

ANTIOCH UNIVERSITY

M I D W E S T



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ACADEMIC CATALOG

2012-2013

Antioch University Midwest
2012-2013 Catalog

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



**Ellen W. Hall, Ph.D.,
Interim President
Antioch University
Midwest**

Welcome to Antioch University Midwest (AUM), a University especially for adult learners like you who wish to satisfy a dream, position yourselves for a better opportunity, or advance in your

profession. Perhaps you have goals in all of these areas. You may complete a baccalaureate degree already begun. Or perhaps you have completed your undergraduate degree, and wish to begin a master's program in Teacher Education, Conflict Analysis, or Management and Leading Change. You may also design your own master's degree through our Individualized Master's Program. Many options are available to suit your needs.

At AUM, we think of ourselves as an innovative intellectual center which educates individuals and organizations who face change, seek lives of meaning, and value personal and professional excellence. You may attend classes on the AUM campus, or take them on line supported by on-campus residencies.

Antioch University Midwest in Yellow Springs is the Ohio campus of Antioch University, a national university with five campuses. Campuses include Antioch New England in Keene, NH; California campuses in Los Angeles and Santa Barbara; and Antioch University Seattle in the Northwest. Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

At Antioch Midwest we believe in our students' potential and in the principles of social justice and inclusion that define an excellent university. We are committed to working with you so you can succeed in the ways you choose.

All the best to you,

A handwritten signature in cursive script that reads "Ellen W. Hall". The ink is dark and the signature is fluid.

Ellen Hall
Interim President

2012-2013 Catalog

The Student Services Division publishes the Antioch University Midwest Catalog. 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. (*AU Affirmative Action and Equal Opportunity policy 4.005*)

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.ncahigherlearningcommission.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**.

HISTORY OF ANTIOCH UNIVERSITY MIDWEST

In 1988, the School of Adult and Experiential Learning became known to our region as a place where working adults could pursue a classic, liberal arts education toward the completion of an undergraduate degree on the campus of Antioch College in the heart of Yellow Springs.

The School became quite populated throughout the years and in the early 1990's began offering Master's programs. The Master's degree in Management is one of the most popular degrees ever sought through our school and was originally modeled around *The Human Side of Enterprise*, which was written by Douglas McGregor.

McGregor was one of Antioch's most revered Presidents from 1948-1954 and it was his name which took the school to its next phase as The McGregor School of Antioch University in 1994. As the Antioch University system continued to align its brand, the name evolved to Antioch University McGregor in 2001. This name change offered consistency through the university system, as all campus names began with "Antioch University."

In 2010, it was noted that all Antioch University campuses also celebrated a regional influence. The campuses in Santa Barbara, Los Angeles, Seattle and New England all declare their place on the map. At that time, it was determined our campus should do the same and decided to boldly claim, not the city of Yellow Springs, not the state of Ohio, but the entire Midwest as its region of greatest service and influence. And so we stand, after 25 years of advancing lives, Antioch University Midwest. We are better prepared to serve our students and community than ever and look forward to celebrating another 25 years!

Semester Conversion at AUM

Starting with this year's fall term, Antioch University Midwest changed from a quarter-based academic calendar to a semester-based academic calendar. This change was made in light of the decision by the State of Ohio to have all public higher education institutions to be on a semester calendar by the start of Fall 2012. While Antioch University Midwest is a private institution and was not required to make this change, we decided to convert to make the process of transferring from one institution to another as easy and seamless as possible.

If you are a new student, this change will not affect you, since all of your Antioch work will be on a semester basis. If you are a continuing student, you will see some changes in the calendar, in some academic and administrative policies, and in some degree requirements. Our watchword in making this transition has been to ensure that our conversion to semesters has no negative impact on you.

If you have questions or concerns, please talk with your advisor, with the staff in your academic program office, or with anyone in the Student Administrative Services area.

Student Administrative 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

Financial Aid

Phone (937) 769-1841

Registrar

Phone (937) 769-1665

Email: registrar.aum@antioch.edu

Student Accounts

Phone (937) 769-1038

Development and Alumni Services

Phone (937) 769-1842

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 make note of 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.

As part of Antioch University, policies and procedures of Antioch University Midwest must adhere to comparable policies at the University level. University policies are available for view at www.antioch/policies. Throughout this catalog, individual University policies are referenced by number, and may be accessed from this site.

The fees, programs, and policies contained in this catalog are effective with the Fall 2012 semester. 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.



Antioch University Midwest (AUM) is a recognized national leader in adult learning. AUM provides undergraduate bachelor's degree completion and master's programs.

2012-2013 ACADEMIC CALENDAR

Summer Quarter 2012

May 19	Open registration begins
June 16	Late registration begins (\$50 late fee)
June 23	Summer quarter begins
July 4	No Classes: Independence Day Holiday
July 15	2012 Annual Commencement Ceremony
August 11	Summer quarter ends

CONVERSION TO SEMESTERS BEGINS!

Fall Semester 2012

Aug 3	Open registration begins
Aug 18	Late registration begins (\$50 late fee)
Aug 25	Fall semester begins
Sept 1-3	No classes: Labor Day Break
Nov 21-25	No classes: Thanksgiving Holiday
Dec 15	Fall semester ends
Dec 24-Jan 1	AUM closed: Winter Break

Spring Semester 2013

Nov. 26	Open registration begins
Dec 22	Late registration begins (\$50 late fee)
Jan 5	Spring semester begins
Jan 21	No classes: Martin Luther King Day
Feb 18	No classes: Presidents' Day
April 18	Spring semester ends

Summer Term 2013

Note: Contact your academic program about start and end- dates for specific courses.

Mar 8	Open registration begins
April 13	Late registration begins (\$50 late fee)
April 26	Summer term begins
May 19	2013 Annual Commencement Ceremony
May 25-27	No classes: Memorial Day Holiday
July 4	No classes: Independence Day Holiday
Aug 1	Summer term ends

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MISSION OF ANTIOCH UNIVERSITY

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

VISION OF ANTIOCH UNIVERSITY

Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.

DIRECTION FOR ANTIOCH UNIVERSITY MIDWEST

Antioch University Midwest educates adults and organizations who face change, seek lives of meaning and value personal and professional excellence.



UNDERGRADUATE STUDIES PROGRAM

Program Objective

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 term, only three courses are offered on Saturdays. If a student wishes to take a full-time load of 9 semester credits, there are online and evening classes offered.

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..

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.

Degree Requirements

Requirements for a Bachelor of Arts degree at AUM include a minimum of 120 semester credit hours. Of the 120 credits, a minimum of 45 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 9 semester 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 and with Ivy Bridge 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 (pp. 93-94).

In the undergraduate program, transfer credit is applied in the first semester 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 (*see also AU Prior Learning Policy 5.613*):

- A. Grade of "C-" or better (or the equivalent) must have been earned
- B. Of the 120 semester credits required for graduation, at least 45 credits must be completed at AUM (our residency requirement)
- C. A maximum of 75 approved transfer credits may be applied to the AUM degree. These must be from regionally accredited institutions.
- D. Of the 75 approved transfer credits, no more than 60 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 75.

Because each major has a specific credit requirement, the number of credits required for graduation may occasionally exceed 120, if the student's transfer credits approach the maximum and if the major requires more than 45 credits.

To insure breadth and balance in the liberal arts degree, the 60 lower-division credits must be distributed within the five areas described below. No more than 40 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 30 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 primarily 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.

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 *GNED-3310 Literary Analysis and Argument*. 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 30 semester credits non-classroom learning. Portfolios may be submitted to the end of the semester following the initial workshop and before the beginning of the semester preceding graduation.

Experience-based prior learning credit 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 Undergraduate Studies Program faculty and staff can assist interested students in deciding whether they can benefit by pursuing this options.

B. Other types of prior learning credit

- ***Credit by examination:*** Credit may be granted for CLEP and DANTES 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 60 semester 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 60 lower-division semester 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 46 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 educators and advocates in the health and wellness field. Courses are provided that support the development of one's own business.

This degree examines how we define good health and the ways that governments, institutions, and traditional and alternative medical practitioners can interact with individuals to support good health across the lifespan. Students who pursue this degree find careers in healthcare administration, public health, wellness programs in business and industry, complementary and alternative medicine, and care for the aging.

Students complete 21 credits in general education and 33 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 21 credits in general education and 27 credits for the major.

Humanities

Careful study of the great works of literature and philosophy of ancient, classic, and modern civilizations helps AUM Humanities students discover how people over time have fathomed the cosmos, organized their communities, defined their identities and developed relationships with others beyond their borders.

Students also study patterns of daily life, the work of women as well as men, the role of leadership and authority, the clash of cultures, the development of global trade, the unending

wars over religions and resources and the birth of our modern intellectual movements.

Close reading and intense class discussion deepens students' understanding of the vast diversity of humanity and provokes new insights concerning issues that continue to perplex nations and individuals.

Prior to registering for classes, students must meet with their advisor in order to work out a course sequence that best aligns with their personal and career interests.

Students complete 18 credits in general education, and 36 credits for the major.

Liberal Arts: Literature and Creative Writing Track

The world of today is text saturated. From smart phones to the Internet to "old school" forms of communication like magazines, newspapers and books, the written word permeates our lives. To accurately express thoughts, motivations, ideas and dreams in writing is one of the foundational skills in a variety of practical and creative fields.

While the aspiring fiction or non-fiction author will benefit from this program, individuals thinking of careers in marketing, strategic communications, education, or development may also realize dividends. Where grants and reporting are part of the culture, the writer still has a place. The liberal arts concentration in literature and creative writing prepares aspiring writers through four main objectives:

1. Develop the craft of writing in multiple genres

This objective encourages students to explore literary expression in order to achieve greater proficiency in their own craft as writers. The practice of writing in multiple genres introduces students to different forms of creative writing, including (but not limited to) fiction, creative non-fiction, poetry, playwriting, and the blurring of genres often found in more experimental forms of creative writing.

2. Demonstrate the ability to do a close reading of literature

This objective cultivates students' ability to

examine the craft of other writers (both historical and contemporary), looking at formal elements of the work, including the elements of language, character, story, theme, rhythm, and tone. Exposure to different styles and content often expands a writer's own sense of voice, style, and creative interests. Identifying literary models among historical and contemporary writers can also help students begin to understand the work within a context of time, place, and culture.

3. Analyze writers' roles in local and global contexts

This objective calls upon students to consider the impact that creative writing has in our world. Students are encouraged to consider the importance of writers in community, society, and culture—to move toward a contextual understanding of one's own voice in a continuum of writers. In doing so, students may consider political issues that affect writers, such as censorship, the role of activist literature, independent vs. corporate publishing and bookselling, and the inclusion of previously marginalized voices in the canonization of literature. Students are also called to consider personal responsibilities in their work, such as questions of representation, identification of self in society, agency, and considerations of truth in writing.

4. Apply foundational skills of a creative writer

These skills include the ability to comment on the work of other writers, participate in a writing community, and apply best practices of editing and grammar. These abilities help establish the foundation for professional effectiveness and continued academic study.

Students complete 18 credits in general education and 42 credits for the major.

Management (General and Project Management Tracks)

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.

As an alternative to the general management track, students may choose a project management track. 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.

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 21 credits in general education and 30 credits for the general management track, or 21 credits in general education and 33 credits for the project management track.

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 15 credits in general education and 39 credits for the 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 credits each): Classes meet for 15 semester weeks.

Independent Study (1-3 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

General Education Requirements (24 cr)
GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)

GNED-3310 Literary Analysis and Argumentation (3)
 GNED-3350 Culture, Conflict, and Social Research (3)
 GNED-3450 Foundations of Civilization (3)
 GNED-3510 Ecology, Technology, and Society (3)
 GNED-3550 Leadership (3)
 HIS-3000 Ohio History (3)

Major Requirements (47 cr)

ECE-3000 Introduction to the Profession (2)
 ECE-3100 Foundations of Education (3)
 ECE-3200 Whole Child Development and Learning (4)
 ECE-3300 Planning and Assessment for Student Learning (6)
 ECE-3400 Learning Environments and Social Interactions (4)
 ECE-3500 Integrated Content Area Methods (4)
 ECE-3800 Clinical I: Internship (2)
 RLE-5151 Foundations for Reading Instruction (3)
 RLE-5251 Phonics (3)
 RLE-5351 Reading Assessment (3)
 RLE-5451 Content Literacy (3)
 ECE-4000 Clinical II: Student Teaching (10)

Please note: Degree requirements for the Master's of Education degree in Early Childhood Education appear in the Graduate Studies section on p. 48.

HEALTH AND WELLNESS MAJOR

General Education Requirements (21 cr)
 GNED-3210 Experience and Expression (3)
 GNED-3250 Modes and Methods of Learning (3)

GNED-3310 Literary Analysis and Argumentation (3)
 GNED-3350 Culture, Conflict, and Social Research (3)
 GNED-3450 Foundations of Civilization (3)
 GNED-3510 Ecology, Technology, and Society (3)
 GNED-3550 Leadership (3)

Major Requirements (33 cr)

HWL-4000 Economics, Politics & Access in Healthcare (3)
 HWL-4010 Integration of Healthcare Modalities (3)
 HWL-4020 History of Healthcare and Medical Ethics (3)
 HWL-4030 Health and Nutrition Within the

Family (3)
 HWL-4040 Gender and Multicultural Issues in Health Care (3)
 HWL-4050 Exercise and Fitness Across the Lifespan (3)
 HWL-4060 Health Behaviors in Society (3)
 HSA-4200 Human Services Systems and Grants (3)
 MGT-3680 Accounting and Budgeting (3)
 PRO-4970 Senior Project (3)

One elective:

HDV-4190 Dying as a Stage of Life (3)
 HDV-3900 Caring for the Aging (3)
 HDV-4140 Behavioral Physiology (3)
 HDV-4150 Psychology of Women (3)
 MGT-4880 Strategic Marketing for Non-Profits (3)
 SOS-4220 Environmental Health (3)

HUMAN SERVICES ADMINISTRATION MAJOR

General Education Requirements (21 cr)
 GNED-3210 Experience and Expression (3)
 GNED-3250 Modes and Methods of Learning (3)

GNED-3310 Literary Analysis and Argumentation (3)
 GNED-3350 Culture, Conflict, and Social Research (3)
 GNED-3450 Foundations of Civilization (3)
 GNED-3510 Ecology, Technology, and Society (3)
 GNED-3550 Leadership (3)
 PRO-4970 Senior Project (3)

Major Requirements (27 cr)

MGT-3680 Accounting and Budgeting (3)
 MGT-3900 Human Resource Management (3)
 MGT-4880 Strategic Marketing for Non-Profit Organizations (3)
 MGT-4960 Organizational Behavior (3)
 HDV-4020 Child and Adolescent Development (3)
 HDV-4030 Adult Development (3)
 HSA-4200 Human Services Systems and Grants (3)

One elective

HWL-4000 Economics of Health Care (3)
 HWL-4010 Integration of Health Care (3)
 HWL-4020 History of Health Care and Medical Ethics (3)

HWL-4030 Nutrition and Fitness Within the Family (3)
HWL-4040 Gender and Multicultural Issues in Health Care (3)
HDV-4140 Behavioral Physiology (3)
HDV-4150 Psychology of Women (3)
HDV-4190 Dying as a Stage of Life (3)

HUMANITIES MAJOR

General Education Requirements (18 cr)
GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)
GNED-3310 Literary Analysis and Argumentation (3)
GNED-3350 Culture, Conflict, and Social Research (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

Major Requirements (36 cr)

Classics Curriculum (5 courses = 30 cr)
HUM-3011 Ancient Civilizations: Africa to Asia (6)
HUM-3021 Greek and Roman Civilization (6)
HUM-3031 Jewish, Christian and Islamic Heritage (6)
HUM-3041 Medieval Europe and the Renaissance (6)
HUM-3051 Colonialism, Capitalism & the Modern World (6)

One elective (3 cr)

COM-3570 Short Story Writing (3)
COM-3580 Playwriting and Performance (3)
COM-3650 Multi-Genre Writing (3)
COM-3700 Professional Writing (3)
HIS-3500 US History (3)
HIS-3000 Ohio History (3)
LIT-4320 Literature of the Americas (3)
LIT-4500 Contemporary Theory & Criticism (3)
LIT-4520 American Literature (3)
LIT-4620 English Literature (3)
LIT-4650 Shakespeare (3)

Senior Project (3 cr)

PRO-4970 Senior Project (3)

LIBERAL ARTS MAJOR: LITERATURE AND CREATIVE WRITING TRACK

General Education (18 cr)

GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)
GNED-3350 Culture, Conflict, and Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

NOTE: GNED-3310 Literary Analysis and Argumentation is optional; students are encouraged to take this as elective.

