of this course is to promote candidates' understanding of the strategies that can be utilized to facilitate a learner's content within a specific course and text.

### **RLE511 Integration of Children's Multicultural Literature Into Reading & Language Arts Instruction (4.5 cr)**

This course will provide candidates with an understanding of the variety and uses of literature for children in schools today. Emphasis will be on selecting written, non-print or electronic media as part of a balanced literacy program for emerging or developing readers and writers. Candidates will develop skills in weaving a wide-variety of literature genres and the visual/performing arts throughout science, math, social studies, and language arts instruction.

### **RLE512 Diagnosing Reading and Language Difficulties (4.5 cr)**

This course focuses on the methods of early reading and reading readiness programs. Candidates will also focus on language development and phonological difficulties experienced by young children. Candidates will gain knowledge and understanding of responsible assessments, a variety of appropriate assessments tools and approaches that can be used evaluate young children's learning and development within the reading process.

### **RLE513 Phonics (4.5 cr)**

Candidates will study phonics as an essential element in a young child's development of literacy (reading, writing, and spelling) and linguistics. Candidates will learn the terminology

of language structures and develop an understanding of the fundamentals of language development. Candidates will view phonics as one aid in encoding and decoding words, increasing comprehension, and promoting fluency.

### **RLE536 Introducing, Developing and Promoting Literacy (4.5 cr)**

This course is designed to promote candidate's understanding of the development of literacy. The goal of the course is to provide the candidate with fundamental knowledge needed to know the development and background of the diverse learner, the reading and writing processes, instructional strategies, informal/authentic, diagnostic and intervention assessments, materials, and learning environments. (Limited to students accepted for the Reading Endorsement program.)

### **RLE595 Reading Endorsement Practicum (4.5 cr)**

This is the culminating course for teacher education candidates who wish to earn licenses with an area of concentration in reading. Candidates will collaborate with reading specialists, parents, etc. in order to be responsive to the needs of students who are struggling with the language arts skills (listening, reading, writing, or spelling). This course provides a focused on-site experience that requires the candidate to implement an assessment/instructional program with specific children and to effectively document and present children's progress. (Limited to students accepted for the Reading Endorsement program.)

## **RESEARCH (RSH)**

### **RSH510 Research Methods (4 cr)**

Within an interdisciplinary model, this course is designed to help students learn about different genres of qualitative and quantitative research and the various issues in designing a research study. Students become familiar with the ontological, epistemological and methodological assumptions within both qualitative and quantitative paradigms. In addition, students will: identify and select a manageable research question and objectives; construct a research project design; collect, analyze and interpret data; and present findings.

**RSH610 Practitioner Research (4 cr)**

This course is designed to help students become familiar with two major research paradigms (qualitative and quantitative) and learn the epistemology, axioms, and methodological assumptions behind these paradigms.

Depending on student interests, emphasis will be given to those particular research methodologies that will bring students closer to designing their research studies in their selected area. Students will be able to narrow down their research focus, write a research question, select an appropriate methodology, and design and conduct a pilot research project. Throughout the course, emphasis will be given to research designs, methods, and writing styles that are more meaningful and valid for practitioner research.

**RSH612 Women's Ways of Knowing: Issues in Identity and Research (4 cr)**

This course examines the ways in which gender, gender roles, and gender identity influence the construction of knowledge and the representation of objectivity. We will address important questions including, what makes a research feminist; are there methods that are uniquely feminist; and what do feminist researchers have in common. Special emphasis will be given to investigation of these questions - what is the relationship between the researcher and the researched; what is the connection between research and social change; and what is the connection between the "self" and the "other"? Is rationality gendered? Are scientific conceptions of objectivity "masculine"? What could it mean to make such claims, and how could they be justified? What should a feminist conception of knowledge look like?

**RSH615 Qualitative Research (4 cr)**

This course is designed to help students learn about different genres of qualitative research and the various issues in designing a qualitative study. Emphasis is given to qualitative methodologies, with an aim to bring students closer to designing their research studies in selected areas. Students will also become familiar with the differences in epistemology, axioms, and methodological assumptions behind qualitative and quantitative paradigms. This discussion will help students select an appropriate methodology for their particular research objective. They will also conduct some practice fieldwork to understand the real-world challenges in doing qualitative research. This course requires that students have some general

idea of their research interests. The content and learning activities of this class are designed to help them refine their research interests and narrow down their focus to manageable research question(s) or objective(s).

**Note: Course offerings are subject to change.**

# STUDENT AND ALUMNI SERVICES DIVISION

## ADMISSIONS

Antioch University Midwest's Admissions Office facilitates all recruitment and admission functions for AUM. Inquiries about admission to Antioch University Midwest should be directed to the Admissions Office. Application to the programs should be filed as early as possible, to assure adequate processing and preparation time for the desired quarter of entry. Admission information can also be found on the web at <http://midwest.antioch.edu>.

### **Admissions Policy**

Antioch University Midwest maintains a non-discriminatory admissions policy for persons regardless of race, color, creed, sex, national origin, age, or disability. Application for admission is made through the Admissions Office within the Student and Alumni Services Division.

### **International Student Admission**

Antioch University Midwest accepts applications from international students for the M.A. in the Individualized Liberal and Professional Studies and Conflict Analysis and Engagement programs. These programs are designed for working professionals, to be completed from where they live and work. **Therefore, we do not issue the I-20 document necessary for the student visa.** Students in these programs must be able to travel to the short residencies required without needing a student visa. A TOEFL score is not a requirement for admission purposes; however, all academic work must be submitted in English. Written and spoken English language ability will be assessed in the admission process.

### **Admissions Process**

Admission to Antioch University Midwest degree programs is by written application and interview, where required. The application must be completed according to instructions contained on the application form provided, and submitted by the applicable deadline. The application fee is non-refundable. The essays, transcripts, letters of recommendation, and other required documentation sent to the Admissions Office will be attached to the application when received. Applicants must arrange for official transcripts to

be sent from all institutions previously attended. Upon receipt, these documents become the property of the University. It is the responsibility of the applicant to ensure that the application, with all supporting documents and fees, be complete and in order. The completed application is reviewed and a faculty interview may be scheduled if necessary. Admission is based on the discretion of the Admissions Committee.

### **UNDERGRADUATE**

Bachelor of Arts applicants must provide a transcript(s) from the accredited institution(s) previously attended. If the institution is not accredited, supporting documentation such as catalogs, course syllabi, and, in some cases, previous academic work may be required in order to determine eligibility for transfer credit.

### **Undergraduate documentation required:**

- A completed application form and application fee.
- Educational goals statement
- Official transcripts from each institution previously attended.
- Two completed reference forms and accompanying letters of recommendation (may be waived under certain conditions; contact the Undergraduate Studies Enrollment Manager for more information)

### **The Undergraduate Studies Program requirements:**

- Undergraduate documentation.
- Forty or more transferable quarter credit hours.
- Prior satisfactory academic achievement (GPA 2.0).
- Evidence of professional and personal responsibility.
- Internet access (or utilization of campus computer labs)
- Admissions and/or faculty interview, if required.

**Note:** *Students are accepted into the program each quarter: Fall, Winter, Spring and Summer quarters.*

### **GRADUATE**

A bachelor's degree from a regionally accredited institution of higher learning (or its equivalent, for those credentials earned outside of the United States) is required as a basis for admission to a

graduate level program. A Master's degree is required for the Ohio Principalship Licensure program.

All graduate programs have the following requirements:

**Graduate documentation required:**

- Completed application form and application fee.
- Educational goals statement.
- Resumé
- Official transcripts from all institutions of higher learning previously attended.
- Admissions and/or faculty interview

*Note: The Graduate Record Examination (GRE) is not required.*

**Master of Arts in Conflict Analysis and Engagement prerequisites:**

- Graduate documentation.
- Internet access and familiarity with internet communications

**Individualized Liberal & Professional Studies prerequisites:**

- Graduate documentation.
- A clear sense of educational direction.
- Preparation and skills appropriate to the proposed field of study.
- Two completed reference forms and accompanying letters of recommendation
- Internet access and familiarity with internet communications.

**Master of Arts in Management prerequisites:**

- Graduate documentation.
- A commitment to management as a profession/practice.
- Evidence of leadership, vision, motivation, critical thinking, and values orientation.
- Two completed reference forms and accompanying letters of recommendation
- Internet access (or use campus computer labs)

**Teacher Licensure / M.Ed. prerequisites:**

- Graduate documentation.
- General education, area of concentration and content requirements completed outside of program.
- Statement and documentation of competence in the basic literacies: speaking, writing, reading, math.

- Minimum overall undergraduate GPA of 2.5
- Internet access (or use campus computer labs)
- Interview with the School of Education
- Informal or formal experience with the age group desiring to teach (needs to be documented experiences in narrative form or by other means such as certificates or letters from employers).
- MAPP test (an assessment of math, reading, critical thinking, and literacy skills, administered by AUM School of Education)
- BCI and FBI background check (must have a clean record; reports must be updated annually)

**M.Ed. in Educational Leadership prerequisites:**

- Graduate documentation.
- A minimum of 2.5 cumulative GPA in all previous undergraduate work and 3.0 in all previous relevant graduate work.
- A valid Ohio teaching license
- Two years' teaching experience
- Internet access (or use campus computer labs)

**Principal Licensure prerequisites:**

- Graduate documentation.
- A master's degree from a regionally accredited institution of higher learning (or its equivalent, for those credentials earned outside the U.S.).
- A minimum of a 3.0 cumulative GPA in all previous graduate work.
- A valid Ohio teaching license
- Two years' teaching experience
- Must meet state requirements for licensure
- Internet access (or use campus computer labs).

**Endorsement prerequisites:**

- Graduate documentation
- Must hold a valid and current teaching license
- Internet access (or use campus computer labs).

**Provisional Enrollment**

Under special circumstances, individuals may be provisionally enrolled in a program. Provisions are defined in the letter of acceptance. Students who do not meet the requirements of the provision by the time stipulated may be denied further enrollment.

- *Administrative Provisional:* Acceptance into a program may be pending receipt of missing documentation.
- *Academic Provisional:* Granted to monitor progress and assure success in the academic program.

Provisional enrollment is not intended as a negative or punitive status; rather, it allows for a higher level of monitoring and/or mentoring as one way to ensure that the high standards remain at the forefront of an Antioch education.

The Admissions Office will notify candidates who meet the conditions of provisional admittance in their acceptance letter. Provisional status will not be reflected on their academic record.

### **Transfer Credit**

Transfer credit for courses taken at other institutions is based on official transcripts issued directly to Antioch University Midwest from the registrars of those institutions.

Institutions must be regionally accredited by one of the regional associations recognized by the Council on Postsecondary Accreditation: Middle States, New England, North Central, Northwest, Southern, and Western Associations. If an institution is not accredited by one of the regional associations listed above at the time of the student's attendance, but subsequently becomes regionally accredited, the registrar may re-evaluate the transcript for consideration of transfer credits, upon a student's request.