Language Arts Concentration (18 cr)

COM-3900 Diversification & Acquisition of Language (3)
LIT-4500 Contemporary Theory & Criticism (3)
LIT-4620 English Literature (3)
LIT-4650 Shakespeare (3)
Choose one of the following 2 courses:
LIT-3630 Mixed-Race Women's Literature (3) **OR**
LIT-4420 African American Literature (3)
Choose one of the following 2 courses:
LIT-4320 Literature of the Americas (3)
OR
LIT-4520 American Literature (3)

Writing Genre Concentration (21 cr)

COM-3580 Playwriting and Performance (3)
COM-3570 Short Story Writing (3)
COM-3650 Multi-Genre Writing (3)
COM-4220 Poetry Writing (3)
COM-4320 Social Media and Social Change (3)
COM-4700 Antioch Writers' Workshop (3)
Choose one of the following 2 courses:
COM-3700 Professional Writing (3)
OR
COM-4540 Creative Nonfiction (3)

Senior Project (3)

PRO-4970 Senior Project (3)

MANAGEMENT MAJOR (General Track)

General Education (21 cr)

GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)
GNED-3310 Literary Analysis and Argumentation (3)
GNED-3350 Culture, Conflict, and Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

Major Requirements (30 cr)

MGT-3680 Accounting/Budgeting (3)
MGT-3720 Business Law (3)
MGT-4410 Economics-Macro and Micro (3)
MGT-4780 Strategic Marketing (3)
MGT-4840 Ethical Issues in Management (3)
MGT-4960 Organizational Behavior (3)

Three electives (9 cr)

MGT3830 Project Mgmt Essentials (3)
MGT3850 Quality Management (3)
MGT3880 Contracting & Purchasing (3)
MGT3900 Human Resource Mgmt (3)
MGT3910 Risk Management (3)
MGT4500 Resolution of Org Conflict (3)
MGT4790 Entrepreneurship (3)
MGT4810 International Business (3)
MGT4850 Corporate Strategy (3)
MGT4870 Personal Investment Strategies (3)
MGT4880 Strategic Mktg for Non-Profits (3)
MGT4950 Career Development (3)

PRO-4970 Senior Project (3)

MANAGEMENT MAJOR (Project Management Track)

General Education (21 cr)

GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)
GNED-3310 Literary Analysis and Argumentation (3)
GNED-3350 Culture, Conflict, and Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)

GNED-3550 Leadership (3)

Major Requirements (33 cr)

MGT-3720 Business Law (3)
MGT-3830 Project Mgmt Essentials (3)
MGT-3850 Quality Management (3)
MGT-3880 Contracting & Purchasing (3)
MGT-3900 Human Resource Mgmt (3)
MGT-3910 Risk Management (3)
MGT-4960 Organizational Behavior (3)

Three electives (9 cr)

MGT-3680 Accounting/Budgeting (3)
MGT-4410 Economics-Macro and Micro (3)
MGT-4780 Strategic Marketing (3)
MGT-4840 Ethical Issues in Management (3)
MGT-4500 Resolution of Org Conflict (3)
MGT-4790 Entrepreneurship (3)
MGT-4810 International Business (3)
MGT-4850 Corporate Strategy (3)
MGT-4870 Personal Investment Strategies (3)
MGT-4880 Strategic Mktg for Non-Profits (3)
MGT-4950 Career Development (3)

PRO-4970 Senior Project (3)

SUSTAINABILITY MAJOR

General Education (15 cr)

GNED-3210 Experience and Expression (3)
GNED-3250 Modes and Methods of Learning (3)
GNED-3310 Literary Analysis and Argumentation (3)
GNED-3350 Culture, Conflict, and Social Research (3)
GNED-3550 Leadership (3)

Major Requirements (39 cr)

Humanities Component: Take 3 of the following 4 courses (9 cr)

PHIL-4120 Environmental Ethics (3)
SST-3500 Thinking in Systems (3)
SST-3600 Population Growth & Global Poverty (3)
SST-3700 Culture and Ecology (3)

Social Sciences Component: Take 3 of the following 4 courses (9 cr)

PLS-4250 Energy and Environmental Policy (3)
SOS-4200 Environmental Economics (3)
SOS-4220 Environmental Health (3)

SST-4400 Resource Scarcity and Conflict (3)

Science Component: Take 3 of the following 4 courses (9 cr)

SCI-3150 Environmental Science (3)

SCI-3250 Physical Science (3)

SCI-3350 Biological / Ecological Systems (3)

SST-4300 Conservation (3)

Applied Learning Component: Take 3 of the following 4 courses (9 cr)

SST-4100 Housing and Energy (3)

SST-4200 Transportation and Energy (3)

SST-4500 Green Entrepreneurship (3)

SST-4600 Sustainable Agriculture (3)

PRO-4970 Senior Project (3)

GENERAL PROGRAM POLICIES

See pp. 84-102 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.

Three absences are allowed in a course lasting fifteen weeks. Faculty will assign work to make up for lost class time. Four absences in a fifteen 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.

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 a fifteen-week class who has missed three classes and a significant portion of another class has exceeded the four-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 semester to add an independent study. Students who register are liable for all tuition and fees incurred for that term, 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 term. To estimate the length of time to complete the program, students may wish to subtract the number of credits they will transfer from the 120 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 semester. The result is a rough estimate of the number of semesters 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

*** All undergraduate courses carry 3 semester credits unless otherwise indicated.**

Communication (COM)

COM-1200 English Composition

This course is to enable students to acquire correct, basic English skills including grammar, spelling, diction, sentence structure and paragraph construction. This training will prepare students for entry into GNED-3210 Experience and Expression.

COM-3000 Public Speaking

This course aims to improve 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.

COM-3570 Short Story Writing

Through this course, students will gain appreciation for the short story form through writing their own stories as well as through analyzing short story literature. Students will be expected to create a well-crafted short story by doing multiple drafts, which will provide experience in developing story ideas, characters, plot, setting, theme and dialogue as well as in story writing techniques such as pace, voice, tension, and description that can be applied to creating fiction of any length.

COM-3580 Playwriting & Performance

Students will develop their understanding of the basic principles of play construction and acting. They will do so by acting out monologues and dialogues written by published playwrights, and by acting out their own written materials. By the end of the course, the class should have written and performed at least one play for an invited audience.

COM-3600 Personal Writing

Students in this course will recount stories of their personal lives, and of those in their families. Students may pursue writing about their own experience to better understand

themselves, to share their memories and recollections with others, or to preserve family memories. The goal is to learn to think more objectively about the relationship between personal experience and expression.

COM-3650 Multi-Genre Writing

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, fiction, or play, and as a vital reminder of the primal bases of the experience for those who have written. Students will develop their competencies in several different genres of writing, and will also learn how to mix genres to enhance whatever they are working on.

COM-3700 Professional Writing

This course will help prepare students for writing as a profession. Students will do hands-on editing work, and will work with publishers and academics to refine their writings.

COM-3900 Diversification & Acquisition of Language

This course comprises two areas of study. First, it traces out the broad evolution and diversification of human language from the earliest history to the present age with a 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.

COM-4220 Poetry Writing

Students will examine some of the fundamental aspects of contemporary lyrical, narrative, and conversational works of poetry. They will explore how to develop line, stanza, voice, meter, rhythm, and scheme in order to deepen and broaden their ranges of poetic expression.

COM-4320 Social Media & Social Change

Students will hone their abilities to interface with the public through such media as Twitter, Facebook, blogging, and other social media, as well as through audio-visual

media. In addition, students will develop their ability to use conventional public media outlets, such as local newspapers, television stations, and radio stations. This course will differ from traditional media courses in that students will develop these social media skills in relation to vital social issues within a social justice framework, with the goal of changing the world.

COM-4540 Creative Nonfiction

Students will explore ways of writing factual information while exploring methods of expression that usually are attributed to fictional works; thus the course involves detailed attention to stylistics. Samples of creative non-fiction in such fields as sports writing, biography, food writing, travel writing, etc., will be explored as well as various means to develop the craft of writing in this genre.

COM-4700 Antioch Writers Workshop

Students will develop and hone their craft through participation in the Antioch Writers' Workshop summer program. Students focus their work in one of the following genres: poetry, short fiction, creative nonfiction or memoir. After the AWW workshop, students refine their writing based on feedback from faculty and peers.

COM 4800 IS Writing Independent Study

The course allows students to pursue an area of writing that they would like to explore in greater detail, working one-on-one with a faculty member who has expertise in that area of writing

Conflict Resolution and Engagement (CRE)

CRE 3100 Understanding Conflict in Changing World

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.

CRE 3200 Interpersonal Conflict

This course involves the analysis of 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.

CRE 3300 Intercultural Conflict

The course examines conflicts between linguistic, ethnic, racial, religious, geographical and bio-regional 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.

CRE 3400 Sex, Gender and Conflict

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.

CRE 3500 Identity and Conflict Analysis

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.

CRE 3600 Conflict Inside Organizations

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.

CRE 4100 Environmental Conflict

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.

CRE 4200 Emerging Cases in Conflict Analysis

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.

CRE 4300 Politics, Power and Conflict

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.

CRE 4400 Theoretical Approach to Conflict

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.

CRE 4500 Conflict and Ideology

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.

CRE 4600 Technology, Skills & Engagement of Conflict

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 pp. 61-62 for graduate-level ECE courses)

ECE-3000 Introduction to the Profession (2 cr)

This course introduces candidates to the teaching profession with particular emphasis on the use of inquiry in the classroom, the teacher performance assessment, and professional codes of conduct. (Standard 7)

ECE-3100 Foundations of Education (3 cr)

Candidates begin to formulate their own ideas on historical and contemporary issues of education, including the purpose of schooling; equity in the curriculum; teaching standards; and the definition of student learning and knowledge. Candidates develop an understanding of the variety of meanings ascribed to the term curriculum and the role teachers play as curriculum planners in the creation of democratic schools. (Standard 7)

ECE-3200 Whole Child Development and Learning (3 cr)

This course examines the major theories and research findings in all areas of human development and learning for typical and atypical children with an emphasis on cognitive, psychosocial, and physical development. (Standard 1)

ECE-3300 Planning and Assessment (6 cr)

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include: examination of curriculum models, implementation and differentiation instructional strategies, lesson and unit design and delivery, the integration of technology, the role of local, state, and federal guidelines. Candidates 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. Candidates examine in depth types of assessments, characteristics of assessments, uses of assessments, in addition to having a clear understanding of measurement theory, assessment-related issues and interpreting and communicating results of assessments.

ECE-3400 Learning Environment (4 cr)

Candidates are provided multiple opportunities to explore methods that can be used to create learning environments that are healthy, respectful, supportive, and challenging. Emphasis is on building a collaborative approach to promote content area learning and student engagement. (Standard 5)

ECE-3500 Integrated Methods (4 cr)

This course is designed to help candidates develop skill in selecting, integrating and translating knowledge and methodology from multiple content areas into appropriate instruction and assessment. Candidates examine, design, and practice integration of content in relationship to academic standards and real life experiences. (Standard 3)

ECE-3800 Clinical I: Internship (2 cr)

Clinical I experience is an internship conducted in the same classroom where teacher candidates will complete their student teaching. During Clinical I, teacher candidates are expected to build rapport with students, develop a professional, mentor-mentee relationship with their cooperating teacher, and begin to assimilate into the culture of the school.

ECE-4000 Clinical II: Student Teaching (10 cr)

Student teaching is the culminating experience and an integral part of the teacher education program at Midwest. Student teaching occurs in public schools with collaborative learning environments focusing on young children, ages 3-8, and that provide practical learning experiences, actual teaching conditions, and professional guidance. The student teaching experience is challenging, intellectually demanding, and instrumental in preparing our candidates for the real world of teaching.

General Education (GNED)

GNED-3210 Experience and Expression

Students discover the uniqueness of each human life by reading, comparing and comparing life stories about transformative experiences. They learn to write in their own voice from their own life experience employing rhetorical modes such as narration, description, example, comparison and contrast, process analysis, classification, cause and effect, and argument and persuasion. Students develop a new view of the world, of themselves, and of their interconnectedness to others.

GNED-3250 Modes & Methods of Learning

This course shows ways to identify and apply diverse modes of learning to achieve ends such as acquiring knowledge of self and world, solving problems, producing works of art, or engaging in public speaking. Students learn to distinguish facts from values, intuition from logic, imagination from objective representation, beliefs from arguments, synthesis from analysis, and qualitative from quantitative reasoning. They practice self-awareness and employ evidence and logic as foundations of inquiry.

GNED-3310 Literary Analysis & Argument

Students travel the world in literature to explore ideas, passions, and the lives of people in other times and places. Discussions focus on viewpoints and aims of characters, narrative techniques, cultural contexts, and intentionality in reading and writing. Students refine their ability to read closely and critically and to analyze literary texts using a variety of academic approaches. They learn both how to

construct analytical arguments about literary themes and how this skill can be transferred to other professional situations. *Prerequisite: GNED-3210.*

GNED-3350 Culture, Conflict & Social Research

Introduces students to the historic and cultural origins of contemporary conflicts and the attitudes and institutions that perpetuate them. They learn methods of research that can effectively address the issues and questions that arise in conflict situations. Students learn how to pose productive questions, formulate hypotheses, design logical and effective research strategies, address issues of reliability and validity, and observe ethical protocols. They each conduct and compose a modest research project and make an oral presentation according to professional standards. *Prerequisite: GNED-3250.*

GNED-3450 Foundations of Civilization

This course focuses on understanding differences between cultures and civilizations, including how both evolve from specific environmental conditions, and are shaped to address local challenges. This course examines the religious, economic, and political systems in such foundational zones as ancient Egypt and Mesopotamia, India and China, and Greece and Rome.