In addition, some institutions are not accredited by one of the regional associations named above but have obtained accreditation from one of the national institutional accrediting associations recognized by the Council on Postsecondary Accreditation: American Association of Bible Colleges, Association of Independent Colleges and Schools, Association of Theological Schools in the U.S. and Canada, National Association of Trade and Technical Schools, National Home Study Council. The registrar may present a transcript from an institution thus accredited to the faculty for consideration of transfer credits.

Credits are translated into quarter hours according to nationally accepted formulae, based on the definition of the other college's credit unit as stated on the transcript or in the institution's catalog. Credits from schools also using the quarter system transfer 1 to 1; credits from

schools on the semester system transfer in a ratio of 1.5 to 1.

To be accepted for transfer credit, students must have earned a minimum of a C for undergraduate credit, and a minimum of a B for graduate credit.

Prior assurances given verbally by faculty members or staff at Antioch University Midwest must be regarded as estimates or opinions. They do not commit the University to a course of action. Transfer credits are not official until they are evaluated by the registrar (in consultation with the chair of the student's academic program as needed) and entered into the student's academic record.

### **Change of Degree Program**

Graduate students who wish to change from one degree program to another must apply for admission to the new program, fulfilling all admissions requirements for that program. Previous coursework is not automatically transferable into the new program. Undergraduate students may complete a "change of status" form to change from one major to another.

### **Refusal/Rejection**

The Admissions Committee reserves the right to refuse admittance to an applicant who is unlikely to conform to the standards and ideals which the University seeks to maintain. The applicant will receive written notification of his/her status. The Admissions Committee and all members of the institution are not permitted to provide the applicant with the rationale for rejection. Only those students who have received formal notification of acceptance should expect to begin their programs with the University.

### **Deferred Enrollment**

Applicants who wish to postpone their entrance must submit written notification to the Admissions Office of his/her intention before the last day of registration. If a student has already registered for courses prior to deferring, a drop form must also be completed. An application will be retained and considered valid for a period of one year from the original date of application. After one year, the Enrollment Manager will stipulate the elements of the application which must be updated.

### **Alternative Admission Process**

At Antioch University Midwest, students may qualify for graduate study through a combination of undergraduate study and learning acquired through sustained professional work. In exceptional cases, we admit adults who have not completed their undergraduate degrees. It is highly recommended that applicants have the equivalent of a minimum of two years of transcribed college work plus significant educational and professional training. Applicants must demonstrate that they have the skills, knowledge, and experience to do graduate-level work.

Potential candidates for alternative admissions must demonstrate that they meet the following criteria and have acquired the knowledge and skills needed to successfully pursue graduate-level work:

1. A minimum of two years of undergraduate credit (90 quarter-credit hours) from an accredited institution or the equivalent.
2. Approximately five years of sustained professional experience in areas closely related to the applicant's field of proposed graduate study.
3. Knowledge of the professional field of proposed graduate study
4. The ability to think critically
5. Effective oral and written communication skills
6. Research skills and the ability to use appropriate learning resources
7. Breadth and depth of knowledge in the humanities, social sciences, and natural sciences outside the applicant's professional field

For additional information, please contact Enrollment Services at 937/ 769-1818.

### **DISABLED STUDENT SERVICES**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Antioch University Midwest does not exclude or discriminate against otherwise qualified students with disabilities.

Students with documented disabilities, diagnosed by a qualified professional, and disclosed to the coordinator for student disability services, may request and be accorded reasonable

accommodations that will allow them to participate in the institution's programs and services.

For more information, please contact Maureen Heacock, Registrar and Coordinator of Student Disability Services, at 937/ 769-1846 or by email at [mheacock@antioch.edu](mailto:mheacock@antioch.edu).

### **REGISTRATION**

The Registrar's Office serves as the school's repository for official academic records. Registration, transcription of academic work, loan deferrals, transcript requests and institutional recognition of students' status is conducted by this branch of the Student and Alumni Services Division.

#### **Registration**

Students register quarterly for classes during the open registration period. Registration periods (specified below) are included on the academic calendar located on the AUM website as well as in each program's Sakai sites. Students registering late are charged a \$50 late fee. Failure to register will result in the inability to access and participate in courses.

All students register using the online registration process available via myAntioch, which may be accessed from the AUM website. Accounts for myAntioch as well as training are provided at orientation or first residency. myAntioch also allows students to access their academic progress and academic schedule, pay on their student account, view their financial aid award letter, and access other electronic services. Registration assistance is also available through the Registrar's office.

#### **2010-2011 Registration periods**

Summer '10:	5/22/10—6/18/10
Fall '10:	8/21/10—9/10/10
Winter '11:	11/13/10—12/10/10
Spring '11:	3/5/11—3/25/11

#### **Add/Drop**

Students may add classes at any time during registration up to the first day of the quarter with no restrictions. On the first day of the quarter, students must have the instructor's permission to add classes. Classes may not be added after the

second class meeting.

Students may drop classes any time before the last two weeks of the quarter. However, a refund (if any) is based on the tuition refund schedule (see the Academic Calendar on p. 5 and the refund schedule on p. 102).

### ***Special Registration Conditions***

#### ***Non-matriculant Students***

Non-matriculants are individuals who are not enrolled in a degree seeking or licensure program, who seek registration in Antioch University Midwest courses for academic credit. Non-matriculants may also be those students who are enrolled in one of our programs who are requesting registration in a course administered in an academic department other than that for which they are matriculated.

Non-matriculant status is not available for individuals who have been withdrawn by Antioch University Midwest or any other Antioch location for not maintaining satisfactory academic progress, non-payment of account and/or violation of the school's behavioral policies. Non-matriculants pay the regular tuition rate of any course for which they are registered.

Non-matriculants who are accepted in another Antioch University program are eligible for financial aid for the expenses of the additional learning provided they have notified the Financial Aid office of their intention prior to having their student loan packaged. All other non-matriculants are not eligible for financial aid.

#### ***Audit status***

Members of the community may request to audit any course offered by Antioch University Midwest. Audit status is subject to approval by the chair of the program in which the course is offered, and will not be finalized until the first day of the term. A course taken on an audit basis is not eligible for credit under any circumstances. Courses taken on an audit basis will be billed at 50% of the regular course tuition.

#### ***Name or Address Changes***

To make a name change on academic records, a student must provide the Registrar's Office with a copy of either driver's license, social security card, or marriage/divorce decree indicating that the change is official. Address/telephone number changes are acceptable by mail, in person or via

the student's Antioch email account. All must be submitted to the Registrar's Office.

Antioch University Midwest is not responsible for correspondence (including transcripts and diplomas) that is not received due to a student's moving, unless the change in address was provided as indicated above. IMA students are also responsible for providing current address information for their evaluators and degree committee members. These changes must be sent to the IMA program office.

#### ***Verification of Enrollment and Student Loan Deferment***

Antioch University submits monthly enrollment data to the National Student Clearinghouse. This is where 90% of lenders find information regarding student enrollment status in order to maintain the deferred status for student loans. Requests for enrollment verification should be directed to this organization via their website: [www.studentclearinghouse.org](http://www.studentclearinghouse.org). Please contact the Registrar's Office for clarification of this process.

Reports of enrollment or completed coursework are based upon documentation on file with the Registrar. Only official registrations or official notification of credit earned that is issued by the academic program office will be reflected in this reporting. Enrollment verification cannot be projected beyond the student's current or most recent quarter of enrollment, and is based upon completed registration and financial clearance.

Students are strongly advised to become aware of the policies and procedures of their lender(s). It is common for many lenders to allow a six-month grace period before repayment. The grace period determined by the lender, is usually based on enrollment status (in most instances, six consecutive months at less than half time status) and/or tuition payment, and is not necessarily based upon the graduation date. It is possible to enter this grace period while actively enrolled at lower than half time enrollment status.

#### ***Credits and Course Numbering System***

Antioch University Midwest uses a quarter-hour credit system. The following course numbering system is used for the academic programs at Antioch University Midwest:

- 1xx - lower level, freshman
- 2xx - lower level, sophomore
- 3xx - upper level, junior

4xx - upper level, senior  
5xx – 6xx - graduate level

### **Academic Load (per quarter)**

#### **Undergraduate program:**

Full-time: 12 or more credit hours  
3/4 time: 9-11 credit hours  
Half-time: 6-8 credit hours  
Part-time: 1-5 credit hours

#### **Graduate programs:**

Full-time: 8 or more credit hours  
3/4 time: 6-7 credit hours  
Half-time: 4-5 credit hours  
Part-time: 1-3 credit hours

### **Student Responsibility**

Students are responsible for knowing their own standing scholastically in reference to the published regulations and standards of the University and of their academic program. This includes satisfactory academic progress policies and procedures.

### **Leave of Absence**

A student may register for a leave of absence (LOA) for the duration of one quarter. The registration for LOA must be received by the Registrar's Office before the last day of the quarter of the student's current registration. A copy should also be sent to the student's faculty advisor. Students may request a leave in person, via Antioch email, or by mail. Students will not be permitted to re-enter their program after an LOA if they have a past-due balance on their account. Graduate students are permitted one LOA during their entire program and a fee of \$30 will be placed on the student's account. A student may not earn academic credit during a leave of absence.

### **Withdrawal**

It is the student's responsibility to initiate notification of withdrawal. Students are subject to the tuition refund schedule based upon the date the Registrar's Office receives written notification of the student's intent to withdraw. It is recommended that notice of intent to withdraw be sent by certified mail. The student is not officially withdrawn until Antioch University Midwest confirms official withdrawal status. The School reserves the right to withdraw any student who fails to make satisfactory academic progress, fails to meet financial obligations, or violates the policy on standards of conduct. A withdrawn student is entitled to a transcript only

when his or her financial account is paid in full. Withdrawn students retain the right of appeal of the decision.

### **Re-enrollment**

A student who has not registered for 2 or more consecutive quarters will have a hold placed on their record, and will need advisor approval before being allowed to register. A student who has not registered for 4 or more consecutive quarters will be withdrawn from their academic program.

After being withdrawn, a student wishing to return must petition for re-enrollment in writing to the Registrar, who will verify eligibility to return in reference to Financial Aid, Student Accounts and satisfactory academic standing. A \$50 re-enrollment fee must accompany the request. If eligible to return, the request is forwarded to the program chair for review. The student is subject to any program or school policy changes that have taken place since the original date of enrollment. A student who has been inactive for over five years must re-apply for admission through the regular admissions process.

Re-enrollment is not automatic, nor is it a student right. Programs reserve the right to use professional discretion regarding approval of re-enrollment. Mitigating factors in this decision include student loan default, tuition payment history, satisfactory academic progress, satisfactory compliance with published behavioral standards, and the faculty's judgment of the student's reasonable chance for successful program completion.

### **Re-admission**

If a student has withdrawn from a program for more than five years from the original date of application, re-admission will be necessary in order to continue a program of study. The Academic Program Office will review the student's file in order to determine what is required in this process (beyond the required application and fee) based upon the length of absence. In addition to administrative requirements being met, it is at the program faculty's discretion to accept or deny re-admittance to Antioch University Midwest. Re-admitted students are required to comply with policies and procedures, as well as degree requirements in effect at the time of re-admission.