GNED-3510 Ecology, Technology & Society

This course explores the interdependency of natural and social systems, the factors that contribute to the evolution and disappearance of species, and the human impact on natural environments by factors such as overpopulation, pollution, war, and excess consumption. It also examines more sustainable initiatives in waste management, and agricultural production, the use of alternative energies and technologies, and policy efforts to both conserve natural resources and ecosystems and build more sustainable communities.

GNED-3550 Leadership

The course explores the concept of Leadership as science, as art, and as service. In the process of studying cases of successful and failed leadership the course requires students to reflect on how to make their lives meaningful and productive through

the cultivation and exercise of leadership skills. They learn how to employ creative means to achieve constructive ends and how, in the process, to serve with integrity as they draw upon the capacities of diverse human resources and deploy the skills of community building.

Health and Wellness (HWL)

HWL-4000 Economics, Politics and Access in Healthcare

This course investigates the tripartite 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 system.

HWL-4010 Integration of Healthcare

This course introduces students to emerging methods of holistic medicine, and combinations of health and wellness practices. This 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. This course also includes ways of rethinking health care professions and relationships between various treatment providers and treatment recipients.

HWL-4020 History of Healthcare and Ethics

This course introduces students to healing practices that have endured from ancient to modern times in both the Eastern and Western traditions. The course surveys ancient beginnings of institutionalized medical practice, important historical divisions of medicine and resulting models of ethical reasoning in response to moral dilemmas in medical practices today. It involves such topics as: patient rights, end of life decisions, uses of genetic screening and

the availability and distribution of health services.

HWL-4030 Health and Nutrition Within the Family

This course examines human growth and development through the life cycle, from prenatal nutrition through old age within the family system. It involves the study of the interrelationship between eating habits and lifestyle and their implications for long term health and wellness. Among the issues covered will be: preventative care; infant and elder care; cardiovascular health; 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 affect human growth and development.

HWL-4040 Gender and Multicultural Issues

This course will examine ways in which gender and culture affect healthcare and approaches to medicine. In particular we will explore gender role expectations, the rise of the "women's health" movement, ethno-medicine, 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, as well as problems that arise from perceptions of difference.

HWL-4050 Exercise and Fitness Across the Lifespan

This course is designed to familiarize students with the benefits of regular exercise and with the specific exercise and fitness needs of children, adolescents, adults, seniors, and the disabled. Students will study some basic concepts of Exercise Physiology as well as gaining a general understanding of the role of exercise and fitness in preventing disease and physical issues throughout all stages of human development. They will also participate in a range of exercise experiences and create an original exercise regimen for a target population.

HWL-4060 Health Behaviors in Society

This course is designed to familiarize students with lifestyle choices that affect health and wellness, the way those choices affect others in society, and the way that

institutions and governments work to influence those choices. The course will look at health behaviors such as smoking, alcohol use, drug use, obesity, sexual activity, recreational practices, and others, and at programs designed to promote healthy choices.

History (HIS)

HIS-3000 Ohio History

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 developments in both agriculture and industry.

HIS-3500 U.S. History

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)

HDV-3900 Caring for the Aging

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.

HDV-4020 Child and Adolescent Development

This course examines the major theories and research findings in human development from conception and infancy through adolescence with an emphasis on physical, cognitive, and psychosocial development. The impact of contextual variables on the developmental process will be an ongoing focus of discussion.

HDV-4030 Adult Development

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.

HDV-4140 Behavioral Physiology

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.

HDV-4150 Psychology of Women

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

HDV-4190 Dying As a Stage of Life

This course explores personal death awareness and acceptance, looks at the issues facing dying persons and their families, evaluates the potential for growth at this ending phase of life, examines death through a number of cultural and religious understandings, studies the dynamics of grief, and practices skills for caring for the grieving.

HDV 4700 Practicum in Human Services

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. Permission of the Human Development Chair is required in order to register for this course. When not offered as a classroom course, it may be taken as an independent study.

Human Service Administration (HSA)

HSA-4200 Human Service Systems and Grants

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 including the writing of grants. Students have the opportunity to investigate services that are of particular interest to them as well as develop a philanthropy project. In this course, the student develops skills useful in conducting library research on and writing about topics in human development and human services and writing about topics in these fields. It emphasizes the preparation of grant applications in human services settings.

Humanities (HUM)

HUM-3011 Ancient Civilization: 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 literature, science, and spiritual practice, and ways in which we can derive inspiration from their cultures and histories.

HUM-3021 Greek & Roman Civilizations (6 cr)

This course explores the historical and cultural evolution of classical Greece and Rome through the epics, dramas, histories and philosophies that both reflected and shaped the minds and events from the Classical world. Students consider how reason and observation came to challenge Greek mythological thinking and how the Roman Empire rose to dominance throughout the Mediterranean world. The golden age of Greece is compared with the achievement of the Romans and students learn of the influence of both on the founding fathers and philosophies of the American Republic.

HUM-3031 Jewish, Christian & Islamic Heritage (6 cr)

In addition to learning about the main themes of the sacred scriptures, students explore the

diverse ways scholars have interpreted the Hebrew Scriptures, the New Testament, and the Qur'ân. They explore how Judaism and Christianity took institutional shape and diversified over time. They view the Islamic world from the inside, examine its contributions to European civilization during the early Renaissance, and assess contemporary tensions and prejudices between the Muslim peoples and the West.

HUM-3041 Medieval Europe & Renaissance
(6 cr)

Study daily life, literature and philosophy of Europe from the medieval period through the Renaissance, Reformation and Enlightenment. Themes include the rise of chivalry, cult of Mary, the Crusades, formation of trading cities, emergence of new merchant class, the Inquisition, religious wars, tension between faith and reason, the rebirth of the scientific spirit, and the initial encounters with the new world. Students study selections of the great literature and philosophy that expressed the dynamic changes taking place during this period and left its lasting legacy.

HUM-3051 Colonialism, Capitalism & Modern World (6 cr)

Students explore the impact of colonial contacts between Europe, the Americas, Africa and Asia, the rise of revolutionary modes of thinking which challenged all forms of inherited dogma, oppression and exploitation. Exploration of major classics of literature, philosophy and history reveals the expanding power of the human mind, a new freedom of expression, questions of justice (in relation to conquest, slavery and industrialization), the gradual emancipation of women, and the emergence of democracy, socialism, evolutionism, utilitarianism, fascism, relativism, existentialism, and the many independence movements from Africa to Asia.

Literature (LIT)

LIT-3630 Mixed Race Women's Memoirs

This course is designed as a multidisciplinary exploration of race, gender and identity utilizing oral and written narratives of Black-white mixed race women from the mid-

nineteenth century to the present as source material. Drawing from elements of cultural studies, African American studies, American studies and women's studies, students will construct critical and historical contexts for self-identity and perceptions of that identity in women of interracial descent.

LIT-4320 Literature of the Americas

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 is emphasized, and novels of literary quality are highlighted. Students learn to analyze novels from a number of perspectives.

LIT-4420 African-American Literature

This course explores the location of Black writers in literature. Oral traditions, folklore, and literature as definition for culture and as documentation and validation are stressed. Concentration is on 20th century writers.

LIT-4500 Contemporary Theory Criticism

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.

LIT-4520 American Literature

The literature in this course spans both the history of the U.S. and the cultural diversity of writers, both male & 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.

LIT-4620 English Literature

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.

LIT-4650 Shakespeare

This course will examine Shakespeare's major writings, including his important plays and sonnets. It will also include some biographical information, including some of his personal correspondences, so that students gain insight into the relationship between his personal life and his authorship. Besides reading Shakespeare's works, students will also engage in critical research on his writings.

Management (MGT)

MGT-3680 Accounting and Budgeting

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. This course also 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.

MGT-3720 Business Law

This is a comprehensive survey of the courts and laws affecting business, with particular emphasis on torts, contracts, agency, partnerships, corporations, Uniform Commercial Code, antitrust, employment, real and personal property, insurance, wills, and trusts.

MGT-3830 Project Management Essentials

This course will cover the nine knowledge areas in the area of Project Management; Project Integration Management, Scope Management, Time Management, Cost

Management, Quality Management, Human Resource Management, Communications Management, Risk Management and Procurement Management. Students will learn how to initiate, plan, control, execute and close a project. This course will cover three aspects of project management in detail: cost management, time management and scope management. Students will learn how to define the needs and requirements of a project, develop and implement a comprehensive project schedule, and estimate project costs. Managing changes to these three areas during the course of the project will also be covered.

MGT-3850 Quality Management

This course is an in-depth study of the theories and methods used to achieve quality in various types of organizations. Through exercises and case analysis, students will learn to apply quality control tools to problems and organizations. The focus is on quality across a broad range of industries, and services rather than simply from a manufacturing perspective.

MGT-3880 Contracting and Purchasing

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.

MGT-3900 Human Resource Management

This course introduces students to a critical examination of theoretical and practical issues of human resource management and strengthens their decision-making skills in personnel cases. It is designed to benefit all students of management.

MGT-3910 Risk Management

This course defines what risk is, how it can be identified, measured and transferred, the qualitative and quantitative methods available to analyze risk, and the significance of risk planning to the management of organizations and projects.

MGT-4410 Economics (Micro and Macro)

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. This course also studies the aggregate economy focusing on the major macroeconomic problems of income, employment and prices. Major theories of macroeconomic instability are presented along with resulting policy options. International economics, international finance and economic growth are also studied.

MGT-4500 Resolution of Organizational Conflict

This course is an examination of conflict resolution theory as it impacts the manager within an organization. Practical skill is the focus of this course. Practical skill applications of management of workplace conflict are emphasized.

MGT-4780 Strategic Marketing

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.

MGT-4790 Entrepreneurship

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 start-up business and making the transition from entrepreneurship to professional management through controlled growth.

MGT-4810 International Business

This course examines the relationships between businesses within the 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 effect administrative policies.

MGT-4840 Ethical Issues in Management

This course provides an ethical investigation of the context of American business,

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.

MGT-4850 Corporate Strategy

This course reviews the political and behavioral rationalities of the organization 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.

MGT-4870 Personal Investment Strategies

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 accounts will be discussed.

MGT-4880 Strategic Marketing for Non-Profit Organizations

Marketing is 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 how to apply these principles.

MGT-4950 Career Development

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. It also provides students with the opportunity to examine personal values and career aspirations in relation to professional goal setting.

MGT-4960 Organizational Behavior

Organizations are complex social systems with external environments and internal goals. Organization behavior includes the processes of determining how organization resources shall be employed (toward the

goals) and under what rules. Decisions may be made through rational or political processes or through observation, analysis, discussion, and experimentation. This course examines personal and organizational behaviors employed in achieving personal and organizational goals.

Philosophy (PHIL)

PHIL-4120 Environmental Ethics

Students are introduced to how philosophical assumptions and worldviews permeate our orientations to the natural world. We 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.

Political Science (PLS)

PLS-4250 Energy & US Environmental Policy

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.

Reading (RLE)

(see Graduate Curriculum pp. 75-76 for graduate-level RLE courses)

RLE-5151 Foundations for Reading Instruction

This course will focus on major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections in grades K-12.

RLE-5251 Phonics

The focus in this course is on the use of the essentials of phonics in the context of reading, spelling, and linguistics: Phonemic and morphemic systems of language as well

as the grapho-phonemic, syntactic, and semantic cueing systems. This information will be understood as it relates to the age appropriate language processes of reading, writing, talking, and viewing/listening. Candidates will gain an historical perspective on the teaching of phonics through an overview of learning and reading theory. The role of language acquisition, language deficiencies/delays, culture, and dialect differences as they relate to phonics will be studied, as well as the role of phonics in spelling, word recognition, and decoding. Candidates will learn the terminology of language structures and develop an understanding of language elements and skills (listening, speaking, writing, and reading). Candidates will view phonics as one kind of aid in identifying words. Diverse methods for teaching sound/symbol relationships, word recognition, vocabulary, syntax, and comprehension will be taught to and practiced.

RLE-5351 Reading Assessment

The principles of assessment and instruction of struggling readers is introduced in this course, as well as formal and informal methods used to identify reading strengths and weaknesses of students. All components of the reading process will be assessed, including decoding, comprehension, word recognition, and fluency. The main emphasis is diagnosis of reading problems, administration of assessments, evaluation/analysis/interpretation of results, and planning instructional interventions to remediate reading difficulties.

RLE-5451 Content Literacy

This course is designed to provide 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 using both narrative and expository text. Candidates will explore the influences on student's content area reading development, and the effective assessment of content area reading for gauging student progress and informing instruction.

Professional Development (PRO)

PRO-4970 Senior Project

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. *Instructor permission required.*

Science (SCI)

SCI-3150 Environmental Science

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.

SCI-3250 Physical Science

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.

SCI-3350 Biological/Ecological Systems

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

Social Science (SOS)

SOS-4200 Environmental Economics

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.

SOS-4220 Environmental Health

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.

Spanish (SPA)

SPA-1010 Spanish I

This course is designed for those students who have no knowledge of Spanish or who have had previous exposure to the language but need to review what they forgot, and want to immerse in the language intensively during the term. This course will be taught entirely in Spanish using the oral proficiency approach, and will stimulate students to interact and communicate orally and effectively with the instructor. This course will also help students to improve accurately their pronunciation, articulation, enunciation, and diction, and will engage them in role playing using authentic situations and practical vocabulary. Finally, this course will expose them to the unique cultural traditions of the Hispanic world.

SPA-1020 Spanish II

This course is designed for those students who have completed successfully Spanish I and want to continue developing acquisition of language skills and vocabulary at the intermediate level. This course will pursue more emphasis in oral communication, will aim to stimulate students to interact effectively with the instructor, will aid them to improve accurately their pronunciation: articulation, enunciation, and diction, will engage them in oral practice and role playing of authentic situations using practical vocabulary, and will expose them to the unique cultural traditions of the Hispanic world. Audiovisual materials like *Destinos* will supplement and support language learning.

SPA 4800 Special Topics in Spanish

This course is an independent study course for students wishing to continue developing Spanish language skills beyond the intermediate level through reading, composition, conversation, cultural or literary studies. Permission of the chair required.

Sustainability (SST)

SST 3250 Climate Change:

Causes/Consequences

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.

SST-3500 Thinking in Systems

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.

SST-3600 Population Growth & Global Poverty

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.

SST-3700 Culture and Ecology

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.

SST-4100 Housing and Energy

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.

SST-4200 Transportation and Energy

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.

SST-4300 Conservation

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.

SST-4400 Resource Scarcity & Conflict

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.

SST-4500 Green Entrepreneurship

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.

SST-4600 Sustainable Agriculture

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.

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 36 semester credits (or 39 credits if students choose the 6-credit thesis option) in six semesters at full-time enrollment. A graduate certificate is also available which requires 3 courses at 3 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 33 semester credits (36 credits if the thesis option is selected):

- 3-day residencies at the beginning of each semester
- Online courses (30 cr.)
- Practicum (3 cr.)
- Professional seminar (3 cr.) or Master's Thesis (6 cr.)
- 90 hours of training in negotiation, action inquiry and facilitation skill development

Core Curriculum (6 core classes: 18 cr.):

- CAE-5200 Social Research Methods (3 cr)
- CAE-5300 Crucial Communication (3 cr)
- CAE-5400 Action Inquiry (3 cr)
- CAE-5600 Integral Conflict – Integral Organization (3 cr)
- CAE-5700 Negotiation & Mediation Theory (3 cr)
- CAE-5800 Identity and Conflict (3 cr)

General Track (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

- CAE-6100 Consensus & Facilitation Theory (3 cr)
- CAE-6150 Structures and Systems of Conflict (3 cr)
- CAE-6200 Culture and Conflict (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:
CAE-6600 Practicum (3 cr) OR
CAE-6610 Practicum Proposal (1 cr) AND
CAE-6620 Practicum Experience (1 cr) AND
CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis
CAE-6950 Professional Seminar (3 cr)
OR both thesis course sections:
CAE-6910 CAE Thesis A (3 cr) and
CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Specialization Options:

M.A. students interested in pursuing a specialization 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 specialization.

Students precede their specialization by taking the 7 required core courses listed above. Upon completion of the core, students complete the following requirements to fulfill their selection of one of the specializations available, as follows.

International Mediation Specialization (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

- CAE-6050 Introduction to International Relations (3 cr.)
- CAE-6060 Peacemaking at the International Level (3 cr)
- CAE-6070 Mediating for a Durable Peace (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:
CAE-6600 Practicum (3 cr) OR
CAE-6610 Practicum Proposal (1 cr) AND
CAE-6620 Practicum Experience (1 cr) AND
CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis
CAE-6950 Professional Seminar (3 cr)
OR both thesis course sections:
CAE-6910 CAE Thesis A (3 cr) and
CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Adult Development and Conflict Specialization (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

- CAE-6160 History & Evolution of Developmental Psychology (3 cr)
- CAE-6170 The Self in Conflict: Constructive Developmental Theory (3 cr)
- CAE-6180 Evolution of Immunity to Change (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:
CAE-6600 Practicum (3 cr) OR
CAE-6610 Practicum Proposal (1 cr) AND
CAE-6620 Practicum Experience (1 cr) AND
CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Civic Development Specialization (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

CAE-6250 Social Design and Systemic Transformation (3 cr)

CAE-6260 Civic Development and Complexity (3 cr)

CAE-6270 Designing Planned Processes of Social Intervention (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:

CAE-6600 Practicum (3 cr) OR

CAE-6610 Practicum Proposal (1 cr) AND

CAE-6620 Practicum Experience (1 cr) AND

CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Environmental Specialization (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

CAE-6350 Introduction to Environmental Conflicts and Collaborative Problem Solving (3 cr)

CAE-6360 Managing Scientific and Technical Information in Environmental Conflicts (3 cr)

CAE-6100 Consensus Building and Facilitation Theory (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:

CAE-6600 Practicum (3 cr) OR

CAE-6610 Practicum Proposal (1 cr) AND

CAE-6620 Practicum Experience (1 cr) AND

CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Healthcare Specialization

(5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

CAE-6450 The Healthcare Sector as a Complex System (3 cr)

CAE-6460 Healthcare as Intersection of Conflicting Professional Cultures (3 cr)

CAE-6470 Healthcare Sector Culture in Conflict with Broader Community Culture (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:

CAE-6600 Practicum (3 cr) OR

CAE-6610 Practicum Proposal (1 cr) AND

CAE-6620 Practicum Experience (1 cr) AND

CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Organizational Models Specialization

(5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

6 core courses (18 cr)

CAE-6550 Organizational Models, Systems, Cultures and Conflict (3 cr)

CAE-6560 Leading, Managing and Enabling Change in a Complex Environment (3 cr)

CAE-6570 Organizational Communication, Collaboration and Team Development (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:

CAE-6600 Practicum (3 cr) OR

CAE-6610 Practicum Proposal (1 cr) AND
CAE-6620 Practicum Experience (1 cr) AND
CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry
and facilitation skill development

Individualized Specialization (5 courses in
addition to core curriculum: 15 cr. or 18 cr. if
thesis option is selected)

7 core courses (21 credits)

CAE-6020 CAE Individualized Course I (3 cr)

CAE-6030 CAE Individualized Course II (3 cr)

CAE-6040 CAE Individualized Course III (3 cr)

Practicum Options:

Choose 1 3-credit offering or 3 1-credit offerings:

CAE-6600 Practicum (3 cr) OR

CAE-6610 Practicum Proposal (1 cr) AND

CAE-6620 Practicum Experience (1 cr) AND

CAE-6630 Practicum Experience & Essay (1 cr)

Capstone Options:

Choose Professional Seminar or Thesis

CAE-6950 Professional Seminar (3 cr)

OR both thesis course sections:

CAE-6910 CAE Thesis A (3 cr) and

CAE-6920 CAE Thesis B (3 cr)

90 hours of training in negotiation, action inquiry
and facilitation skill development

Graduate Certificate Options:

Students interested in doing any of the
specialized specialization 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:

CAE-6050 Introduction to International
Relations (3 cr)

CAE-6060 Peacemaking at the International
Level (3 cr)

CAE-6070 Mediating for a Durable Peace (3 cr)

90 hours of training in negotiation, action
inquiry and facilitation skill
development

*Adult Development and Conflict Graduate
Certificate:*

CAE-6160 History & Evolution of
Developmental Psychology (3 cr)

CAE-6170 The Self in Conflict: Constructive
Developmental Theory (3 cr)

CAE-6180 Evolution of Immunity to Change (3
cr)

90 hours of training in negotiation, action
inquiry and facilitation skill
development

Civic Development Graduate Certificate:

CAE-6250 Social Design and Systemic
Transformation (3 cr)

CAE-6260 Civic Development and Complexity (3 cr)

CAE-6270 Designing Planned Processes of Social
Intervention (3 cr)

90 hours of training in negotiation, action inquiry and
facilitation skill development

Environmental Graduate Certificate:

CAE-6350 Introduction to Environmental Conflicts
and Collaborative Problem Solving (3 cr)

CAE-6360 Managing Scientific and Technical
Information in Environmental Conflicts (3
cr)

CAE-6100 Consensus Building and Facilitation
Theory (3 cr)

90 hours of training in negotiation, action inquiry and
facilitation skill development

Healthcare Graduate Certificate:

CAE-6450 The Healthcare Sector as a Complex
System (3 cr)

CAE-6460 Healthcare as Intersection of Conflicting
Professional Cultures (3 cr)

CAE-6470 Healthcare Sector Culture in Conflict with
Broader Community Culture (3 cr)

90 hours of training in negotiation, action inquiry and
facilitation skill development

Organizational Models Graduate Certificate:

CAE-6550 Organizational Models, Systems, Cultures
and Conflict (3 cr)

CAE-6560 Leading, Managing and Enabling Change
in a Complex Environment (3 cr)

CAE-6570 Organizational Communication,
Collaboration and Team Development (3
cr)

90 hours of training in negotiation, action inquiry and
facilitation skill development

Individualized Graduate Certificate:

- CAE-6020 CAE Individualized Course I (3 cr)
- CAE-6030 CAE Individualized Course II (3 cr)
- CAE-6040 CAE Individualized Course III (3 cr)
- 90 hours of training in negotiation, action inquiry and facilitation skill development

Institute for Leading Change (ILC)

Students wishing to complete their 90 hours of training in negotiation, action inquiry and facilitation skill development through Antioch University Midwest may do so by registering for a series of non-credit ILC 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. 84 - 102 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 six 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 term of entry to complete the program. This includes leaves of absence and periods of withdrawal.

HEALTH CARE CONSUMER ADVOCACY PROFESSIONAL CERTIFICATE

The Healthcare Consumer Advocacy Professional Certificate prepares students to help patients and their families navigate the public and private healthcare system.

The program's goals are to provide students with the research and decision-making tools to guide others in maneuvering through the complexities of present day health care systems. Empowering a patient with the ability to make educated, realistic and value-based decisions is what good patient care is all about.

Upon completion of the program, students will have knowledge and research skills in areas such as ethics, economics of healthcare, conflict resolution, family dynamics, working with medical teams, spiritual issues, physiology and disease and end of life decisions. As professionals in this field, students are of benefit to hospitals, private and public healthcare agencies, families and individuals.

The program is open to those individuals with previous healthcare knowledge and experience. Applicants must have completed a bachelor's degree and pass a background check before beginning the program.

COMPETENCIES AND CAREER POSSIBILITIES

With this certificate, students are qualified to:

- Assess medical situations and facilitate open dialogue.
- Navigate complex situations and help patients make informed decisions.
- Research databases with up-to-date healthcare information.
- Work in hospitals, with public and private healthcare providers, as well as with families and individuals.

PROGRAM DESIGN

The HCA Professional Certificate is designed to be earned in 12 months. Students complete three blocks of classes, during which they attend class once a week for the first three weeks of each month, while also completing an applied component of the program.

While the Certificate is not offered for degree credit, students interested in applying the certificate to a graduate degree are eligible to apply up to 9 semester credits to the Individualized Masters of Arts (IMA) program at Antioch University Midwest. Admission to the IMA program is not automatic, and must be pursued separately from the Certificate program. (See pp. 38-41 for more details about the IMA program.)

CURRICULUM

The following courses are required to complete the Healthcare Consumer Advocacy Professional Certificate:

HCA-5100	Intro to Healthcare Advocacy / Patient Navigation (1 cr)
HCA-5110	Healthcare Systems and Medical Information (1 cr)
HCA-5120	Mediating Conflict/Crisis in Healthcare (1 cr)
HCA-5130	Advocacy: The Profession (1 cr)
HCA-5140	Interpersonal Communications (1 cr)
HCA-5150	Advocacy in Action: Assessment - Planning (1 cr)
HCA-5160	Patient Rights and Advocacy(1 cr)
HCA-5170	Medical Terminology and Major Diseases (1 cr)
HCA-5180	Integration of Healthcare Modalities (1 cr)
HCA-5190	Health Insurance and Reimbursement (1 cr)

INDIVIDUALIZED MASTERS OF ARTS (IMA)

Program Overview

For more than 30 years, students at Antioch University have been individualizing their graduate study in many liberal arts or social science fields, while continuing to live and work in their home communities. The Individualized Master of Arts (IMA) offers qualified students a unique opportunity to pursue graduate education through an individualized, limited-residency program.

Our IMA program is designed for the reflective self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their study through two intensive on-campus residencies and a combination of required on-line and individualized courses, making it possible to combine graduate education with professional, personal, and community commitments.

Program Design

The IMA offers a graduate program with the following features:

- Two short-term residencies in Yellow Springs, Ohio.
- Study with Antioch faculty
- Flexible schedule to fit your lifestyle
- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students
- 36 semester-credit Master of Art degree

Program Outcomes:

The IMA Program Outcomes represent the knowledge, skills, and dispositions that all graduates of the IMA are expected to attain and demonstrate:

- A commitment to social responsibility within one's discipline or field
- Mastery of the integration of theory and practice in one's discipline or field
- Adoption of a inter-disciplinary understanding of one's discipline or field
- Proficiency in collaborative practice one's discipline or field
- Content area proficiency (first year) and mastery (complete degree) within one's discipline or field

Throughout the program, in both their required and individualized courses, students will develop competence and hone their mastery of these program outcomes.

Degree Completion

In order to graduate, students must complete the following:

- Attendance and participation in 2 residency sessions
- 36 semester credits of academic work, comprised of 18 credits of foundations coursework and either 12 or 15 credits of individualized learning
- Either 3 credits professional seminar or 6 credits of thesis learning
- E-portfolio, demonstrating graduate-level achievement of the program outcomes

Students work closely with their Faculty Advisors, Concentration Mentors, and Thesis Readers to assure that they will meet all graduation requirements. Upon a student's completion of the above, the Faculty Advisor will recommend the student for graduation.

Academic Concentrations

Students in the IMA develop an individualized curriculum that meets the academic and professional standards for graduate education in the students' discipline or field of study. The individualized curriculum is developed in a collaborative partnership among the student, the Faculty Advisor, the Concentration Mentor, and the instructors. Together they are responsible for certifying that the curriculum complies with graduate-level learning requirements and the professional criteria in the field of study.

The IMA program offers the following degree concentrations:

Social Sciences

Focus in Applied Psychology. *Examples:*

- Eco-Psychology
- Psychology and Spirituality
- Contemplative Psychology
- Integrative Studies in Psychology

Focus in Health and Human Development.

Examples:

- Rural Leadership Development

- Community Development
- Organizational Development
- Healthcare Consumer Advocacy

Focus in Integral Studies. *Example:*

- Integral Knowledge Systems

Focus in Systems and Organizations. *Examples:*

- Organizational Leadership
- Management Studies

Focus in Education Studies. *Example:*

- Adult Education

Creative Writing

Focus in Fiction

Focus in Creative Non-Fiction

Humanities

Focus in Philosophy

Students earn a Master of Arts degree (M.A.) with a concentration in their selected area. Students in this program do not earn an M.B.A., M.S.W., M.Ed., or M.F.A. degree.

Course sequences:

Social Sciences

All students pursuing an IMA in the Social Sciences complete 36 credits with the following sequence of courses (all courses are 3 credits):

- | | |
|----------|---|
| SSC-5530 | Foundations of the Field |
| COM-5420 | Academic Writing and Research |
| SSC-5660 | Transformative Learning: Theory and Practice |
| RSH-5720 | Ways of Knowing: Systemic Inquiry |
| SSC-5780 | Theories and Research of the Field |
| SSC-5840 | Systems Thinking for a Changing World |
| SSC-6100 | Elective Individualized Course I |
| SSC-6200 | Elective Individualized Course II |
| SSC-6300 | Elective Individualized Course III |
| SSC-6400 | Elective Individualized Course IV |
| SSC-6500 | Elective Individualized Course V |
| SSC-6950 | Professional Seminar |
| OR | |
| SSC-6910 | Social Science Thesis A and SSC-6920 Social Science Thesis B (6 cr. total). Note: Students must receive mentor and advisor approval to choose thesis option. If thesis option is approved, students complete one less Elective Individualized Course. |

Creative Writing

All students pursuing an IMA in Creative Writing complete 36 credits with the following sequence of courses (all courses are 3 credits)

- | | |
|----------|--|
| CRW-5560 | Foundations of Form |
| CRW-5590 | The Writer's Process |
| CRW-5670 | Politics of Creative Writing |
| CRW-5710 | Studies of Craft |
| CRW-5830 | Genre Studies (Applied Theory) |
| CRW-5890 | Professional Writer II |
| CRW-6100 | Elective Individualized Course I |
| CRW-6200 | Elective Individualized Course II |
| CRW-6300 | Elective Individualized Course III |
| CRW-6400 | Elective Individualized Course IV |
| CRW-6910 | Creative Writing Thesis A and COM-6920 Creative Writing Thesis B (6 cr. total) |

Philosophy

All students pursuing an IMA in Philosophy complete 36 credits with the following sequence of courses (all courses are 3 credits):

- | | |
|---|---|
| PHIL-5200 | Topics in Metaphysics and Epistemology |
| PHIL-5300 | Topics in Logic and Philosophy of Language |
| PHIL-5400 | Topics in Values and Ethics |
| PHIL-5500 | Topics in the History of Philosophy |
| NOTE: Students complete 2 courses in PHIL-5500 for 6 credits) | |
| PHIL-5600 | Topics in Social and Political Philosophy |
| PHIL-6100 | Elective Individualized Course I |
| PHIL-6200 | Elective Individualized Course II |
| PHIL-6300 | Elective Individualized Course III |
| PHIL-6400 | Elective Individualized Course IV |
| PHIL-6900 | Philosophy Thesis (6 cr) |
| OR | |
| PHIL-6910 | Philosophy Thesis A and PHIL-6920 Philosophy Thesis B (6 cr. total) |

Healthcare Consumer Advocacy Certification – Option in Health and Human Development

Students interested in pursuing a Master of Arts in Health Care Consumer Advocacy may do so through the Individualized Master of Arts (IMA)

program offered at Antioch University Midwest. Those individuals who complete the professional certificate may be eligible to earn up to 9 semester graduate-level credits based on their coursework for the certificate towards the IMA program. No credit will be awarded for partial completion.