## GENERAL ACADEMIC POLICIES

### *Academic Appeals Policy*

Students have the right to appeal an assignment of No Credit and a recommendation for withdrawal. A student who wishes to challenge an assignment of No Credit must begin with a conversation with the instructor within two weeks of receipt of the narrative evaluation. If no resolution emerges from that conversation, the student may begin the appeal process.

Appeals must be in writing and must be received by the registrar no later than two weeks after the date of the meeting with the instructor or the letter notifying the student of withdrawal. Upon receipt of a written appeal, the registrar will convene a meeting of an appeals committee consisting of the registrar, the student's advisor (or the chair of the program if necessary to avoid duplication of roles) and the executive dean of the student's program. Prior to this meeting, the registrar will research the student's institutional record. This meeting will take place no later than one week from the date the appeal is received.

The appeals committee will consider the student's written appeal and academic record. A decision to overturn or to uphold the assignment of No Credit or withdrawal will be reached based upon the written statement, unless the committee feels that critical information that the student would be able to present in person is lacking from the written appeal. In such cases, the registrar will schedule a meeting between the committee and the student. A decision reached by the committee, based either on the written statement or on the meeting with the student, is final and may not be further appealed. The student may pursue a grievance through the grievance process if he or she believes that procedural irregularities exist.

### *Academic Evaluation and Letter Grade Equivalency Policy*

The awarding of academic credit at Antioch University Midwest is based upon evaluation by a faculty member competent in the matter being certified and in a position to have adequate evidence that the learning, achievement,

competence, or other matter certified has been met.

To support the awarding or denial of credit, the instructor shall submit a written narrative evaluation of the quality and characteristics of the student's performance in the learning event. The instructor is expected to complete an evaluation for each student in every credit-bearing course or learning activity.

Narrative evaluations are part of a student's permanent academic record and may be requested by the student to accompany the transcript. The student may request that any, all, or none of the narrative evaluations accompany the transcript; no evaluations will be released unless requested by the student or alumnus.

#### **Categories of credit assessment:**

Students may receive the following evaluative designations to reflect their performance in courses for which they've registered:

- **CR** (credit). As a minimum standard, academic credit may be awarded toward a degree only if the student's performance is at least "satisfactory." Antioch University defines "satisfactory" to mean the following:
  - For undergraduate credit, the student has performed at a level that would be considered at least a "C" or better in a graded system.
  - For graduate credit, the student has performed at a level that would be considered "B" or better in a graded system.
- **INC** (incomplete). Students may request an incomplete if they have performed satisfactorily in a course but have some portion of the course to complete after the end of the term. An instructor may award an incomplete at his or her discretion. Incompletes must be successfully completed no later than the end of the following term or they convert to No Credit.
- **IP** (in progress). IP grades may be issued for courses that span more than one term. Students making acceptable progress during the quarter in which they registered for the course receive an IP, and receive credit upon completion of the course. Courses associated with IP grades include internships, practica, capstones and theses. Students may take a maximum of three additional quarters to

complete a course with a grade of IP. If not completed in this time frame, the IP designation will convert to No Credit.

- **NC** (no credit). This designation is based upon not fulfilling minimum course requirements. NC will be given in graduate courses for work not meeting the equivalent of a “B” or better. NC will be given in undergraduate courses for work not meeting the equivalent of a “C” or better.

### **Letter Grade Equivalents:**

While Antioch University Midwest is committed to the pedagogical importance of employing narrative evaluation as its method for the appraisal of student academic work and progress, we acknowledge that letter grade equivalents may be required of a student to receive financial assistance with their education (for employee reimbursement, certain kinds of federal funding, etc.). These unofficial letter grades will not appear on a student’s official AUM transcript and their sole purpose is for student reimbursement.

Students in need of letter grade equivalents must request them through their academic program office **by the second class session during the first quarter in which the student needs the letter grade equivalent.** Documentation from the funding source must specify that letter grade equivalents are required. Letter grade equivalents will not be assigned retroactively.

The academic program office processes the requests for letter grade equivalencies and provides the documentation directly to the funding source. No “unofficial grade point average” may be calculated or inferred based on the unofficial letter grade equivalents.

**Please note:** the policy on issuing credit rather than grades is a policy of Antioch University, and may not be altered by any of its individual campuses. Except under the specific circumstances described above, Antioch University Midwest is prohibited from issuing letter grades or grade point averages now or in the future. Please be aware that this may have implications for your future educational goals, and plan accordingly.

The following characterizations are offered for the purposes of providing a basic explanation of letter grade. The designation of an:

**“A” grade equivalent** is based upon the meeting and exceeding of all basic course requirements and guidelines. Such work includes well-articulated, consistently thorough and thoughtful contributions in relation to course learning activities and assignments. Original and creative engagement of course topics and subject matter is demonstrated. Mastery and grasp of course concepts is likewise demonstrated in thought-provoking manner through appropriate and well-crafted written and verbal communications.

**“B” grade equivalent** is based upon the meeting of all basic course requirements and guidelines. Such work includes well-articulated and thoughtful contributions on many course issues and in relation to most learning activities and assignments. Course concepts are clearly understood and employed in thorough and in some instances creative manner, although some opportunities to fully develop and explore available opportunities remain missed.

**“C” grade equivalent** (undergraduate) is based upon the acceptable meeting of all course requirements and guidelines but little or nothing more. A basic understanding of key course concepts is demonstrated although frequently with room remaining for additional elaboration or better-crafted engagement or application.

**No Credit** is based upon not meeting or fulfilling minimum course requirements. Contributions are either incomplete or prepared with undue haste. The student’s mastery of course concepts remains uncertain due to grossly inaccurate, superficial or vague representations or poorly crafted or ill-considered contributions to course learning activities.

### ***AUM Honor Code***

In the tradition of Douglas McGregor, students and faculty pledge to apply a high degree of intellect and academic skills in a search for knowledge and understanding, predicated upon a foundation of accountability, participative leadership, and social responsibility. We believe a learning community accomplishes its purpose by working toward the shared goal of academic excellence through honesty, integrity, critical self-reflection, and pride in academic achievement. The relationships among faculty and students who engage fully in the academic enterprise

ensure the integrity of the learning process and affirm the core tenets of the Antioch University Midwest Academic Honor Code.

### ***Behavioral Standards of Conduct***

Students are expected to conduct themselves in a manner that is conducive to the educational process. This policy pertains to the violation of student behavioral standards of Antioch University Midwest. Separate policies deal with plagiarism, sexual harassment and sexual offenses.

The following conduct may be grounds for probation, suspension, or dismissal from AUM:

- Disruptive, abusive, or otherwise inappropriate behavior.
- Unauthorized consumption of alcoholic beverages on campus.
- Bearing of firearms or other weaponry.
- Behavior that poses a threat to the well-being of fellow students, faculty, or staff.
- Conviction of a serious crime that may pose a threat to the public.
- Other conduct determined by the behavioral standards committee to be disruptive to the educational process or to the well-being of the Antioch University Midwest community.

#### **Committee make-up:**

The behavioral standards committee is a standing committee consisting of the following members: a faculty member from the School of Education, a faculty member from the School of Liberal and Professional Studies, and the Registrar. When an incident arises involving a student, the student's advisor will join the committee as a non-voting member for the duration of that incident's investigation.

#### **Procedure:**

The following procedure will be followed in situations where a student may be deemed in violation of this policy:

- Anyone who becomes aware of a situation that potentially poses an immediate threat to students, faculty, staff, or the public should follow the procedures outlined in the Emergency Response Plan.

- Anyone who becomes aware of student behavior that may be in violation of this policy should inform a member of the student behavioral standards committee or any other AUM employee, who will forward the concern to a member of the committee. Such notification should take place as quickly as possible, but no later than two weeks from the date of the alleged incident.
- A member of the committee will meet with the witness and consult other appropriate individuals in order to gather information about the incident. The committee will determine whether there are sufficient grounds for the committee to consider further investigation. The incident may be dismissed at this time with no further notification. The witness will receive notification from the committee regarding the committee's decision to pursue the issue or to dismiss it.
- If the committee finds sufficient grounds to investigate further, the student potentially in violation of the policy will be notified in writing of the committee's decision to proceed and will be scheduled to meet with the committee. This communication will outline the nature of the alleged incident, and will specify any information being requested by the committee. The purpose of such a meeting, which is restricted to the student and members of the student behavioral standards committee, is for the student to learn of the facts of the case as understood by the committee and to present his or her perspective, and for the committee to gather additional information regarding the incident. Reasonable efforts will be made to hold a meeting at a time or in a manner that will enable student participation. If a student chooses not to participate in this meeting, the committee may proceed with its deliberations in the student's absence.
- The committee will reach a decision within one week from the date of the meeting as to whether any disciplinary action will be taken or whether the allegation is dismissed. This decision will be communicated in writing to the student, and a copy will be retained in confidential files in the Registrar's office.

### **Potential Disciplinary Actions Related to this Policy:**

Students whose conduct is determined by the behavioral standards committee to be unacceptably disruptive to the educational process will be sanctioned. The following actions may be applied:

- Behavioral probation: Student is allowed to remain enrolled but limitations may be imposed on current or future registration. Student is warned that any additional violation of the behavioral standards policy will result in suspension or dismissal. This status will remain in place until the student graduates or withdraws from the university.
- Suspension: Student is administratively withdrawn from his or her studies for a set period of time. Student is eligible to resume his or her studies upon expiration of the suspension period.
- Dismissal: Student is administratively withdrawn from his or her studies without eligibility to resume his or her studies.

A decision reached by the behavioral standards committee is final and may not be appealed. If a student who is sanctioned feels that the above process was not followed, he or she may challenge this process through the student grievance policy. A grievance must be filed within 30 calendar days of the committee's decision.

If the president, vice president and executive deans agree that a student who is believed to be in violation of this policy poses an immediate threat, he or she may, without a committee review, suspend a student for a period of up to twenty days. Such action must be reviewed by the student behavioral standards committee prior to the expiration of twenty days. The student behavioral standards committee will follow the procedure described above if sufficient grounds are found for formal action by the committee.

*This process does not follow a judicial model but instead is established to assure fair and equitable treatment within an academic setting. Standards for behavioral conduct are in no way intended to abridge or constrain the free speech and inquiry to which the school is dedicated.*

### **Course Repeat Policy**

Students may pay for and repeat any course previously taken for which the student received a No Credit evaluation. Students will work with their faculty advisors to identify the appropriate academic quarter for the student to register for the repeated course. Both courses will remain on the student's transcript. Repeating a course may extend the student's time for certificate or degree.

Failure to complete a repeated course on the second attempt will result in the student being placed on academic probation or withdrawal, based on faculty recommendation. Failure to successfully complete a repeated course on the third attempt will result in automatic withdrawal from the program.

While undergraduate students may normally repeat once any course previously taken, they may petition for a third attempt to satisfy certificate or degree requirements. Students must document the measures that they have taken to ensure success on the third round. A third attempt must be recommended by the faculty advisor and department chair, and approved by the dean. If a third attempt is approved, the student signs a learning contract indicating understanding of and agreement with what is required for continued enrollment in the program.

The above course repeat policy does not apply to a course for which a No Credit grade was issued as a sanction due to a violation of the university's Plagiarism policy. Such a course may be repeated only upon recommendation by the faculty advisor and department chair and approval by the dean.

### **Good Standing Policy**

To be considered in good academic standing, a student must be making satisfactory academic progress. Financial accounts must also be in good standing, with all fees paid and all financial aid materials filed and signed. Students not meeting these standards may be suspended for one quarter, or withdrawn, as determined by the Director of the Academic or Administrative Department noting the violation.

Appropriate supporting documentation, including letters to government and fiscal agencies that indicate University support and responsibility are furnished to students in good standing. Only students in good standing will be permitted to continue degree programs. Lack of academic progress may result in withdrawal before the completion of the academic program, and will not be considered grounds for refund of tuition.

### *Graduation and Commencement Policies*

A student's graduation date falls on the last day of the academic quarter in which all degree requirements have been met. When a student completes the work required by the academic program (evaluations for all courses or learning components, all required documentation, and if required, thesis approved for binding), the student's academic file will be audited by the Registrar's Office to make certain that the permanent record is complete. Only then can a final transcript and diploma be generated.

The student must declare his/her intention to complete his/her program as s/he enters what is anticipated to be their second to last quarter. This is accomplished on the Graduation Application form, which is available in the Registrar's Office for local students, and provided by the program office of the distance programs. If required by the student's graduate program, s/he must have attained candidacy status and/or expect their thesis to be approved for binding.

It should be reasonable to anticipate completing all academic work during this two-quarter period. In order to graduate, the following steps are taken:

1. The student must submit to the Registrar's Office a completed Graduation Application form and pay the graduation fee. This should take place in the second to last quarter.
2. The student must make certain that his/her student account is paid in full (including the graduation fee).
3. If receiving financial aid, the student must conduct an exit interview with the Financial Aid Office (which can be accomplished on-line on our web site).

When the above criteria have been met, students can expect to receive his/her final transcripts and diploma within one month of completing degree requirements. Diploma covers are provided at the commencement ceremony.

### **Commencement**

Students who have successfully completed all requirements in their academic program are encouraged to participate in the annual commencement ceremony in the summer. Additional information regarding times, announcements, regalia, etc. can be obtained from the Student and Alumni Services Division. Students should finalize these arrangements at least two months prior to the scheduled commencement ceremony.

### *Incomplete Grade Policy*

The grade of Incomplete (INC) may be assigned at the discretion of an instructor, provided that three criteria are met:

1. There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for other students in the class. A student's desire to avoid an unsatisfactory evaluation is not a legitimate reason to award an incomplete.
2. The student has been passing the course at the time that the Incomplete is awarded.
3. Only a small segment of work remains, such that it can be completed with little or no additional instruction from the faculty member and within the time frame established by AUM.

### Instructor-Initiated Incomplete

An instructor may assign an incomplete if the student has turned in all work and has completed all course requirements, but a portion of the student's work is unacceptable and needs to be improved before credit can be awarded. The instructor enters an Incomplete on the narrative evaluation form and specifies the criteria by which the student may satisfy course requirements.

In a case of suspected academic dishonesty where the instructor has not reached a final determination by the time a final grade is due, a grade of Incomplete may be appropriate. The above reporting criteria will apply except that only award of Incomplete need be recorded; specifics will be recorded as specified in the plagiarism policy.

#### Student-Initiated Incomplete

Students who are unable to complete all requirements by the end of the course may request an Incomplete (INC) by completing and submitting to the instructor the Incomplete Request Form on or before the last day of the class. The instructor will assess the request against the criteria listed above. If the request is approved, the instructor will complete a narrative evaluation form that documents the INC and specifies the work to be completed and the deadline for submission.

#### Deadlines

The amount of additional time a student is allowed to make up incomplete work should serve to accommodate the student while being fair to the other students in the course. Unless an instructor or academic unit sets an earlier deadline, the general deadline for making up Incomplete grades from the previous quarter is two weeks prior to the end of the following quarter. The specific date for each term is indicated on the Registrar's Academic Calendar.

The burden of removing the Incomplete is on the student. The instructor will maintain reasonable availability, but is under no obligation to be accessible at specific times. Students should plan to complete their make-up work and satisfy the Incomplete requirements well in advance of the deadline.

#### Met Incomplete Requirements

After the course work is completed at a satisfactory level, the instructor assigns Credit on a Change of Grade form and an updated narrative evaluation, which are submitted to the Registrar by the academic program office for processing by the end of the quarter.

#### Unmet Incomplete Requirements

If the required work is not completed by the due date, the INC will convert to NC at the end of the quarter. **Incompletes that have changed to No Credit will not be changed to Credit at a later**

**date.** In order to obtain credit for a course in which a student has received a No Credit, the student must register in, pay for, and satisfy all requirements of the course again.

#### Impact of Incomplete on Satisfactory Academic Progress

A grade of INC counts negatively toward the satisfactory academic progress standard. In other words, the course for which a student has an incomplete is included in the calculation of attempted and completed credits for the purpose of assessing satisfactory academic progress.

#### Notes on "In-Progress" courses:

1. Grades of "In Progress" (IP) are assigned when the course is not finished by the end of the term, and there is no expectation that the student will have earned credit.
2. Students have three additional quarters from the end of the term in which the student initially registered for the course to complete a course with a grade of IP. For example, a student who registers for EDL690 Internship in Fall 2010 has until the end of Summer 2011 to post credit.
3. Work to complete a course with a grade of IP is due to the instructor no later than two weeks before the end of the third additional quarter.
4. Courses with grades of IP will convert to No Credit at the end of the grading period of the third additional quarter if credit is not posted by that time. Students may not request an incomplete for courses with grades of IP.

### *Plagiarism Policy*

Antioch expects its students to observe appropriate conventions of source citation, so that any use students make of others' work is duly attributed to the originators of that work. Student work should leave no ambiguity about which ideas, words, images, performances, etc., originate with the student and which have been taken from other sources. This expectation applies without regard to whether the source material used is protected by copyright.

Operational Definition of Plagiarism: to steal and pass off the ideas or words of another as one's

own: use another's production without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source.

#### *Forms of Plagiarism:*

Minimal plagiarism is defined as doing any of the following without attribution:

- substituting synonyms into the original sentence rather than rewriting the complete sentence.
- reordering the clauses of a sentence.
- imitating the sentence, paragraph, or organizational structure, or writing style of a source.
- using a source's line of logic, thesis or ideas.
- inserting verbatim word, phrases, sentences, or longer passages from a source.
- combining paraphrasing with verbatim sentences to create a paragraph or more of text.

Substantial plagiarism is defined as doing any of the following without attribution:

- repeatedly and pervasively engaging in minimal plagiarism.
- submitting or presenting someone's complete published or unpublished work.
- submitting another student's work for an assignment, with or without that person's knowledge or consent.
- downloading a term paper from a web site. buying a term paper from a mail order company or web site.
- reusing or modifying a previously submitted paper for a present assignment without obtaining prior approval from the instructors involved.

#### *Procedures for Dealing with Plagiarism*

When a faculty member has reason to believe that plagiarism has occurred, the following procedures should be carried out:

- Gather the evidence that confirms plagiarism. In cases where plagiarism cannot be firmly established, the professor is encouraged to meet or communicate with the student to obtain sources or to determine the student's familiarity with the paper that he or she submitted.

- Faculty should alert the chair of a suspected incident of plagiarism.
- Meet or communicate with the student to discuss the incident. In this process, the following should be addressed:
  - Describe the evidence that confirms that plagiarism occurred.
  - Listen to the student's response.
  - Review what plagiarism is, why it is unacceptable in a scholarly community, and how to cite sources properly.
  - Review the University's plagiarism policy and procedures with the student.
- If the faculty member is satisfied that plagiarism did not occur, he or she should inform the chair in writing.
- If the faculty member concludes that plagiarism did occur, faculty should contact the Registrar to determine if this is the student's first offense. Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of plagiarism in the case under scrutiny.
- Complete and submit the Plagiarism Report form, attach the assignment and the plagiarized sources and submit to the chair. The chair will review and will forward all materials to the Registrar.
- When writing the course evaluation, the faculty should make no reference to charges or suspicions of plagiarism or academic dishonesty in the student's course assessment or official academic record.

#### *Process for Documentation of Student Responses, Appeals, and Grievances:*

- After receiving a copy of the Plagiarism Report, a student may comment on the report and submit those comments to the Registrar's Office and/or appeal the results.
- A student may appeal the decision documented on the Plagiarism Report through the Academic Appeals process.

#### *Consequences of Committing Plagiarism First Offense of Plagiarism –*

Minimal Plagiarism: The student is required to meet or communicate with faculty to discuss the act of plagiarism. At the faculty's discretion, assignments may be rewritten and resubmitted. A record of all plagiarism instances will be

documented and submitted by the faculty to the Registrar.

**Substantial Plagiarism** - The student receives a failing grade on the assignment that has been plagiarized, and a Report of Plagiarism is submitted to the Registrar.

**Second Offense of Plagiarism** – The student receives a failing grade for the course in which the plagiarism occurred and a Report of Plagiarism is submitted to the Registrar. Student may be withdrawn from the program. In that case, the student may follow the appeals process to petition to remain in the program.

**Third Offense of Plagiarism** – The student receives a failing grade for the course in which the plagiarism occurred, will be withdrawn from the program, and a Report of Plagiarism is submitted to the Registrar. The student may follow the appeals process to petition to remain in the program.

**Note :** *Withdrawal from a course will not prevent the documentation process for plagiarism.*

### ***Professional Development Credit Policy***

Antioch University Midwest offers a wide range of opportunities for professional development, particularly for educators. These courses do not apply toward a degree (undergraduate or graduate) at AUM. Courses that appear on the transcript with the following prefixes are for professional development only: BCE, CED, CEDH, CEDU, CIED, CLEDU, CPD, GCCE.

### ***Policy on Research with Human Participants***

Antioch University Midwest policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee (HPRRC). These rules are in place to protect the human participants, the researchers, and the institution. See the Registrar's Office or the Human Participants Research Review Committee for complete policy and procedures.

### ***Satisfactory Academic Progress Policy***

To be considered in good academic standing, students must successfully complete 75% or more of their total attempted institutional credits by the end of each quarter. At the undergraduate level, students who do not meet this standard will be placed on academic warning for one quarter prior to being placed on probation. At the graduate level, students who do not meet this standard will be placed on probation. All students who are on academic probation have one quarter to successfully complete 75% or more of their total attempted institutional credits. Failure to do so will result in academic withdrawal from the institution.

A status of academic warning or academic probation may not be appealed by the student or by the faculty. Students who are recommended for withdrawal may present a written appeal to the Registrar's office if they feel they have documentation of extenuating circumstances that would merit an additional quarter on academic probation. Such appeals must be received no later than two weeks (14 days) after the date of the withdrawal letter. Appeals will be considered by the Appeals committee. Decisions by the Appeals committee are final and may not be appealed.