Students must meet admissions requirements for both programs.

See p. 37 for detailed information on the Healthcare Consumer Advocacy Professional Certificate.

General Program Policies

See pp. 84-102 for information on policies relating to all AUM programs. The following policies are specific to the Individualized Masters of Arts program:

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 IMA 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 6 semester 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 advisor (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

Antioch University is committed to a narrative evaluation process for assessing student learning. In other words, Antioch University does not reduce the description of a student's learning to a letter grade (A, B, C, etc.)

In addition, the IMA Program takes the evaluation process 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 IMA program, both students and instructors have the responsibility to reflect upon and evaluate student learning.

The Instructor Narrative and the Student Course Evaluations provide information to enable the student to build on strengths and to address areas of improvement. All evaluations should address the learning achieved and should specifically address the learning objectives stated in the course syllabus.

Demonstration of Program Learning Outcomes: The E-Portfolio

All IMA students are expected to achieve specific learning outcomes, as outlined above. To demonstrate their learning achievements, and to complete their final graduation requirements, students submit an electronic portfolio of their work to their Faculty Advisors.

This portfolio contains students' learning products or artifacts that serve as evidence that students have attained the program outcomes. Students write a self-assessment of how their progress toward achieving the program learning outcomes. This self-assessment gives students the opportunity to reflect on their coursework and capstone learning with respect to how and to what extent they have accomplished the program outcomes.

Thus while the capstone learning represents the application and illustration of the competencies acquired, the paper represents a reflection and assessment about how, where, when and why the learning has taken place. The E-Portfolio Self-Assessment of Program Learning Outcomes is an additional tool to ensure students have developed master level competencies in their field.

Updated Resume

An updated resume is also part of the students' e-portfolio. Students are encouraged to consider not only recent changes in their professional experience, but also how participation in their graduate program assisted them in developing concrete, marketable knowledge, skills, and perspectives that can be documented in a resume.

Maximum Enrollment Time

The typical amount of time for completion of the

master's degree is 2 years (4 academic semesters) for full-time students, and 4 years (8 academic semesters) for half-time students. For all students the maximum enrollment time is 5 years.

The predicted enrollment limits do not include leave of absence and withdrawal terms.

Financial aid is only available at full- and half-time enrollment status.

MANAGEMENT AND LEADING CHANGE (MLC)

The educational mission of the Master of Arts in Management and Leading Change (MLC) program at Antioch University Midwest is to offer distinctive graduate education that prepares students at any stage in their professional development to be principled managers and leaders in their respective fields of practice.

The curriculum is designed to promote the integral thinking required to understand, manage, and lead change in a constantly shifting, globally oriented world. The program is trans-disciplinary and accepts professionals from a wide range of fields and in a variety of positions engaged in private, public, and entrepreneurial work.

The program exposes participants to all elements of management and leading change, including theoretical perspectives, conflict, ethics, decision-making, resilience, policy issues, and sustainability.

There are three unique hallmarks to our program design:

- An integral approach to understanding organizing and leadership development - the integration of individual, cultural, and social system perspectives as an essential part of managing and leading change.
- Transformational action inquiry. The creation of new forms of thinking to allow new discoveries to emerge and to challenge learners to expand the limits of their current meaning making.
- A developmental curriculum. An environment that supports and challenges the learners' current level of understanding, resulting in a journey of change to a new place in their lives.

The program offers a Master of Arts degree, specializations, and graduate certificates. Designed for the adult learner and lifestyle, the program includes:

- A 3-day residency at the beginning of each semester, with online study in between.
- Supportive and collaborative learning communities of students and faculty.
- Ability to participate from home or anywhere in the world with Internet access.
- Opportunity to complete a graduate program while continuing to meet

obligations to family, work and community.

- Faculty who are academic and professional leaders in the field.
- Option to attend full-time (6 credits each semester) or part-time (3 credits each semester).
- Option to complete an applied or the theoretical capstone.

Degree Requirements

The Master of Arts degree in Management and Leading Change is a 33 or 36 semester credit program depending on whether students complete the professional seminar (33 credits) or thesis (36 credits) option. The program consists of six (6) core courses, and either a general track in the theory and practice of management and leading change, or a choice of specializations:

Core Curriculum (6 core classes: 18 cr.):

MGT-5200	Social Research Methods (3 cr)
MGT-5300	Crucial Communication (3 cr)
MGT-5400	Action Inquiry (3 cr)
MGT-5650	Financial & Managerial Accounting (3 cr)
MGT-5750	Strategic Marketing Management (3 cr)
MGT-5850	Organizational Behavior & Leadership (3 cr)

General Track (5 courses in addition to core curriculum: 15 cr. or 18 cr. if thesis option is selected)

CAE-5600	Integral Conflict & Organization (3 cr)
MGT-6035	Leadership, Identity & Development (3 cr)
MGT-6045	Team Development & Collaboration (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

MGT-6600	Practicum (3 cr) OR
MGT-6610	Practicum Proposal (1 cr) AND
MGT-6620	Practicum Experience (1 cr) AND
MGT-6630	Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

MGT-6950	Professional Seminar (3 cr)
OR both thesis course sections:	
MGT-6910	MGT Thesis A (3 cr) and
MGT-6920	MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Specialization Tracks:

Each specialization is comprised of 15-18 credits in addition to the core curriculum: 3 specialized courses, a practicum, and either the professional seminar (3) or the thesis (6).

Human Resource Specialization. All core courses (18 credits), the following 15-18 credits and 90 hours of training:

- MGT-6055 Human Resources Foundations (3 cr)
- MGT-6065 Leading Change in Human Resources (3 cr)
- MGT-6075 Advanced Practices in Human Resources (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

- MGT-6600 Practicum (3 cr) OR
- MGT-6610 Practicum Proposal (1 cr) AND
- MGT-6620 Practicum Experience (1 cr) AND
- MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

- MGT6950 Professional Seminar (3 cr)
- OR both thesis course sections:
- MGT-6910 MGT Thesis A (3 cr) and
- MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Adult Development & Leadership Specialization. All core courses (18 credits), the following 15-18 crCAEEdits and 90 hours of training:

- CAE-6160 History & Evolution of Developmental Psychology (3 cr)
- CAE-6170 The Self in Conflict: Constructive Developmental Theory (3 cr)
- CAE-6180 Evolution of Immunity to Change (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

- MGT-6600 Practicum (3 cr) OR
- MGT-6610 Practicum Proposal (1 cr) AND
- MGT-6620 Practicum Experience (1 cr) AND
- MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

- MGT6950 Professional Seminar (3 cr)
- OR both thesis course sections:
- MGT-6910 MGT Thesis A (3 cr) and
- MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Civic Development & Systemic Transformation Specialization. All core courses (18 credits), the following 15-18 credits and 90 hours of training:

- CAE-6250 Social Design and Systemic Transformation (3 cr)
- CAE-6260 Civic Development and Complexity (3 cr)
- CAE-6270 Designing Planned Processes of Social Intervention (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

- MGT-6600 Practicum (3 cr) OR
- MGT-6610 Practicum Proposal (1 cr) AND
- MGT-6620 Practicum Experience (1 cr) AND
- MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

- MGT6950 Professional Seminar (3 cr)
- OR both thesis course sections:
- MGT-6910 MGT Thesis A (3 cr) and
- MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Organizational Leadership Specialization. All core courses (18 credits), the following 15-18 credits and 90 hours of training:

- CAE-6550 Organizational Models, Systems, Cultures and Conflict (3 cr)
- CAE-6560 Leading, Managing and Enabling Change in Complex Environment (3 cr)
- CAE-6570 Organizational Communication, Collaboration and Team Development (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

- MGT-6600 Practicum (3 cr) OR
- MGT-6610 Practicum Proposal (1 cr) AND
- MGT-6620 Practicum Experience (1 cr) AND

MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

MGT6950 Professional Seminar (3 cr)

OR both thesis course sections:

MGT-6910 MGT Thesis A (3 cr) and

MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Healthcare Leadership Specialization. All core courses (18 credits), the following 15-18 credits and 90 hours of training:

CAE-6450 The Healthcare Sector as a Complex System (3 cr)

CAE-6460 Healthcare as Intersection of Conflicting Professional Cultures (3 cr)

CAE-6470 Healthcare Sector Culture in Conflict with Broader Community Culture (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

MGT-6600 Practicum (3 cr) OR

MGT-6610 Practicum Proposal (1 cr) AND

MGT-6620 Practicum Experience (1 cr) AND

MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

MGT6950 Professional Seminar (3 cr)

OR both thesis course sections:

MGT-6910 MGT Thesis A (3 cr) and

MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

Individualized Specialization. All core courses (90 credits), the following 15-18 credits and 90 hours of training:

MGT-6020 MGT Individualized Course I (3 cr)

MGT-6030 MGT Individualized Course II (3 cr)

MGT-6040 MGT Individualized Course III (3 cr)

Practicum Options: Choose 1 3-credit offering or 3 1-credit offerings:

MGT-6600 Practicum (3 cr) OR

MGT-6610 Practicum Proposal (1 cr) AND

MGT-6620 Practicum Experience (1 cr) AND

MGT-6630 Practicum Experience & Essay (1 cr)

Capstone Options: Choose Professional Seminar or Thesis

MGT6950 Professional Seminar (3 cr)

OR both thesis course sections:

MGT-6910 MGT Thesis A (3 cr) and

MGT-6920 MGT Thesis B (3 cr)

90 hours of training in negotiation, action inquiry and facilitation skill development

TRAINING

In addition to earning graduate academic credits, all students must complete 90 hours of training in negotiation, facilitation and action inquiry skill development. Students may undertake this training either in their own community or on campus through AUM's Institute of Leading Change (ILC)

- Introduction to Negotiation
- Introduction to Action Inquiry
- Group Facilitation Skills

More information regarding these course offerings is available through the program office and on the website.

RESIDENCY DESIGN

Master of Arts students must complete a three-day residency at the beginning of each semester in which they are enrolled.

Each residency requires Friday 5pm arrival and daily academic sessions from 9 a.m.– 5 p.m. Saturday through Monday. Evenings offer less-structured social activities and time for students to relax with one another or have down time on their own. First-year students are given special attention and time to bond and acclimate to the program by starting their residency a few days before the other cohorts.

Daily academic sessions consist of course sessions with faculty, workshop type sessions with experts in the field, mediation, negotiation, and facilitation role-playing, and academic advising. Students also participate in technology training, library training, and administrative sessions pertaining to registration, financial aid, and general program information sessions.

GENERAL PROGRAM POLICIES

See pp. 84 - 102 for information on policies relating to all AUM programs. The following policies are specific to the Management and Leading Change program:

Prior Learning Credits

A student should decide prior to enrollment in the program whether or not to seek “transcripted” 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 six credits of prior learning may be used as credit toward the Master of Arts degree in Management and Leading Change.

Maximum Enrollment

Students in the Management and Leading Change Masters of Arts program have a maximum of five years from the original term of entry to complete the program. This includes leaves of absence and periods of withdrawal.

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 initial teaching license to teach in 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 an Ohio initial 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) 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:

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 46 semester-credits in the professional program as listed below:

AYA5000	Introduction to the Teaching Profession (2 cr)
AYA5100	Foundations of Education (3 cr)
AYA5200	Child Development and Learning (4 cr)
AYA5250	Analysis of Content Knowledge Structures (3 cr)
AYA5300	Planning and Assessment for Student Learning (6 cr)
AYA5325	Methods I: Differentiation & Exceptionalities (3 cr)
AYA5375	Current Issues in Secondary Education (3 cr)
AYA5400	Learning Environments (4 cr)
AYA5600	Content Knowledge Analysis II (2 cr)
AYA5800	Clinical I - Internship (1 cr)
AYA6000	Clinical II – Student Teaching (10 cr)
RLE5450	Content Literacy (3 cr)

Take one (1) of the following four methods courses:

AYA5510	Language Arts Teaching Methods for Secondary Education (2 cr)
AYA5520	Math Teaching Methods for Secondary Education (2 cr)

AYA5530	Social Studies Teaching Methods for Secondary Education (2 cr)
AYA5540	Science Teaching Methods for Secondary Education (2 cr)

ECE6310	Development and Learning Grades 4-5 (3 cr)
ECE6520	Science-Math Methods Grades 4-5 (3 cr)
ECE6540	Language Arts-Social Studies Methods Grades 4-5 (3 cr)

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 46 semester-credits in the professional program as follows (includes the Ohio professional license reading courses):

ECE5000	Introduction to the Teaching Profession (2 cr)
ECE5100	Foundations of Education (3 cr)
ECE5200	Whole Child Development and Learning (4 cr)
ECE5300	Planning and Assessment for Student Learning (6 cr)
ECE5400	Learning Environments (4 cr)
ECE5500	Integrated Methods (4 cr)
ECE5800	Clinical I - Internship (1 cr)
ECE6000	Clinical II – Student Teaching (10 cr)
RLE5150	Foundations for Reading Instruction (3 cr)
RLE5250	Phonics (3 cr)
RLE5350	Reading Assessment (3 cr)
RLE5450	Content Literacy (3 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.

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 9 semester credits as listed below:

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 46 semester-credits in the professional program as listed below (includes the Ohio professional license reading courses):

MCE5000	Introduction to the Teaching Profession (2 cr)
MCE5100	Foundations of Education (3 cr)
MCE5200	Whole Child Development and Learning (4 cr)
MCE5300	Planning and Assessment for Student Learning (6 cr)
MCE5400	Learning Environments (4 cr)
MCE5800	Clinical I - Internship (1 cr)
MCE6000	Clinical II – Student Teaching (10 cr)
RLE5150	Foundations for Reading Instruction (3 cr)
RLE5250	Phonics (3 cr)
RLE5350	Reading Assessment (3 cr)
RLE5450	Content Literacy (3 cr)

Take two (2) of the following four methods courses:

MCE5510	Language Arts Teaching Methods for Middle Childhood Education (2 cr)
MCE5520	Math Teaching Methods for Middle Childhood Education (2 cr)
MCE5530	Social Studies Teaching Methods for Middle Childhood Education (2 cr)
MCE5540	Science Teaching Methods for Middle Childhood Education (2 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 the Program Chair.