### **Undergraduate Students**

- All active students are reviewed by the Registrar's office at the end of each quarter upon receipt and input of final grades.
- Students in good standing who successfully complete 75% or more of their total attempted institutional credits remain in or return to good standing.
- Students in good standing who complete less than 75% of their total attempted institutional credits are placed on academic warning.
- Students on academic warning who complete less than 75% of their total attempted institutional credits are placed on academic probation.
- Students on academic probation who complete less than 75% of their total attempted institutional credits are recommended for withdrawal.

## **Graduate Students**

- All active students are reviewed by the Registrar's office at the end of each quarter upon receipt and input of final grades.
- Students in good standing who successfully complete 75% or more of their total attempted institutional credits remain in or return to good standing.
- Students in good standing who complete less than 75% of their total attempted institutional credits are placed on academic probation.
- Students on academic probation who complete less than 75% of their total attempted institutional credits are recommended for withdrawal.

## **Impact of IP, INC and Ws**

Courses with grades of IP (in progress) are excluded from the review. Grades of INC represent credit not yet successfully completed and therefore count negatively in the SAP review.

As a general rule, students may withdraw from a course without penalty and without negative impact on Satisfactory Academic Progress. However, a student who withdraws from one or more courses each quarter during three consecutive quarters may be considered to be failing to achieve Satisfactory Academic Progress and may be placed on Academic Warning or Academic Probation.

## **Procedures**

Students who are placed on academic warning or academic probation status or who are being recommended for withdrawal will receive a letter from the Registrar's office with a copy to their faculty advisor at the start of the subsequent quarter. The faculty advisor is strongly encouraged to meet with the student early in the quarter to develop a plan to address the difficulties that have led to the warning or probation status.

**Note:** Academic programs have the right and the responsibility to conduct their own qualitative evaluation of students in their programs. At faculty discretion, a student may be placed on probation, and must develop a learning contract with the program which outlines the steps s/he

must take to avoid being withdrawn from the program.

## ***Transcript and Diploma Policies***

The official transcript is issued by the Registrar and is a chronological listing of attempted and earned credits. Students may request that any or all of the student's narrative evaluations accompany his/her transcripts. Upon completion of the program, the Registrar will send a complimentary copy of the final transcript, with the diploma, to the student.

Before cumulative records can be mailed as a transcript, all documentation materials must be on file in the Registrar's Office. This means that every entry of credit earned or of requirements met must be supported by a properly certified statement of credit awarded.

## **Transcript Requests**

Official transcripts of academic work completed at Antioch University Midwest may be requested by (1) completing the transcript request form in the Registrar's Office, (2) mailing the [transcript request form](#) and fee to the [Office of The Registrar](#), or (3) by sending a written request to the Registrar's Office which includes name (as it appeared while attending), social security number, dates of enrollment, whether or not narrative evaluations should accompany the transcript, the full name and address where the transcript should be sent, and a check, money order, or credit card account number and expiration date to cover the transcript fee.

## **Transcript Fees**

\$5.00/each via first class mail  
\$10.00/each for same day service (in person)  
\$25.00/each for overnight service

Note: all fees are subject to change

## **Diplomas**

The degrees conferred by Antioch University are titled Bachelor of Arts, Master of Arts, or Master of Education. The diploma does not name the specific field of concentration, although it appears on the official transcript. The diploma and the

final transcript are sent to the address on the Graduation Application.

**Note: Neither transcripts nor diplomas will be released until all financial obligations to the school have been cleared.**

### ***Transfer Credit and Course Substitution Policy***

The intent of this policy is to maintain best practices in applying transfer credits and to ensure the academic integrity of Antioch University Midwest's academic programs.

1. Antioch University Midwest may credit prior learning achieved through coursework taken for academic credit at a regionally accredited institution or at a post-secondary educational institution approved by comparable accrediting bodies. Coursework taken at institutions without regional accreditation will be reviewed for transfer eligibility on a case-by-case basis by the Registrar, in consultation with the academic programs.
2. AUM may also grant credit for prior learning gained through various other life experiences. No credit will be awarded merely for undocumented life experiences, regardless of how subjectively valuable they may have been. Antioch University Midwest may award credit that is consistent with the student's degree requirements or degree plan for the demonstrated learning achieved through prior experience only.
3. The maximum transfer/prior learning credits that may be awarded toward a master's degree for learning earned outside of Antioch University may not exceed 25% of the total credits of AUM's master's degree program. Individual academic programs at Antioch University Midwest are free to narrow these transfer practices (e.g. accepting fewer than 25%), but may not expand them.
4. Only undergraduate courses with a grade of "C" or better (2.0 on a 4.0 scale) and graduate courses with a grade of "B" or better (3.0 on a 4.0 scale) are eligible for transfer.
5. Earned credits from any academic institution that have already been applied toward an earned bachelor's degree at any institution cannot be credited toward an Antioch University bachelor's degree.

6. Earned credits from any academic institution that have already been applied toward a graduate degree at any institution cannot be credited toward an Antioch University graduate degree.
7. Undergraduate credits can not be applied toward graduate certificates or degrees, except as specified in articulation agreements.
8. All decisions regarding course substitutions and waivers of specific degree requirements are at the discretion of the chair of the program.
9. Regardless of the number of prior learning credits awarded, all students in all programs must complete the total number of credits required for the approved degree program. If prior learning results in a degree requirement being waived, students must complete additional course work to earn the total number of credits required for the approved degree program, except as specified in articulation agreements.
10. To be eligible as transfer credit, graduate credit must have been earned no earlier than 5 years prior to matriculation at AUM. There is no time limit on eligibility for transfer for undergraduate credit.
11. Courses taken at Antioch University as a non-matriculated student within five years of matriculation will automatically be applied to a student's program (if relevant to the degree) and are not considered transfer credits.
12. Credits earned at other Antioch University campuses is considered institutional credit and is not subject to transfer limits applied to non-Antioch credit.

## **GENERAL ADMINISTRATIVE POLICES**

### ***Acceptable Use of Technology Policy***

Antioch University (AU) values technology as a means of communicating information and ideas to the University community and the world. In keeping with the University's commitment to utilizing technology in teaching and learning, this policy provides direction in the appropriate use of all forms of electronic resources.

## General Policies

- Access to and use of AU electronic resources may be restricted or revoked in cases of misuse or repeated abuse.
- AU reserves the right to limit access to its electronic resources when applicable University policies, state and/or federal laws or contractual obligations are violated.
- The University does not, as a rule, monitor the content of materials transported over the University's network or information posted on University-owned computers and networks, but reserves the right to do so. Although the University does not typically block access to online content, it reserves the right to do so in cases where online content or activity diminishes the capacity of the AU network, where there is a threat to AU or its core academic mission, or where there is a reasonable cause to do so.
- AU provides reasonable security against intrusion and damage to files stored on the central computing facilities, but does not guarantee that its computer systems are secure. AU is not responsible for unauthorized access by other users, nor does the University guarantee protection against media failure, fire, floods, or other natural or man-made disasters.

## Censorship

Free expression of ideas is central to the academic process. AU computer system administrators will not remove any information from individual accounts unless the system administrator finds one or more of the following:

- The presence of the information involves illegality (e.g., copyrighted material, software used in violation of a license agreement).
- The information in some way endangers computing resources or the information of other users (e.g., a computer worm, virus, or other destructive program).
- The information is inconsistent with the mission or policies of the University.
- The information involves the use of obscene, bigoted, or abusive material, or is intended to harass or defame another individual.

Users whose information is removed will be notified as soon as is feasible, unless such notice is contrary to the interests of the University.

## Sanctions

Violation of the policies for legal and ethical use of computing resources will be dealt with seriously. Violators are subject to the normal disciplinary procedures of Antioch University Midwest. The loss of computing privileges may result. Illegal acts involving AU computing resources may also be subject to prosecution by state and federal authorities.

## Reporting and Response to Violations

Members of the AU community who believe they have witnessed or been a victim of a violation of the University's Policy on Acceptable Use of Electronic Resources should file a complaint with the appropriate University office as follows:

- Students and faculty members should report suspected violations of this policy to the Academic Dean on their campus.
- Staff should report violations to their supervisor.

## *Antioch University Midwest Classroom Policies*

Classroom policies (that which is explicitly allowed or disallowed in a classroom) are largely under the authority of the individual instructor teaching the course. This authority extends to, among other areas:

- Laptop computer usage during class
- Cell-phone usage during class
- Appropriateness of food and drink during class
- Means of contact outside of class

These and other guidelines for classroom interaction may be outlined on the syllabus, or may be communicated by the instructor as the need arises.

There are other areas where the university has established guidelines to which instructors must adhere. This includes the following:

- Children on campus: Antioch University Midwest is an adult educational environment in which discussion is central to learning.

Our contractual obligation with each student demands that we provide an environment that facilitates and supports such discussion. Imposition of children in this environment violates this express contract. Students and faculty are expected to make child-care arrangements so that children are not brought to campus during scheduled instructional sessions. Exceptions may be requested in the event that a student would like to bring an older child to hear a speaker; however, the student must obtain the agreement of each class member as well as the faculty member prior to bringing the child to class.

- Alcohol during class time: Faculty and students are prohibited from introducing alcoholic beverages into scheduled instruction activities. Any social event that would include alcoholic beverages must fall outside the regularly scheduled class meeting time and must not involve planned instructional activities.

### *Computing Recommendations*

#### **Internet Connectivity:**

Particularly for distance, hybrid, and heavily computer-mediated courses, consistent and reliable access to a high-speed (i.e. cable / DSL) Internet connection is strongly recommended. Slower modem connections via telephone lines (56K modems) may result in frustration with the amount of time it takes to remain productive online.

#### **Computer Hardware / Operating System:**

- Mac or \*Windows PC with a minimum of 1 GB of RAM; 2 GB preferred.
- PC - Windows XP or higher
- Mac - OS 10.4 or higher
- Older operating systems and computers with less memory (RAM) and processing power may function and meet your basic needs for computing. However, it is difficult for Antioch to support all systems historically.

#### **Office Productivity Software:**

Any word processing program that saves and opens text files and that saves in multiple file formats (AU Midwest recommends that faculty and students trade files in DOC format to prevent incompatibilities). A good choice for students in general is a current office suite package such as Microsoft Office that includes word processing,

presentation, spreadsheet, and other useful software.

#### **Internet Browsers:**

Most of AU Midwest's technologies are accessible through a web browser, so having a supported browser on your home computing system is critical. Antioch supports the following browsers:

##### Windows:

- Internet Explorer 6 or higher
- Firefox 2 or higher

##### Mac:

- Firefox 2 or higher
- (Safari is not supported with Antioch Sakai)

### *Consensual Sexual Relations Policy*

Antioch University affirms that it is the policy and intent of the institution to establish and maintain an environment which is conducive to its educational mission. Relationships between Antioch employees, who are responsible for maintaining a supportive learning environment, and students, are crucial to the learning process. Consensual sexual relationships, which add an additional role to the teaching/learning function, create the potential to distort or inhibit the learning environment for the student involved as well as for other students in the same program.

Therefore, Antioch University requires that its faculty, staff, and administrators refrain from initiating or entering into a consensual sexual relationship with any student over whom they have an evaluative position (i.e. where one of them has, or could have, the responsibility to teach, evaluate, supervise or advise the other). Because it is so crucial to maintain appropriate educational role boundaries, Antioch will consider it a potentially serious breach of professional ethics if a faculty member, administrator, or staff member initiates or enters into such a relationship with a student.

Sometimes a relationship exists prior to one of the parties entering the educational institution. In that case, faculty member, staff member or administrator involved should discuss the situation with his or her supervisor and arrangements should be made so that the employee will not be directly involved in an

evaluative relationship of any kind with the student. To conceal such a preexisting relationship would create the same situation as to initiate a new one and hence would also be considered a potentially serious violation of professional ethics.

Complaints about consensual sexual relationships will be responded to promptly and equitably. The rights to confidentiality of all members of the Antioch community will be respected in both informal and formal procedures insofar as possible. There will be no reprisal or retaliation against individuals for bringing complaints, in good faith, of consensual sexual relationships, or reprisal against any individual accused and later found not to be in violation of this policy. Lodging of such a complaint is a serious matter and will not be taken lightly; deliberate false allegations will be considered professional misconduct and may be subject to appropriate sanctions.

### *Drug and Alcohol Policy*

As required by the federal Drug-Free Schools and Communities Act of 1990 and the Drug-Free Workplace Act of 1988, Antioch University prohibits the illegal possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as any part of any of its activities. Such conduct will result in disciplinary sanctions up to and including expulsion, termination of employment and/or referral for prosecution.

As Antioch University is a recipient of funding from the federal government, all students and employees are required by federal law to abide by this prohibition as a condition of their enrollment or employment at Antioch. In addition, an employee is required to notify his or her supervisor within five working days of any conviction for violation of any criminal drug statute occurring in the workplace. In the case of an employee, the University will notify all federal contracting or granting agencies of such conviction within ten days after receiving notice thereof. Any employee or student convicted under a criminal drug statute for conduct in the workplace will be subject to the following:

1. Participation in a drug rehabilitation program approved by Antioch;

2. Suspension, without pay, from employment until satisfactory progress has been made in a drug rehabilitation program; or
3. Immediate dismissal from enrollment or employment at Antioch.

### *Email Policy*

All students, staff, and faculty will be assigned Email accounts and may have general access to the system as long as they maintain their relationship with the university.

Alumni will normally be allowed to maintain and use their Antioch Email accounts after graduation if the account is in active usage. Students who leave the University without graduating will have their Email accounts disabled after an appropriate period of time. These accounts and their contents will be deleted one month after access has been disabled.

A person's access to the Email system may be suspended if their use contravenes any provisions of this policy or of the university's Acceptable Use Policy, or at the request of the appropriate authorities within the senior administration of the university.

### **Use of the Antioch Email System**

Antioch University email is provided for purposes related to the University's mission of education, research, and public service. Email should be used for purposes related to studies, instruction, discharge of duties as employees, official business with the University, and other University-sanctioned activities. Incidental personal use of email is allowed only if that use does not interfere with the primary purpose of the system, does not interfere with the individual's primary job function, and does not cause any appreciable additional or direct cost to the university.

The email system is an official means of communications for Antioch University. The university will consider faculty, staff or students to be duly informed and in receipt of notifications and correspondence sent by the university to user email accounts. Faculty, staff and students should frequently access their university assigned email account for official information.

The email system will not be used for:

- Sending documents in violation of copyright laws.
- Sending messages to harass or intimidate others or to interfere with other people's legitimate use of the email system.
- Constructing an email communication so it appears to be from someone else (i.e. "spoofing").
- Sending an excessive number of unsolicited email messages (spam) or participating in electronic chain letters.
- Any purpose restricted or prohibited by federal, state, or local laws or regulations.

### **Privacy and Confidentiality**

An email account may only be used by the person to whom it is issued. Each person issued a password for accessing their account is required to keep the password secure and confidential (i.e. not share it). If a person suspects that their password has been compromised they should change their password immediately. A person is responsible for any email sent from their email account.

Email sent to email addresses outside the Antioch email system is not considered to be secure. Therefore email sent outside the Antioch email system should not be used for transmitting confidential information (for example social security numbers or passwords) unless that information is encrypted.

### ***FERPA (Student Privacy Rights) and Directory Information Policy***

Antioch University Midwest affirms its commitment to adhere to the guidelines of this federal policy. This act gives students certain rights with respect to their educational records. They are:

1. The right to inspect and review their education records
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. The right to consent to disclosure of personally identifies except to the extent that FERPA authorizes disclosure without consent (example-directory information)
4. The right to secure a copy of the school's student records policy from the Student & Alumni Services Division.
5. The right to file complaints with the Department of Education concerning alleged failures by institutions to comply with the act.

At its discretion, Antioch University Midwest may release public or directory information in accordance with the provisions of FERPA. Students who wish directory information to be withheld must inform the Registrar's Office in writing. Antioch University Midwest defines directory information as name, address, telephone, dates of attendance, campus of enrollment, Antioch email, withdrawal or graduation dates, degrees conferred and major fields of study.

Requests for non-disclosure of public or directory information will be honored for the current academic year; therefore, authorization to withhold public or directory information must be filed annually with the Registrar.

***Note: Your name will not be published in the commencement program if you request non-disclosure during the academic year of your graduation.***

### ***Intellectual Property Policy***

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Antioch University. This policy clarifies individual and institutional copyrights, patent rights, and related intellectual property rights associated with ownership and with the distribution of benefits that may be derived from the creation of various types of intellectual property. This policy applies to all full- or part-time employees who may create intellectual property within the scope of their employment while under contract with Antioch University. This policy also clarifies rights pertaining to students' academic creations.

Ownership of the various rights associated with copyright and patent are dependent upon the

specific type of intellectual property involved. Antioch University asserts a limited ownership interest in some of these rights to the extent set forth below. Unless otherwise provided for under this policy, rights associated with works produced as "works-made-for-hire," works supported by a direct allocation of funds through the university for the pursuit of a specific project, works commissioned by the university, or other works that make "substantial use" of institution resources or personnel, as well as patents through assignment belong to Antioch University. As further set forth below, where the university owns rights to particular intellectual property, the creator is entitled to share in the royalties generated by that property.

In keeping with the norms of academic tradition, except to the extent set forth in this policy, Antioch University does not claim ownership to pedagogical, scholarly, or artistic works. These works encompass those of students created in the course of their education, such as dissertations, papers and articles. The university claims no ownership in popular nonfiction, novels, textbooks, poems, musical compositions, unpatentable software, or other works of artistic imagination which are not institutional works and did not make significant use of university resources or the services of university non-faculty employees working within the scope of their employment.

### *Library Circulation Policy*

Library Circulation Policies are subject to change. Please contact the library by phone at (937) 769-1889 with any questions regarding circulation policies.

#### Maximum Items

- Faculty may have a total of 50 items (OhioLINK & Antioch University) checked out at a time.
- Students and staff may have a total of 25 items (OhioLINK & Antioch University) checked out at a time.

#### Loan Periods

- OhioLINK Materials
  - Books are checked out for 21 days.

- Non-book materials are checked out for 7 days.
- Antioch University Materials
  - Books are checked out for 21 days.
  - Non-book materials are checked out for 7 days.
  - Reserves are determined on a case-by-case basis.
  - Antioch University journals, theses and reference materials cannot be checked out.
- Faculty, staff and students are responsible for returning items by the due date.

#### Overdue Fines & Fees

- OhioLINK Materials
  - A \$.50 overdue fine is assessed per item, per day up to 30 days (\$15.00).
- Antioch University Materials
  - A \$.50 overdue fine is assessed per book, per day.
  - A \$1.00 overdue fine is assessed per non-book item, per day.
- If any item (OhioLINK & Antioch University) is overdue for 30 days or more, the patron will receive a replacement bill of \$125 per item, reduced to \$50.00 upon return of the item.
- If a patron incurs \$10.00 or more in fines (OhioLINK & Antioch University), library privileges will be suspended until the fines are resolved.
- If a patron incurs \$125.00 or more in fines (OhioLINK & Antioch University), the librarian will place a library hold on the patron's account, preventing subsequent registration and release of transcripts until the fines are resolved.
- Faculty, staff and students are responsible for lost or damaged items.

#### Renewals

- Books (OhioLINK & Antioch University) can be renewed up to 4 times at 3 weeks per renewal, if another patron has not placed a hold on the book, for a total maximum borrowing period of 15 weeks.
- Non-book materials (OhioLINK & Antioch University) cannot be renewed.

## Requests

- Faculty, staff and students may have a total of 10 requests (OhioLINK & Antioch University) at a time.

## Student Grievance Policy

If students feel that they have received unfair or inequitable treatment from a member of Antioch University Midwest's faculty or staff, or feel that institutional policies pertaining to them have not been followed, they may choose to engage in the formal grievance procedure. Please note: this process is separate from the academic appeals process, which students follow to dispute the awarding of credit in an academic course (please see p. 83.)

### Grievance process:

(a) In the event a student has a grievance, the first step is to attempt to resolve the issue with the individual(s) involved.

(b) If this is not satisfactory, the student should meet with the individual's supervisor to discuss the grievance. This discussion should happen as soon as possible but in all cases within three weeks of the precipitating incident.

(c) If a means of resolving the situation cannot be reached with the individual's supervisor, the student should present a written grievance to the dean of the involved area (the School of Education, the School of Professional and Liberal Studies, or Student and Alumni Services) no later than three weeks after the discussion with the individual's supervisor. The dean will determine whether a meeting with the student is required for clarification or to gather additional information. Note: if the individual's supervisor was one of the three deans, the written grievance may be addressed to one of the other deans, chosen to minimize conflict of interest.

(d) If after such intervention the student remains dissatisfied by the resolution, the student may make an appeal in writing to the President of Antioch University Midwest, to be received no later than three weeks after the meeting with the dean. The decision of the President is final.

**Note: the Registrar's office can assist students in determining supervisory structures or alternative deans, if necessary.**

## Sexual Harassment Policy

It is the policy of Antioch University Midwest to create and maintain an environment for students, faculty and employees, which is optimally conducive to learning and to positive working conditions. Such an environment must be free from sexual harassment.

### Definition of Sexual Harassment

Sexual harassment includes a wide range of behaviors, from the actual coercing of sexual relations to the unwelcome emphasizing of sexual identity. It refers to behavior which is not welcome, which is personally offensive, and which debilitates morale and therefore interferes with individual or group effectiveness in a positive learning and working environment. Sexual harassment undermines the integrity of the relationship between faculty and student, supervisor and employee, or among co-workers

Antioch University Midwest, in accordance with University policy, uses the following definition issued by the Equal Opportunity Employment Commission in judging whether behavior constitutes sexual harassment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or student) standing.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual (or as the basis for decisions regarding student standing or academic evaluation of such individual).
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work (or academic) performance or creating an intimidating, hostile, or offensive learning or working environment.