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 18 semester-credits as listed below:

- | | |
|---------|--|
| RLE5150 | Foundations for Reading Instruction (3 cr) |
| RLE5250 | Phonics (3 cr) |
| RLE5350 | Reading Assessment (3 cr) |
| RLE5450 | Content Literacy (3 cr) |

- | | |
|---------|--|
| RLE5850 | Developing and Promoting Literacy (3 cr) |
| RLE5950 | Reading Clinical (3 cr) |

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 46 semester-credits in the professional program as follows (includes the Ohio professional license reading courses):

- | | |
|---------|---|
| EDS5000 | Introduction to the Teaching Profession (2 cr) |
| EDS5100 | Foundations of Education (3 cr) |
| EDS5200 | Context of Special Education and Developmental Learning Theory (4 cr) |
| EDS5300 | Planning and Assessment for Student Learning (6 cr) |
| EDS5400 | Learning Environments and Social Interactions (4 cr) |
| EDS5500 | Integrated Methods for Special Education (4 cr) |
| EDS5800 | Clinical I - Internship (1 cr) |
| EDS6000 | Clinical II – Student Teaching (10 cr) |
| RLE5150 | Foundations for Reading Instruction (3 cr) |
| RLE5250 | Phonics (3 cr) |
| RLE5350 | Reading Assessment (3 cr) |
| RLE5450 | Content Literacy (3 cr) |

Please note: Candidates can complete the entire EDS program and then add the EDS/Moderate to Intensive as a second teaching field by taking 9 additional credits.

EDS Second License Only in Intervention Specialist

This program is designed to provide currently licensed Ohio teachers the necessary knowledge and skills required to obtain a Second License in Special Education: Mild to Moderate Intervention Specialist (K-12). This program will allow licensed teachers to expand their previous classroom experience to work with students who have specialized needs in mild to moderate disability categories, such as Specific Learning Disabilities, Intellectual Disabilities, Asperger Syndrome, and

Emotional or Behavioral Disorders.

Coursework will be tailored for licensed teachers to expand their current planning, teaching, and managing skills to special education settings that are inclusive, pull-out, or self-contained.

Program features:

- 1 year – 2 semesters – for program completion (for candidates who meet Ohio Reading Core requirements)
- No additional student teaching required. Candidates will complete focused field observations connected to coursework and a practicum experience.
- Classes held in the evenings, twice a week, so teachers can continue to work in their current classrooms
- Cohort model with currently licensed teachers only

Entrance requirements:

Candidates for admission into the EDS Second License Only Program must hold a current and valid Ohio License (2 year provisional, 4 year resident, or 5 year professional). Candidates must also take the Skills Assessment. Preference will be given to candidates who have met the required Ohio Reading Core coursework as part of their initial license. However, candidates who lack the required reading coursework will be able to take necessary reading courses during the summer term either immediately before or after the EDS courses are completed.

Course requirements:

8 courses – 24 credits *

EDS5010	Foundations of Special Education (3 cr)
EDS5020	Development of Exceptional Learners (3 cr)
EDS5110	Ethics and Legal Issues in Special Education (3 cr)
EDS5120	Learning Environments and Social Interaction (3 cr)
EDS5210	Assessment and Placement in Special Education (3 cr)
EDS5270	Augmentative and Alternative Communication (3 cr)
EDS5440	Integrated Instructional Methods (3 cr)
EDU6500	Second License Practicum (3 cr)

*** Additional Reading Courses may be required**

RLE5150	Foundations for Reading Instruction (3 cr)
RLE5250	Phonics (3 cr)
RLE5350	Reading Assessment (3 cr)
RLE5450	Content Literacy (3 cr)

EDUCATIONAL LEADERSHIP & OHIO PRINCIPAL LICENSURE

Antioch University Midwest is proud to offer experienced education professionals a Masters of Education in Educational Leadership, as well as the coursework to qualify for an Ohio Principal's License. This program prepares educational administrators and teachers who are capable of dynamic leadership and innovative change in today's fast paced school climate.

Antioch University Midwest provides its students 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 equips PreK-12 educators to manage diverse educational environments that foster lifelong learning.

Program Features:

The M.Ed. in Leadership at Antioch University Midwest is a course-based program aimed at meeting the needs of currently employed teachers, administrators and other school personnel interested in building their leadership skills. It is designed for students with an earned baccalaureate or professional degree from an accredited institute of higher education and a valid Ohio 5-year professional teaching license, or other education professional as defined by the State of Ohio.

1. 36 semester credits
2. Cohort model

Program Requirements:

- Must have a minimum of 2 years teaching experience.
- Must hold a current Ohio 5-year professional teaching license.
- Earned bachelor's degree from accredited institution.
- Minimum 2.5 GPA for bachelor's degree.

- Minimum 3.0 for any graduate-level coursework.
- Completion of skills assessment test proctored at Antioch University Midwest.

Required Courses

EDL6100	Organizational Structures (3 cr)
EDL6250	Research for School Improvement (3 cr)
EDL6350	Ethical Issues in Educational Administration (3 cr)
EDL6470	Curriculum (3 cr)
EDL6540	Visionary School Restructuring (3 cr)
EDL6620	Supervision and Staff Development (3 cr)
EDL6720	Principal as Instructional Leader (3 cr)
EDL6810	School and Community Relations (3 cr)
EDL6830	School Finance (3 cr)
EDL6850	School Law (3 cr)
EDL6920	Internship – Initial (3 cr)
EDL6960	Internship - Final (3 cr)

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

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 & POLICIES

See pp. 84 - 102 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.

THE GRADUATE CURRICULUM

Course Descriptions

ADOLESCENT AND YOUNG ADULT EDUCATION (AYA)

AYA5000 Intro. to the Teaching Profession (2 cr)

This course introduces candidates to the teaching profession with particular emphasis on the use of inquiry in the classroom, the Teacher Performance Assessment (TPA), professional codes of conduct, and the role of professional associations in teachers' professional development and practice. (Standard 7, Ohio Standards for the Teaching Profession)

AYA5100 Foundations of Education (3 cr)

Candidates formulate understandings of historical and contemporary roles of American education. Topics include the changing purposes of schooling, equity, teaching standards, and the nature of knowledge.

AYA5200 Child Development & Learning (4 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.

AYA5250 Analysis of Content Knowledge Structures (3 cr)

This course serves as an opportunity to diagnostically assess the depth and breadth of content knowledge in a standards driven format.

AYA5300 Planning and Assessment for Student Learning (6 cr)

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include: examination of curriculum models, implementation and differentiation instructional strategies, lesson and unit design and delivery, the integration of technology, the role of local, state, and federal guidelines. In this course candidates also develop an understanding of how assessment and evaluation guide the development and

implementation of instruction in high school settings. They study a variety of formative and summative assessments, including teacher-created tests and state-mandated and high stakes standardized tests, and they develop a clear understanding of principles of educational assessment and of applications of assessment in teaching.

AYA5325 Methods I: Differentiation and Exceptionalities (3 cr)

This course serves as an opportunity for students to explore strategies of instruction that meet the needs of diverse learners. The course builds on the knowledge base that has been acquired in the coursework completed in Planning for Instruction.

AYA5375 Current Issues in Secondary Education (3 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.

AYA5400 Learning Environments (4 cr)

Candidates explore methods of creating learning environments that are healthy, respectful, supportive, and challenging. Emphasis is on building collaborative approaches to learning and positive communication in classrooms and schools. Candidates develop an understanding of the dynamics of conflict and the procedures for effective intervention with students as well as adults. Focus is on using guidance and problem-solving techniques to encourage positive social interactions and success in learning.

AYA5510 Language Arts Teaching Methods for Secondary Education (2 cr)

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective language arts classroom teaching and learning. 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 candidates' interests, modalities and styles. The focus is on discussions emanating

from readings, demonstrations, and activities. Through these activities, candidates gain experience and understanding about effective teaching methods.

AYA5520 Math Teaching Methods for Secondary Education (2 cr)

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective mathematics classroom teaching and learning. Emphasis is on learning to implement the mathematics curriculum based on the Ohio Model and upon the students' interests, modalities and styles. Candidates will gain an understanding of the historical perspective of teaching mathematics and the changes in recent years in mathematics instruction and how these changes will inform their teaching. The focus is on discussions emanating from readings, demonstrations, and activities. Through these activities, candidates gain experience and understanding about effective teaching methods.

AYA5530 Social Studies Teaching Methods for Secondary Education (2 cr)

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective social studies classroom teaching and learning. Emphasis is on learning to implement the social studies curriculum based on the Ohio Model and upon the students' interests, modalities and styles. The focus is on discussions emanating from readings, demonstrations, and activities. Through these activities, candidates gain experience and understanding about effective teaching methods.

AYA5540 Science Teaching Methods for Secondary Education (2 cr)

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective science classroom teaching and learning. 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, candidates gain experience and understanding about teaching methods.

AYA5600 Content Knowledge Analysis II (2 cr)

This course serves as an opportunity to apply the depth and breadth of content knowledge identified for remediation in Content Knowledge Analysis I through effective planning, assessment, and demonstration of instructional strategies.

AYA5800 Clinical I - Internship (1 cr)

Clinical I experience is an internship conducted in the same classroom where teacher candidates will complete their student teaching. During Clinical I, teacher candidates are expected to build rapport with students, develop a professional, mentor-mentee relationship with their cooperating teacher, and begin to actively assimilate into the culture of the school.

AYA6000 Clinical II – Student Teaching (10 cr)

Clinical II: Student Teaching is the culminating teaching experience for teacher candidates. Student teaching occurs in collaborative public school classrooms with children and/or young adults with exceptionalities (grades K-12). Student teaching provides practical learning experiences for candidates in actual teaching conditions with professional guidance from a mentor teacher.

COMMUNICATION (COM)

COM5420 Academic Writing & Research (3 cr)

In this course, students will practice academic writing and research using the method of reflective autoethnography. Students will relate their professional and personal experiences to relevant scholarship, their own values, personal and professional development, and social responsibility. Through assigned readings and writing exercises students reflect on the personal meanings of past and present roles in family, organizations, community, and other relevant settings, place their experiences of self in the context of culture, connect this story within the context of significant and relevant scholarship and finally draw lessons that inform their socially responsible future professional practice. The final paper will be APA formatted and is expected to build upon the student's professional experience and current learning.

CONFLICT ANALYSIS AND ENGAGEMENT (CAE)

CAE5200 Social Research Methods (3 cr)

This course is designed to introduce students to the basic research methods used in planning and evaluating social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice. We will examine the role of theory, and hypothesis, as well as asking the right questions. We will cover research design potential data sources, data-gathering techniques; effective presentation, analysis and data interpretation, along with report writing and research ethics.

CAE5300 Crucial Communication (3 cr)

This course explores how communication shapes our relationships, personal and professional effectiveness, and understanding of our social settings. It introduces communication theory with an emphasis on its practical application. Students begin to identify and develop their existing communication styles and skills in use, and describe areas for continued growth. Students also begin to develop assessment skills related to group dynamics and group communications. This course provides a foundation on which students will continue to build throughout the program.

CAE5400 Action Inquiry (3 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.

CAE5600 Integral Conflict – Integral Organization (3 cr)

This course is designed to serve as an introduction to taking an integral perspective on conflict and on

organizations, and in the process, conflict in organizations. In this cutting edge course we use the term “integral” to mean an inclusive, balanced and comprehensive perspective, one that provides a useful and comprehensive map for understanding the internal and external environments in which conflict occurs and in which an organization and its people operate. An integral approach provides a thorough and comprehensive way to investigate the interconnectedness of people and cultures in our personal life and in our work lives. It is a trans-disciplinary approach that acknowledges and integrates the ideas from a wide variety of sources to explain and guide us in our perspective-taking and our analysis of the most complex of problems, such as conflict and organizational development, the twin subjects of this course. This approach will also provide students with a vehicle for identifying both the unique contributions and the points of overlap across the array of literature on the topic of conflict and on the topic of organization development.

CAE5700 Negotiation & Mediation Theory (3 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.

CAE6050 Intro to International Relations (3 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.

CAE6060 Peacemaking at the International Level (3 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.

CAE6070 Mediating for a Durable Peace (3 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.

CAE6100 Consensus Building & Facilitation Theory (3 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.

CAE6150 Structures & Systems of Conflict (3 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.

CAE6160 History & Evolution of Developmental Psychology (3 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.

CAE6170 The Self in Conflict: Constructive Developmental Theory (3 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.

CAE6180 Evolution of Immunity to Change
(3 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.

CAE6200 Culture & Conflict (3 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.

CAE6250 Social Design & Systemic Transformation
(3 cr)

This course introduces the field of civic engagement. It connects the specialization 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.

CAE6260 Civic Development & Complexity
(3 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.

CAE6270 Designing Planned Processes of Social Intervention (3 cr)

In this final course of the specialization, 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.

CAE6300 Identity & Conflict (3 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."

CAE6350 Introduction to Environmental Conflicts & Collaborative Problem Solving (3 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 specialization. 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.

CAE6360 Managing Scientific & Technical Information in Environmental Conflicts (3 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.

CAE6450 The Healthcare Sector as a Complex System (3 cr)

This course provides the foundation for the healthcare specialization 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.

CAE6460 Healthcare as Intersection of Conflicting Professional Cultures (3 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.

CAE6470 Healthcare Sector Culture in Conflict with Broader Community Culture (3 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.

CAE6550 Organizational Models, Systems, Cultures & Conflict (3 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.

CAE6560 Leading, Managing and Enabling Change in a Complex Environment (3 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.

CAE6570 Organizational Communication, Collaboration & Team Development (3 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.

CAE6600 Practicum (3 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 work 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.

CAE6610 Practicum Proposal (1 cr)

Practicum constitutes the students field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis, prevention and intervention. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation and assessment. In this course, students follow guidelines for developing and submitting a proposal for their intended practicum experience, discuss it with practicum faculty and revise as necessary, identify suitable sites for field placement, and obtain agreement of a site supervisor and final approval of practicum faculty.

CAE6620 Practicum Experience (1 cr)

Practicum constitutes the student's field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis and engagement, management, organizational change and leadership development. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation, assessment, organizational change initiatives, management and leadership development opportunities. In this course, students are active in their field placements and in at least weekly constructive contact with their field supervisors. Students maintain reflective journals on learnings and challenges and discuss their linkages of theory and practice with practicum faculty on a regular agreed schedule.

CAE6630 Practicum Experience & Essay (1 cr)

Practicum constitutes the students field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis and engagement, management, organizational change and leadership development. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation, assessment, organizational change initiatives,

management and leadership development opportunities. In this course, students complete the requisite hours of field practice with regular contact with field supervisor and practicum faculty. Following guidelines provided by practicum faculty, students write an essay that integrates their practicum experiences and learnings with theory and practice in the field.