Sexual harassment committed by administrators, faculty, staff or students toward any other members of the Antioch University Midwest community is specifically prohibited and may result in disciplinary action up to and including dismissal. (Faculty includes core, associate and adjunct faculty as well as faculty advisors and degree committee members.)

### *Smoking Policy*

This policy covers designated smoking areas on campus and has been established to comply with state laws; to maintain the appearance of campus; and to create an environment in which smokers and non-smokers can co-exist in harmony.

1. Smoking will be allowed in designated areas only (south of the main door beyond the pillars, north of the student/staff door beyond the pillars and north of the multipurpose room door beyond the pillars).
2. Designated smoking areas will be available on campus away from all doors and at minimum 25 feet away from the building.
3. In the designated smoking areas a covered and self-extinguishing receptacle will be available. To comply with the local fire code, the receptacles cannot be positioned under any overhangs. The receptacles will be beyond the pillars.
4. Covered and self-extinguishing receptacles will be available in various locations on campus (close to the parking lot or in it) to curb litter.
5. Permanent signage will be posted near main doors stating the location of the designated smoking areas and that smoking in non-designated areas is prohibited.
6. The policy is in compliance with the Ohio state law Revised Code Chapter 3794 and Administrative Code rule 3701-52 ([www.odh.state.oh.us](http://www.odh.state.oh.us)).

### *Weather and School Closing Policy*

Antioch University Midwest is always officially open during school hours. During periods of severe inclement weather, public emergency, or other crisis, the President, or in the absence of the President, a designee appointed by the

President, will make the decision to close the school. In periods of severe inclement weather, the decision to close the school on a normal workday will be made by 6:00 a.m.

#### **Monday-Friday**

1. The President or designee will contact the Receptionist who will ensure that the voice message is changed on the AUM voice mail system. The President or designee will also notify the mass media outlets as well as Executive Leadership Team.
2. The Executive Leadership Team will notify their Chairs and/or Administrators.
3. The Chairs and/or Administrators will notify the employees in their respective areas.

#### **Monday-Thursday Evening Classes**

1. The President, or if absent, the Executive Dean of the School of Education, will monitor weather conditions and will make the decision to close in the event of severe inclement weather. The decision will be made by 2:00 p.m.
2. The President or designee will contact the Receptionist who will ensure that the voice message is changed on the AUM voice mail system. The President or designee will also notify media outlets as well as the Executive Leadership Team and other direct reports.
3. The Executive Leadership Team will notify Chairs and/or Administrators who will inform employees in their respective areas.

#### **Saturday and Sunday**

1. The Executive Dean of the School of Professional and Liberal Studies or if absent, the Associate Dean, will monitor weather conditions and, with phone approval of the President, will make the decision to close in the event of severe inclement weather. The decision will be made by 5:00 a.m. if possible or during the day if weather conditions begin to pose a threat to drivers.
2. The President or designee will notify local mass media outlets and ensure that the voice message is changed on the AUM voice mail system.
3. The President will notify the Executive Leadership Team and direct reports.

4. The Executive Leadership Team will notify Chairs and/or Administrators who will inform employees in their respective areas.

## FINANCIAL AID

Antioch University Midwest is committed to helping students pursue and gain their educational goals. Many options for paying for those academic expenses exist, and AUM's Financial Aid Office is well-prepared to guide the adult student through this process. Antioch believes that the primary responsibility for financing education rests with the student; however, the Financial Aid Office welcomes the opportunity to explore with the student those options which best suit his or her situation.

Based on the Financial Aid Office's guidance, students are encouraged to apply for financial aid over the internet. Interested students may apply through the Antioch University Midwest web site at <http://midwest.antioch.edu/sas/fa/apply.html> or [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Loans form an essential part of all financial aid awards. Limited Title IV funds may be considered under very unusual circumstances.

To receive consideration for financial aid students must:

- Complete the financial aid process.
- Be accepted for enrollment.
- Make satisfactory academic progress.
- Be a U.S. citizen or an eligible non-citizen.
- Be registered for Selective Service, if required.
- Provide required documentation.
- Not be in default on a previous loan or owe a refund on a federal grant.
- Be enrolled for a minimum of 6 credit hours or half-time for undergraduate students or 4 credit hours for graduate students

In order to apply for financial aid, all students must complete the following:

- Free Application for Federal Student Aid (FAFSA).
- The Antioch University Midwest Financial Aid Request Form.
- Entrance Loan Counseling (New borrowers only) at <http://midwest.antioch.edu>; Office of Student Services; Financial Aid; Entrance Loan Counseling

**Note: These forms can be accessed from our web site – <http://midwest.antioch.edu>, Office of Student Services.**

All financial aid forms should be completed at least 8 weeks before payment is due. Financial Aid is not automatically renewed – the student must complete the application process for each academic school year, which begins July 1 and ends June 30. **SUMMER ALWAYS BEGINS A NEW ACADEMIC YEAR.** It is recommended that students check with their employer for tuition reimbursement benefits. Scholarship search sites can also be found on our web site under *financial aid links*. When the Financial Aid Office learns about outside scholarships, a notice is sent to each Program Office to post in a general area for students to see. In addition, there is a Scholarship Board outside the Financial Aid Offices which lists all available scholarships.

### **Financial Aid Awarding**

All first-time borrowers at Antioch must complete the Entrance Counseling which can be found on the web at <http://midwest.antioch.edu>; Office of Student Services; Financial Aid; Entrance Loan Counseling. Once the Financial Aid Office receives your federal data from completion of the FAFSA and all required documentation, your Financial Aid Award Letter will be mailed to you. All subsequent changes during the academic year can be viewed on myAntioch under Financial Aid.

If you are a first-time borrower under the Direct Loan program, you must complete a Master Promissory Note on-line at <https://studentloans.gov/myDirectLoan/index.action>.

### **Undergraduate aid eligibility:**

Undergraduate students who complete the FAFSA are automatically considered for any federal grants and the Ohio College Opportunity Grant (OCOG), which is based on financial need. The OCOG is to be applied to tuition only. If you are eligible for the Federal Pell grant, you may also be eligible for a Federal Supplementary Education Opportunity Grant (SEOG). Since funds are limited, the Federal SEOG is awarded on a first-come first-serve basis to all Pell eligible students until the funds have been depleted. The Federal Pell awards range from \$550 to \$5550 per year for 2010 - 2011. The Federal SEOG

awards range from \$500 to \$2000 per year depending on enrollment.

**Graduate aid eligibility:**

Graduate students who complete the FAFSA are eligible for up to \$20,500 each year in Federal Direct student loans.

**Available aid for all students**

Federal Work Study: If you are interested in working on the AUM campus under the Federal College Work Study program, contact the Financial Aid Office to determine if you are eligible.

Federal Perkins loan: Antioch University Midwest receives a small allotment of Federal Perkins loan each year. The Federal Perkins loan is awarded on a case-by-case basis, giving first priority to past recipients.

**Loan Disbursement and Delivery**

Effective July 1, 2010, Antioch University will process all subsidized, unsubsidized and Graduate and Parent Plus student loans through the Department of Education. The student must sign a Master Promissory Note (MPN) at <https://studentloans.gov/myDirectLoan>. Once the MPN is signed, the student loans will disburse after the add/drop period each quarter the student is enrolled.

The student loan disbursement will first be applied to the student's account with Antioch University Midwest. If there is a refund, a check will be mailed by the Business Office made payable to the student within 3-5 business days. Federal grants are also disbursed after the add/drop period.

**Probation and Financial Aid**

In order to receive financial aid, students must be making satisfactory academic progress within their program. A student who is placed on probation by the Registrar for lack of satisfactory academic progress remains eligible for financial aid while on probation (please see pp. 89-90 for information regarding satisfactory academic progress). Failure to return to good academic standing within the time allowed will result in the student being withdrawn, and while withdrawn, a student is ineligible for financial aid. Students do have the right to appeal their withdrawal, and if the committee on academic appeals approves an

additional quarter on probation, students remain eligible for financial aid.

**Exit interviews:**

When a student withdraws or graduates from any program at Antioch University Midwest, the Financial Aid Office requires an "exit interview" at which time the student is made aware of his/her loan balance, and payment amounts. The "exit interview" is to be completed on-line through Antioch University Midwest website during the student's last quarter of attendance.

Additional information about the above programs, policies and procedures, as well as the forms necessary to apply for financial aid, can be obtained from the Financial Aid Office by calling (937) 769-1840 or emailing [kjohn@antioch.edu](mailto:kjohn@antioch.edu).

## STUDENT ACCOUNTS

**Tuition and Fee Schedule 2010-2011**

The following schedule was approved by the Board of Trustees. Tuition payments are due at the beginning of each quarter; however a payment plan may be arranged. **Students should plan in advance for tuition and fee adjustments for subsequent academic years.**

**Undergraduate tuition**

\$320/credit hour  
Orientation fee \$25

**Graduate tuition  
(& program-specific fees)**

All programs - \$100 enrollment fee applied toward first quarter tuition

**Conflict Analysis and Engagement tuition**

\$480 / credit-hour  
\$200 / credit-hour additional fee for courses taught using a mentor model, including practicum and capstone  
Thesis Maintenance tuition: \$1500/quarter  
Residency Fee: \$500/residency

**M.A. in Management tuition**

\$480/credit hour  
Seminar Fee \$50

**Individualized Liberal & Professional Studies tuition**

\$3130/quarter—half-time enrollment  
\$4590/quarter—full-time enrollment

Thesis Maintenance tuition \$1500/quarter  
Residency Fee: \$100/residency

### **Education Programs tuition**

Teacher Licensure and M.Ed. programs:  
\$446/credit hour  
ELSS tuition (continuing education):  
\$195/credit hour

### **Additional Fees**

Undergraduate application fee\_\_\_\$45  
Conflict, Grad Management,  
and ILPS application fee\_\_\_\$50  
Education application fee\_\_\_\$75  
Enrollment fee\_\_\_\$100  
Leave of Absence fee\_\_\_\$30  
General fee\_\_\_\$150/qtr  
Re-enrollment fee\_\_\_\$50  
Transcript (1st class mail)\_\_\_\$5/ea  
Transcript (same day service)\_\_\_\$10/ea  
Transcript (overnight UPS)\_\_\_\$25/ea  
Late Registration fee\_\_\_\$50  
Late Payment fee\_\_\_\$50  
Return check fee (per check)\_\_\_\$25  
Collection fee\_\_\_\$30  
Graduation application fee\_\_\_\$80

**Note: Tuition is subject to refund based upon policy; however, fees are non-refundable. Students should budget for books and supplies, which vary with each program.**

### **Tuition Payment**

Students are required to pay tuition on or before the first day of the quarter. If payment is not received in the Student Accounts Office by the first day of the quarter, a late fee will be charged. If tuition payments and late fees go unpaid 60 days after the initial payment was due, the student will be withdrawn and the account will be turned over to a collection agency. A collection-processing fee will be charged to the student's account.

**Note: Faculty will not review academic work while a student's account is past due. Additionally, students are not permitted to register for classes if tuition is outstanding from the previous quarter.**

Students are responsible for informing the Student Accounts Office if payment will be late, regardless of the reason.

If prior arrangements are made with the Student Accounts Office, monthly payments may be

applied toward tuition by MasterCard, Visa, or Discover. The Student Accounts Office will send an authorization form along with a Statement of Account before the beginning of each quarter for the student to complete and return.

**Note: Each term must be paid in full prior to starting the next term. Checks are payable to Antioch University Midwest. If a student resides outside of the United States, all checks must be payable in U.S. dollars and drawn on a U.S. bank.**

### **Tuition Refund Schedule**

Please note that this refund schedule is in effect for all students registered in any AUM course offered in an academic program. It is the student's responsibility to be aware of the quarter start/end dates and to note that they may or may not correspond with their first day of class.

100% refund-drop before the first day of the quarter  
90% refund-drop during days 1-14 of the quarter  
70% refund-drop during days 15-28 of the quarter  
50% refund-drop during days 29-35 of the quarter  
No refund for drops/withdrawals on/after day 36

Continuing education students receive 100% refund less a \$50 handling fee if they drop within 5 business days prior to seminar start. No refund after the 5-day period noted above.

## **ANTIOCH UNIVERSITY MIDWEST DEVELOPMENT AND ALUMNI SERVICES OFFICE**

Antioch University Midwest, along with its sister campuses, seeks to pass on to its graduates a legacy of passion for lifelong learning and a commitment to the application of knowledge toward the betterment of our workplaces, our communities, and the wider society.

Your connections and friendships at Antioch University Midwest do not end at graduation. As alumni, you will always belong to our learning community and have the opportunity to continue the many friendships and connections you made while attending school.

Our campus Development and Alumni Services Office is dedicated to helping you maintain your connection to Antioch University Midwest and

your fellow Antiochian alumni throughout the world.

As an alum of our Midwest campus, you have the following continued benefits:

**Continuing Education**

- Auditing an Undergraduate class tuition-free
- 50% discount on tuition if you take an Undergraduate class for credit
- 10% discount on continuing education workshops

**Facilities**

- Use of the Mac and Windows computer labs

**Community**

- Membership in our Alumni Association
- Invitations to events and receptions
- Participation in reunion events

Please remember to update your contact information when necessary by visiting the alumni section of our website or by contacting the Alumni Services Office. We are always happy to hear from you and we look forward to continuing the celebration of your future success!

## FACULTY AND STAFF

### SCHOOL OF EDUCATION (SOE)

#### **Administration and Support**

*Vacant - Executive Dean*

**Vicky Cook.** *SOE Division Administrator*

**Amy Elkins.** *SOE Program Specialist*

**Amy Johnson.** *SOE Program Specialist*

#### **Teaching Licensure Programs**

**Julie Biddle.** *Associate Faculty, School of Education*  
Ph.D., University of Dayton  
M.S., George Peabody College  
B.S., State University of New York at Geneseo

**Tracy Collins.** *Director of Clinical Experience and Licensure Officer; Assistant Professor of Education*  
M.Ed., Miami University  
B.S., Wright State University

**Pam Conine.** *Visiting Faculty, School of Education*  
M.A., University of Colorado  
M.S., University of Dayton  
B.S., Miami University

**Genya Devoe.** *Interim Chair, Reading Endorsement Program; Visiting Faculty, School of Education*  
M.Ed., Antioch University McGregor  
B.S., Wright State University

**Richard Fairman.** *Associate Professor of Education*  
Ph.D., Miami University  
M.A., Miami University  
M.Ed., Miami University  
B.S., Miami University

**Marian C. Glancy.** *Chair, Middle Childhood Programs; Chair, Adolescent to Young Adult Programs; Assistant Professor of Education*  
Ph.D., University of Dayton  
M.Ed., University of Dayton  
B.Ed., Dunfermline College, Scotland

**Saul Greenberg.** *Assistant Professor of Education*  
Ph.D., The Union Institute  
B.A., Queens College, City University of New York

**Burga Jung.** *Associate Faculty, School of Education*  
Ph.D., The Ohio State University  
M.A., Concordia University  
B.Ed., Wittenberg University

**Diane Nelson.** *Interim Chair of Early Childhood Education Program; Professor of Education*  
Ph.D., Miami University,  
M.S.Ed., Northern Illinois University  
B.A., Creighton University

**Michele Nobel.** *Chair, Special Needs Programs; Associate Professor of Education*  
Ph.D., The Ohio State University  
M.A., The Ohio State University  
B.S., The Ohio State University

**Yasmin Sharif.** *Professor of Education*  
Ph.D., Miami University  
M.Ed., Miami University  
B.S., Miami University

**Zaki J. Sharif.** *Professor of Education*  
Ph.D., Miami University  
M.Ed., Miami University  
B.B.A., University of Cincinnati

### SCHOOL OF PROFESSIONAL AND LIBERAL STUDIES (PALS)

#### **Administration and Support**

**Iris Weisman.** *Executive Dean; Professor of Higher Education*  
Ed.D., North Carolina State University  
M.A., Antioch University McGregor  
B.S., University of Phoenix  
A.A., Pima Community College

**Robin Burnam.** *PALS Division Administrator, Conflict Analysis and Engagement and Individualized Liberal and Professional Studies*  
M.A., Antioch University McGregor  
B.A., Wright State University

**Julie Cline.** *PALS Division Administrator, Undergraduate Studies and Graduate Management Program*  
B.A., Antioch University McGregor

**Susan Crown.** *GMP Program Specialist*  
B.A., Michigan State University

**Jayne Richeson.** *PALS Division Specialist, Undergraduate Studies*  
M.A., Antioch University McGregor  
B.A., Miami University

**Luna Running Wolf.** *PALS Division Specialist, ILPS Program*

**Sarah Wallis.** *CAE Program Specialist*  
M.A., Antioch University McGregor  
B.A., Macalester College

## **Undergraduate Studies**

**Joseph Cronin.** *Associate Dean of Undergraduate Studies; Professor of Liberal Arts and Writing Curriculum*

Ph.D., University of Cincinnati  
M.A., Columbia University  
B.A., Williams College

**Jane Brown.** *Chair and Associate Professor of Health & Wellness and Human Services Administration*

Ph.D., Pacifica Graduate Institute  
S.T.M., Christian Theological Seminary  
M.Div., Earlham College  
M.A., Ball State University  
B.S., Ball State University

**Steve Brzezinski.** *Chair and Professor of Management*

Ph.D., University of Illinois  
M.M., Northwestern University  
M.A., University of Illinois  
B.A., University of St. Thomas

**Jim Malarkey.** *Chair and Professor of Humanities and General Education Core*

Ph.D., University of Texas, Austin  
M.A., University of Texas, Austin  
B.A., University of Texas, Austin

**Lana Rotellini.** *Associate Faculty, Undergraduate Studies and Advising Coordinator for Undergraduate Early Childhood Education Program*

M.Ed., Antioch University McGregor  
B.A., Antioch University McGregor

### **M.A. Conflict Analysis and Engagement (CAE)**

**Richard McGuigan.** *Chair and Associate Professor of Conflict Analysis and Engagement.*

Ph.D., Union Institute and University  
M.A., Antioch University McGregor

**Kenneth T. Davis.** *Visiting Faculty, Conflict Analysis and Engagement.*

M.A., Antioch University McGregor.  
B.A., Appalachian Bible College  
A.A., Calvary Bible College

### **M.A. Individualized Liberal and Professional Studies (ILPS)**

**Kenneth T. Davis.** *Visiting Faculty, ILPS Program*

M.A., Antioch University McGregor.  
B.A., Appalachian Bible College  
A.A., Calvary Bible College

**Susanne Fest.** *Visiting Faculty, ILPS Program*

Ed.D., Peabody College at Vanderbilt University  
M.A., University of Santa Clara  
B.A., Bonn University

**Rebecca Kuder.** *Associate Faculty ILPS Program*

M.F.A., Antioch University Los Angeles  
B.A., Earlham College

**Jon Saari.** *Professor, ILPS Program*

Ph.D., Bowling Green State University  
M.A., Purdue University  
B.A., Michigan State University

## **Graduate Management Program (GMP)**

**Michael A. Robinson.** *Chair and Associate Professor of Management*

M.A., Antioch University McGregor  
B.S., Cornell University

## **ADMINISTRATION**

### **Office of the President**

**Michael Fishbein,** *President*

Ph.D., Clark University  
M.A., Clark University  
B.A., Bernard M. Baruch College, City University of New York

**Darlene Robertson.** *Interim Chief Financial Officer and Vice President for Student Services*

M.A., Antioch University McGregor  
B.A., Wright State University

**Deena Kent-Hummel.** *Chief of Staff*

M.A., Antioch University McGregor  
B.A., Antioch University McGregor

**Ray Simonelli.** *Director of Facility Management*

**Rhonda McArthur.** *Receptionist*

### **Office of Development and Alumni Services**

**Kimberly Horton,** *Director*

B.A., Antioch University McGregor

**Audrey Treasure,** *Assistant Director*

B.A., Indiana University

**Karen Hunt,** *Donor Relations Specialist*

B.A., Wright State University

## **Antioch University Midwest Library**

VACANT - *Library Director*

## **Office of Student Services**

**Billie Setzekorn.** *Division Administrator*  
M.Ed., Wright State University  
B.A., Indiana Wesleyan University

**Janet Balzer.** *Special Assignments Assistant*

**Tom Blessing.** *Information Coordinator and Web Developer*  
M.A., Antioch University McGregor  
B.A., Antioch University McGregor

**Sheila McBride,** *Student Services Coordinator*  
B.A. Antioch University McGregor

## **Office of Admissions**

**Oscar Robinson.** *Director*  
M.A., Antioch University McGregor  
Teacher Certification, Antioch University McGregor  
B.S., Ohio University

**Seth Gordon,** *Associate Director*  
M.A., Antioch University McGregor  
B.A., Antioch College

**Rob McLaughlin,** *Enrollment Manager*  
M.A., Antioch University McGregor  
M.A., Antioch University McGregor  
B.A., Antioch University McGregor

**Donna Robinson.** *Information Processor*

## **Office of the Registrar**

**Maureen Heacock.** *Registrar and Coordinator of Services for Students with Disabilities*  
Ph.D., University of Minnesota  
B.A., Middlebury College

Teresa Stetler-Clear. *Office Coordinator*

LaRita Mapp. *Information Coordinator*

## **Office of Financial Aid**

**Kathy John.** *Director*  
M.S., Central Michigan University  
B.S., Urbana University

**Tricia Webb,** *Assistant Director*

**Diana Tomas,** *Financial Aid Counselor*  
B.A., Antioch University McGregor

## **Antioch University Midwest Bookstore**

**Dave Kunka.** *Manager*

## **Antioch University Business Office**

**Deborah Caraway.** *Director*

**Betty McCarley.** *Operations Assistant, Student Accounts*

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## NOTES

The logo for Antioch University Midwest is centered within a dark green circle. This circle is surrounded by a larger, thin blue circle. The background of the entire page is a light teal color, with a large, thin white circle partially visible in the bottom right corner and another thin blue circle in the top right corner.

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