CAE6910 Thesis A (3 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.

CAE6920 Thesis B (3 cr)

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

CAE6950 Professional Seminar (3 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.

Creative Writing (CRW)

CRW5560 Foundations of Form (3 cr)

Surveying a constellation of fiction or creative nonfiction, we approach reading as writers: beyond simply enjoying the reading experience, the goal is to understand how the

writer crafts the work. When possible, interviews and essays by the writers in question are included. Students will focus on texts by established and emerging writers. Students might sample from other genres, so that fiction, creative nonfiction, and poetry are all considered. This course orients students to the literary traditions they are joining. As well, students focus on finding their place in the world of writing. Students generate drafts, and give and take feedback on creative work.

CRW5590 The Writer's Process (3 cr)

This course explores part of the student's trajectory toward becoming a professional writer, focusing on the internal and creative process. Students will examine the question, "Why I write" toward writing a Manifesto, thinking, among other things, about what our responsibilities as writers might be. Students will focus on several texts in depth. Topics include the art of literature, establishing a writing practice. Students will consider some fundamentals of how to engage in the literary world, building communities of writers for oneself, using social networking and computer technology, and current issues in writing and publishing. The work of this course will include a range within each learning activity based upon the writer's developmental stage. Based on the student's interests and goals, students might plan the individualized curriculum.

CRW5670 Politics of Creative Writing (3 cr)

People write for many different reasons, among them: to enlighten, to entertain, to instigate, to make change in the world. All writers have the common experience of choosing what to make in and of their writing. These choices are informed by the act of reading, experiencing, and imagining. This course will delve into various reasons for writing, and will examine, among other questions, how any text (and the act of writing itself) might be seen as political. Even if unconsciously, writers make choices, and this course will give students the opportunity to examine those choices, by reading others' published work and thinking about their own work. Reading texts that address the question of social responsibility, students will move toward an understanding of the implicit and explicit politics of the act of writing. As well, ethical issues around translation, copyright, and the responsibilities inherent in entering the

literary world may be discussed. Students will write an extended (approximately 20 page) well-researched Critical Paper in MLA style on some literary topic or text of interest.

CRW5710 Studies of Craft (3 cr)

In addition to reading creative texts, students will examine books on the craft of writing and discuss important issues of craft. Among other topics, students will focus on the many types of research that can (and should) be done for creative writing projects. Students will take turns leading discussions of readings. Students will generate drafts, and will get and give feedback on creative manuscripts.

CRW5830 Genre Studies-Applied Theory (3 cr)

Students will read several texts in the form they are writing (novel, short story, memoir, or essay). Through close reading and attention to form, students will seek to understand deeply how the chosen writers created the texts. This course will allow students to read from individualized lists in addition to the texts the class will read and discuss together. This may include reading essays written by and about, and interviews with writers. Students may take turns leading discussions of readings. Students will commence (or continue) to keep the Annotated Bibliography. Part of the semester may be devoted to working on creative drafts.

CRW5890 Sustaining the Writing Life (3 cr)

This course explores part of the student's trajectory toward becoming a professional writer, focusing on the external issues and possibilities. Building a foundation as a professional writer, this course will allow students to plan for the transition from academic to professional work, with focus on sustaining the life of the writer during and after graduate school. Toward becoming a lifelong writer, beyond the question of how to get published, students will consider what it means to be a writer for life. This includes setting individual goals; beginning or continuing a serious writing habit and schedule; thinking in a holistic way about what it means to participate in a community of writers, such as peer-editing and feedback. Students will commence or continue to keep writerly blogs. Students will investigate, prepare, and fortify strategies toward publication, building audience, approaching

the querying process, writing cover letters, synopsis, and/or book proposals. As well, students will refine and publish Manifestos (on blogs or elsewhere), publicly articulating how they envision their place and purpose as writers. The work of this course will include a range within each learning activity based upon the writer's developmental stage.

CRW6100 Elective Individ. Course I (3 cr)

CRW6200 Elective Individ. Course II (3 cr)

CRW6300 Elective Individ. Course III (3 cr)

CRW6400 Elective Individ. Course IV (3 cr)

In each individualized course, the student will focus on practices, issues, and texts relevant to the course of study. This might include study of areas of craft, genre studies, particular writer/s, influences, or trends in writing. Guided by the instructor (a professional writer) the student will focus on reading and writing, producing original work as well as examining published texts of other writers.

CRW6700 Antioch Writers Workshop (3 cr)

In this course, students will develop and hone their craft through participation in the Antioch Writers Workshop (AWW) summer program. Students focus their work in one of the following genres: poetry, fiction, creative nonfiction, or memoir. After the AWW workshop, students continue in an online workshop to refine their writing based on feedback from faculty and peers. *May substitute for one Elective Individualized Course.*

CRW6910 Creative Writing Thesis A (3 cr)

This course is the first of two courses through which students complete a master's thesis. Students will draft, polish, and prepare their creative work toward submission of the thesis. Generally, the thesis will be a completed work of fiction (novel or story collection), creative nonfiction (memoir or essay collection). This work will be based upon writing the student has been doing in the preceding course work. Working with the mentor, the student will draft and edit the manuscript as needed until it is acceptable as a thesis. This work will place heavy emphasis on the twin arts of revision and generating new material. (Note: Students should keep in mind that the thesis is an evolving document, that is: the thesis, when submitted for binding, might not be ready for external publication, but it should be complete,

polished, and strong. After graduation, students will almost always need to revise and edit manuscripts, sometimes significantly, toward seeking publication.)

CRW6920 Creative Writing Thesis B (3 cr)

This course is the second of two courses through which students complete a master's thesis. Students will draft, polish, and prepare their creative work toward submission of the thesis. Generally, the thesis will be a completed work of fiction (novel or story collection), creative nonfiction (memoir or essay collection). This work will be based upon writing the student has been doing in the preceding course work. Working with the mentor, the student will draft and edit the manuscript as needed until it is acceptable as a thesis. This work will place heavy emphasis on the twin arts of revision and generating new material. (Note: Students should keep in mind that the thesis is an evolving document, that is: the thesis, when submitted for binding, might not be ready for external publication, but it should be complete, polished, and strong. After graduation, students will almost always need to revise and edit manuscripts, sometimes significantly, toward seeking publication.)

EARLY CHILDHOOD EDUCATION (ECE)

(see Undergraduate Curriculum pp. 20-21 for undergraduate Early Childhood course listings)

ECE5000 Introduction to the Teaching Profession (2 cr)

This course introduces candidates to the teaching profession with particular emphasis on the use of inquiry in the classroom, the teacher performance assessment, and professional codes of conduct. (Standard 7)

ECE5100 Foundations of Education (3 cr)

Candidates begin to formulate their own ideas on historical and contemporary issues of education, including the purpose of schooling; equity in the curriculum; teaching standards; and the definition of student learning and knowledge. Candidates develop an understanding of the variety of meanings ascribed to the term curriculum and the role teachers play as curriculum planners in the creation of democratic schools. (Standard 7)

ECE5200 Whole Child Development and Learning (4 cr)

This course examines the major theories and research findings in all areas of human development and learning for typical and atypical children with an emphasis on cognitive, psychosocial, and physical development. (Standard 1)

ECE5300 Planning and Assessment for Student Learning (6 cr)

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include: examination of curriculum models, implementation and differentiation instructional strategies, lesson and unit design and delivery, the integration of technology, the role of local, state, and federal guidelines. Candidates 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. Candidates examine in depth types of assessments, characteristics of assessments, uses of assessments, in addition to having a clear understanding of measurement theory, assessment-related issues and interpreting and communicating results of assessments.

ECE5400 Learning Environments (4 cr)

Candidates are provided multiple opportunities to explore methods that can be used to create learning environments that are healthy, respectful, supportive, and challenging. Emphasis is on building a collaborative approach to promote content area learning and student engagement. (Standard 5)

ECE5500 Integrated Methods (4 cr)

This course is designed to help candidates develop skill in selecting, integrating and translating knowledge and methodology from multiple content areas into appropriate instruction and assessment. Candidates examine, design, and practice integration of content in relationship to academic standards and real life experiences. (Standard 3)

ECE5710 Intro to the Reggio-Emilia Approach-A (3 cr)

This introductory course focuses on the theories, research and practical application of the Reggio Emilia Approach within the context of early learning and care settings in the U.S. Key concepts discussed include: historical context of the REA, the image of the child, relationships, the role of teacher, parents, and community in the learning environment, reflection on and documentation of learning.

ECE5720 Intro to the Reggio-Emilia Approach-B (3 cr)

This course is part B of an introductory course that focuses on the theories, research and practical application of the Reggio Emilia Approach within the context of early learning and care settings in the U.S. Key concepts discussed include: historical context of the REA, the image of the child, relationships, the role of the teacher, family, and community in the learning environment, reflection on and documentation of learning.

ECE5730 Reggio-Emilia Study Tour (3 cr)

Students enrolled in this course travel to Reggio Emilia, Italy and participate in a study tour for a week. Students participate in seminars, small group discussions, visit schools, and engage in reflection about how what they see in Italy can be translated into practice in the United States.

ECE5800 Clinical I - Internship (1 cr)

Clinical I experience is an internship conducted in the same classroom where teacher candidates will complete their student teaching. During Clinical I, teacher candidates are expected to build rapport with students, develop a professional, mentor-mentee relationship with their cooperating teacher, and begin to assimilate into the culture of the school.

ECE6000 Clinical II – Student Teaching (10 cr)

Student teaching is the culminating experience and an integral part of the teacher education program at Midwest. Student teaching occurs in public schools with collaborative learning environments focusing on young children, ages 3-8, and that provide practical learning experiences, actual teaching conditions, and professional guidance. The student teaching experience is challenging, intellectually demanding, and instrumental in preparing our candidates for the real world of teaching.

ECE6310 Development & Learning Grades 4-5 (3 cr)

Candidates will demonstrate knowledge of theories and research regarding 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, impact of home environment, peer relationships, etc. on learning.

ECE6520 Science-Math Methods Grades 4-5 (3 cr.)

Candidates will gain knowledge and skills to implement a variety of instructional strategies to teach integrated science and mathematics content to meet the needs of all students in grades 4 and 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.

ECE6540 Language Arts-Social Studies Grades 4-5 (3 cr.)

Candidates will examine, design, and practice instructional strategies that are the foundation for a reflective and effective integrated classroom. The candidate will use knowledge of child development as a foundation for designing language-based multidisciplinary instruction and assessment with an emphasis on Ohio Language Arts and Social Studies Academic Content Standards. Experiences during this course emphasize: (1) development and organization of curriculum that stresses application on concepts and comprehension, (2) development and implementation of instruction and assessment methods that integrate within the social studies disciplines and language arts, (3) qualitative and quantitative methods to assess student learning, and (4) strategies for assessment of candidate's own demonstration of effective integrated instruction in Language Arts and Social Studies with students in the 4/5 classroom.

EDUCATIONAL LEADERSHIP AND OHIO PRINCIPAL LICENSURE (EDL/OPL)

EDL6100 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.

EDL6250 Research for School Improvement (3 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.

EDL6350 Ethical Issues in Educational Administration (3 cr)

The course provides in-depth study of ethical issues in school administration. Candidates will be required to develop a personal framework that demonstrates his/her ability to: respect institutional regulations and community values, respect all issues of diversity, act in an honest and impartial manner, articulate a respect for the rights of students and parents, foster a climate of ethical behavior, and demonstrate compassion and concern for these relationships. The candidate will also learn how these skills can positively interact with the instructional program by promoting and maintaining a safe and respectful school climate.

EDL6470 Curriculum (3 cr)

Emphasis is on curriculum theory and practice. Candidates will develop an understanding of the philosophical and historical background of curriculum. Focus is on how to critically analyze the impact of social forces on curriculum trends. Discussion will include analysis of changing views of the role of assessment in student learning.

EDL6540 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.

EDL6620 Supervision and Staff Development (3 cr)

Candidates will develop strategies in supervisory practice including analysis and evaluation. Emphasis is on applying supervision theory to instructional improvement and staff development; systemic and comprehensive staff development in the professional growth of an educational leader. Focus will include strategies for fostering a culture of inquiry and teacher reflectiveness. 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. As part of a professional portfolio project compiled over time, candidates will create a staff

development plan focusing on teacher reflection and inquiry.

EDL6720 Principal as Instructional Leader (3 cr)

Focus is on both effective and collaborative daily school administration of school operations as well as on leading the curriculum and the instructional program within a learning environment with the principal acting as master teacher. Alternative patterns of curriculum organization and assessment, including both traditional and performance-based models, will be explored. Candidates develop skills that enable them to make curricular decisions based on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies. 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 services.

EDL6801 School & 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.

EDL6830 School Finance (3 cr)

Emphasis is on fiscal management and allocation of resources within school settings. Students 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.

EDL6850 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 and 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. Issues

covered by the Ohio Revised Code will be explored within the broader context of the laws governing schools, students and employees.

EDL6920 Internship - Initial) (3 cr)

The internship experience of the Masters in Education: Educational Leadership Program balances intensive field experience in diverse settings-schools, social service, private and community organizations-with clinical study. 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. A key question to be answered is: how and to what extent did the candidate demonstrate understanding and application of the learning objectives as evidenced by the candidate's written work, verbal contributions, and teamwork skills. In addition, the candidate is required to submit a professional administrative portfolio.

EDL6960 Internship - Final (3 cr)

The internship experience of the Masters in Education: Educational Leadership Program balances intensive field experience in diverse settings-schools, social service, private and community organizations-with clinical study. 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. A key question to be answered is: how and to what extent did the candidate demonstrate understanding and application of the learning objectives as evidenced by the candidate's written work, verbal contributions, and teamwork skills? In addition, the candidate is required to submit a professional administrative portfolio.

SPECIAL EDUCATION (EDS)

EDS5000 Introduction to the Teaching Profession (2 cr)

This course introduces candidates to the teaching profession with particular emphasis on the use of inquiry in the classroom, the teacher performance assessment, and professional codes of conduct.

EDS5010 Foundations of Special Education (3 cr)

This is 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.

EDS5020 Developmt of Exceptional Learners (3 cr)

The major theoretical approaches bearing on developmental processes across ages of 2.5-22 years old will be surveyed. 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.

EDS5100 Foundations of Education (3 cr)

Candidates begin to formulate their own ideas on historical and contemporary issues of education, including the purpose of schooling; equity in the curriculum; teaching standards; and the definition of student learning and knowledge. Candidates develop an understanding of the variety of meanings ascribed to the term curriculum and the role teachers play as curriculum planners in the creation of democratic schools.

EDS5110 Ethics and Legal Issues in Special Education (3 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.

EDS5120 Learning Environments and Social Interaction (3 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.

EDS5200 Context of Special Education and Developmental Learning Theory (4 cr)

This course examines the major theories and research findings in all areas of human development and learning for typical and atypical children with an emphasis on cognitive, psychosocial, and physical development. In addition, candidates will explore issues related to definition and identification of individuals with exceptional learning needs, etiology and diagnosis, and effects exceptional conditions can have on an individual's life.

EDS-5210 Assessment and Placement in Special Education (3 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.

EDS5270 Augmentative and Alternative Communication (3 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 to AAC, thereby becoming a source of support and guidance for relevant stakeholders. 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.

EDS5300 Planning and Assessment for Student Learning (6 cr)

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include: examination of curriculum models, implementation and differentiation instructional strategies, lesson and unit design and delivery, the integration of technology, the role of local, state, and federal guidelines. Candidates become familiar with a variety of types of formative and summative assessments from classroom based, teacher-created tests, to state-mandated and high stakes standardized tests. Candidates examine in depth types of assessments, characteristics of assessments, uses of assessments, in addition to having a clear understanding of measurement theory, assessment-related issues and interpreting and communicating results of assessments. In addition, candidates will discuss the role of assessment in eligibility, program, and placement decisions for individuals with exceptional needs.

EDS5400 Learning Environments & Social Interactions (4 cr)

Candidates are provided multiple opportunities to explore methods that can be used to create learning environments that are healthy, respectful, supportive, and challenging. Emphasis is on building a collaborative approach to promote content area learning and student engagement.

EDS5440 Integrated Instructional Methods (3 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).

EDS5500 Integrated Methods for Special Education (4 cr)

This course is designed to help candidates develop skill in selecting, integrating and translating knowledge and methodology from multiple content areas into appropriate instruction and assessment. Candidates examine, design, and practice integration of content in relationship to academic standards and real life experiences.

EDS5610 Moderate to Intensive Alternative Assessment (3 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.

EDS5620 Moderate to Intensive Instructional Methods (3 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 statewide assessments (testing, HQT, NCLB).

EDS5630 Moderate to Intensive Behavior Management (3 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.

EDS5800 Clinical I - Internship (1 cr)

Clinical I experience is an internship conducted in the same classroom where teacher candidates will complete their student teaching. During Clinical I, teacher candidates are expected to build rapport with students, develop a professional, mentor-mentee relationship with their cooperating teacher, and begin to actively assimilate into the culture of the school.

EDS6000 Clinical II – Student Teaching (10 cr)

Clinical II: Student Teaching is the culminating teaching experience for teacher candidates. Student teaching occurs in collaborative public school classrooms with children and/or young adults with exceptionalities (grades K-12). Student teaching provides practical learning experiences for candidates in actual teaching conditions with professional guidance from a mentor teacher.

EDUCATION (EDU)

EDU6500 Second License Practicum (3 cr)

This practicum course is designed to allow currently licensed teachers to expand their skills to a new license area. This course requires candidates to demonstrate the ability to design an action research project, collect data, and disseminate findings in a formal research paper/portfolio and presentation. The candidates will identify an instructional unit for a class (or classes). During the instructional unit, candidates will be asked to develop and implement a unit plan, collect data for progress monitoring, use evidence-based instructional strategies, and use data to inform instruction. Candidates will be encouraged to use qualitative and quantitative research methods to design their projects and disseminate their findings. Candidates will be mentored by the instructor as they complete the requirements of this practicum course.

ALTERNATIVE EDUCATION (EDUA)

EDUA6320 Action Research for Teachers (3 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.

EDUA6450 Instructional Strategies (3 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.

EDUA6480 Inclusive Teaching (3 cr)

The course will examine general information about the field of Special Education, educating the exceptional student that General Education classroom teachers should know

and would benefit from knowing to be effective professional practitioners. Candidates will investigate and demonstrate an understanding of the foundations of inclusion, creating an inclusive environment that supports learning for all students, differentiating instruction for all students, and, evaluating individual and programmatic progress. Topics will include laws affecting Special Education, Special Education disability categories, the IEP process, medication monitoring, diversity, fostering collaborative relationships, differentiating instruction, evaluating student and program effectiveness and more.

EDUA6530 Conflict Engagement for Effective Learning (3 cr)

In this course students will develop an understanding of the basic theories and dynamics of conflict and how they intersect with the field of education. Students will learn ways to engage conflict in situations with students, professional colleagues and parents in order to facilitate a safe, supportive, and effective learning community in the classroom and school building.

EDUA6570 Adolescent Development (3 cr)

This course is an examination of the period in the sequence of development known as adolescence, with emphasis on cognitive, physical, psychological, social, and emotional development and their effects on the adolescent, especially in school settings.

EDUA6650 Classroom Assessment (3 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.

EDUA6720 Instructional Methods Using Multiple Intelligence (3 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.

EDUA6810 Secondary Teaching Methods (3 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.

HEALTHCARE CONSUMER ADVOCACY (HCA)

HCA5100 Intro to Healthcare Advocacy / Patient Navigation (1 non-degree credit)

This course prepares students to begin the study of Healthcare Consumer Advocacy and Patient Navigation through understanding the broad range of services Advocates/Navigators can offer to their clients. This will include an introduction to such areas as client needs assessments, research on treatment options and preventative practices, identifying and accessing social services, communications and conflict resolution, billing and reimbursement advice, patient rights advocacy, and more.

HCA5110 Healthcare Systems & Medical Information (1 non-degree credit)

This course will help the advocate/navigator understand the structure and financing of healthcare institutions such as hospitals, clinics, specialist practices, and others, and the impact such structures have on healthcare delivery and decisions. It will also examine medical records and problems that arise for advocates and clients when working with multiple institutions. This will be presented within the context of the evolving economics of healthcare in the U.S.

HCA5120 Mediating Conflict / Crisis in Healthcare (1 non-degree credit)

This course gives the advocate the skills to intervene in conflicting relationships involving the interests of patients and others in the healthcare environment and to promote reconciliation, compromise or settlement. Topics include intervening in relationships of conflict; stabilizing the crisis event; focusing on the well-being of the patient/family; involvement of interested parties (family, staff, physician and others); and means of promoting reconciliation, compromise or settlement.

HCA5130 Advocacy / Navigation: The Profession (1 non-degree credit)

This course will help students understand Healthcare Consumer Advocacy/Patient Navigation as a profession and to identify the kind of work they would like to do in the field. The course will then assist them in preparing professional materials and job search strategies to successfully pursue their professional goals.

HCA5140 Interpersonal Communications (1 non-degree credit)

This course prepares the advocate to transmit and receive information about patient-focused issues with clarity and skill. It teaches skills in developing appropriate rapport with patients, families and healthcare providers for the benefit of the healthcare consumer. Topics to be covered include communication of patient-focused issues with clarity and skill; facilitation of the involvement of interested parties; development of a professional rapport with patients, families, and all healthcare providers; working with the medical team; and family dynamics.

HCA5150 Advocacy in Action: Assessment & Planning (1 non-degree credit)

This course prepares the Healthcare Consumer Advocate/Patient Navigator to begin professional work with clients. Students will conduct client assessments, engage with client scenarios, and plan strategies for solving client issues. This will also involve considering their choices regarding their current state of health, in light of their personal philosophies of life, their religious/spiritual beliefs and cultural expectations.

HCA5160 Patient Rights (1 non-degree credit)

This course prepares Healthcare Consumer Advocates/Patient Navigators to be aware of the philosophical issues and principles surrounding medical practices and to be involved in ethical decision making. Students will develop knowledge in legal issues relative to advance directives, the Patient Bill of Rights, organ donation, research, and advance directives.

HCA5170 Medical Terminology & Major Diseases (1 non-degree credit)

This course will focus on medical terminology and disease states of the major systems of the human body, providing Healthcare Consumer Advocacy/Patient Navigation students with the language skills to communicate effectively with

healthcare practitioners and assist clients in understanding health information.

HCA5180 Integration of Healthcare Modalities (1 non-degree credit)

In this course the students will be introduced to emerging modalities of holistic medicine and their integration into traditional medical approaches. Alternative treatments and natural therapies such as massage, yoga, healing touch, homeopathic medicines, herbal remedies, etc. will be considered in relation to current scientific paradigms alongside Western medical treatment.

HCA5190 Health Insurance and Reimbursement (1 non-degree credit)

This course will introduce Healthcare Consumer Advocacy/Patient Navigation students to major healthcare insurers and issues arising from payments and reimbursement for healthcare procedures. This will include Medicare, Medicaid, and private insurance (HMOs, PPOs, and others) and the influence they have on medical practices and decisions. It will also include practice reading and interpreting insurance reimbursement documents.

HCA6150 Healthcare Consumer Advocacy I (3 cr)

The student will learn in this class how to communicate with healthcare personnel, family and their client regarding the patient's physical condition. Students will develop the vocabulary and basic understanding of the disease process within the body. This communication will involve the shared concern of providers, the patient and significant others. In the process, the patient's rights will be a major priority.

HCA6250 Healthcare Consumer Advocacy II (3 cr)

This course prepares the Healthcare Consumer Advocate to assist clients with developing knowledge and skills necessary to understand their health issues and their healthcare coverage, and to develop strategies to address their needs. The strategies will include the breadth of possibilities within the integrated healthcare system.

HCA6350 Healthcare Consumer Advocacy III (3 cr)

This course provides students with the knowledge and skills necessary to market services and organize work practices. They will also learn how to intervene in conflicting relationships involving the interests of patients and others in the healthcare environment. In the process, they will learn how to involve the patient in internal decision-making in light of their personal value system.

MIDDLE CHILDHOOD EDUCATION (MCE)

MCE5000 Introduction to the Teaching Profession (2 cr)

This course introduces candidates to the teaching profession with particular emphasis on the use of inquiry in the classroom, the Teacher Performance Assessment (TPA), professional codes of conduct, and the role of professional associations in teachers' professional development and practice. (Standard 7, Ohio Standards for the Teaching Profession)

MCE5100 Foundations of Education (3 cr)

Candidates formulate understandings of historical and contemporary roles of American education. Topics include the changing purposes of schooling, equity, teaching standards, and the nature of knowledge.

MCE5200 Whole Child Development and Learning (4 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.

MCE5300 Planning and Assessment for Student Learning (6 cr)

Candidates begin their development as reflective practitioners through the study of the art and science of teaching. Topics include: examination of curriculum models, implementation and differentiation instructional strategies, lesson and unit design and delivery, the integration of technology, the role of local, state, and federal guidelines. In this course candidates also develop an understanding of how assessment

and evaluation guide the development and implementation of instruction in high school settings. They study a variety of formative and summative assessments, including teacher-created tests and state-mandated and high stakes standardized tests, and they develop a clear understanding of principles of educational assessment and of applications of assessment in teaching.

*MCE5400 Learning Environments
(4 cr)*

Candidates explore methods of creating learning environments that are healthy, respectful, supportive, and challenging. Emphasis is on building collaborative approaches to learning and positive communication in classrooms and schools. Candidates develop an understanding of the dynamics of conflict and the procedures for effective intervention with students as well as adults. Focus is on using guidance and problem-solving techniques to encourage positive social interactions and success in learning.

*MCE5510 Language Arts Teaching Methods
for Middle Childhood Education (2 cr)*

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective language arts classroom teaching and learning. 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 candidates' interests, modalities and styles. The focus is on discussions emanating from readings, demonstrations, and activities. Through these activities, candidates gain experience and understanding about effective teaching methods.

*MC5520 Math Teaching Methods for Middle
Childhood Education (2 cr)*

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective mathematics classroom teaching and learning. Emphasis is on learning to implement the mathematics curriculum based on the Ohio Model and upon the students' interests, modalities and styles. Candidates will gain an understanding of the historical perspective of teaching mathematics and the changes in recent years in mathematics instruction and how these changes will inform their teaching. The focus is on discussions emanating from readings, demonstrations, and activities. Through these

activities, candidates gain experience and understanding about effective teaching methods.

*MCE5530 Social Studies Teaching Methods
for Middle Childhood Education (2 cr)*

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective social studies classroom teaching and learning. Emphasis is on learning to implement the social studies curriculum based on the Ohio Model and upon the students' interests, modalities and styles. The focus is on discussions emanating from readings, demonstrations, and activities. Through these activities, candidates gain experience and understanding about effective teaching methods.

*MCE5540 Science Teaching Methods for
Middle Childhood Education (2 cr)*

Candidates examine, design and practice instructional strategies that are the foundation for reflective and effective science classroom teaching and learning. 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, candidates gain experience and understanding about teaching methods.

MCE5800 Clinical I - Internship (1 cr)

Clinical I experience is an internship conducted in the same classroom where teacher candidates will complete their student teaching. During Clinical I, teacher candidates are expected to build rapport with students, develop a professional, mentor-mentee relationship with their cooperating teacher, and begin to actively assimilate into the culture of the school.

MCE6000 Clinical II – Student Teaching (10 cr)

Clinical II: Student Teaching is the culminating teaching experience for teacher candidates. Student teaching occurs in collaborative public school classrooms with children and/or young adults with exceptionalities (grades K-12). Student teaching provides practical learning experiences for candidates in actual teaching

conditions with professional guidance from a mentor teacher.

MANAGEMENT (MGT)

MGT5200 Social Research Methods (3 cr)

This course is designed to introduce students to the basic research methods used in planning and evaluating social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice. We will examine the role of theory, and hypothesis, as well as asking the right questions. We will cover research design potential data sources, data-gathering techniques; effective presentation, analysis and data interpretation, along with report writing and research ethics.

MGT5300 Crucial Communication (3 cr)

This course explores how communication shapes our relationships, personal and professional effectiveness, and understanding of our social settings. It introduces communication theory with an emphasis on its practical application. Students begin to identify and develop their existing communication styles and skills in use, and describe areas for continued growth. Students also begin to develop assessment skills related to group dynamics and group communications. This course provides a foundation on which students will continue to build throughout the program.

MGT5400 Action Inquiry (3 cr)

Effective intervention in today's complex environments requires of interveners heightened capacities for integration, collaboration, and creativity. In working with difficult and intractable situations we believe that interveners are leaders, both formal and informal, and they must have advanced capacities of perspective-taking in order to navigate the multifaceted challenges these real-life situations present.

This course is an introduction to the approach of Action Inquiry developed by Donald Schön, 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, professionals are 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.

MGT5650 Financial & Managerial Accounting (3 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.

MGT5750 Strategic Marketing Management (3 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.

MGT5850 Organizational Behavior & Leadership (3 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.

MGT6035 Leadership, Identity & Development (3 cr)

The development of the self is, at its deepest level, a transformational journey. Conflict is an inherent, essential, and inextricable part of the journey. Without conflict, without choices to be made between competing options, on whatever level of banality or profundity, we would not grow.

Understanding the transformational journey of an individual's construction and experience of self sheds a powerful new light on the understanding of conflict. In this course, we will look at the development of the self from the outside, as observers, and we will look at the development of the self from the inside, the sense of identity, as experiencers. We will look at how conflict shapes one's identity as much as one's identity shapes the meaning and experience of conflict.

We will draw on Constructive-Developmental Psychology, Psychoanalytic Theory, Jungian Theory, and Conflict Theory to guide our understanding.

MGT6045 Team Development and Collaboration (3 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.

MGT6055 Human Resources Foundations (3 cr)

Provides an orientation, overview, and framework for the human resources function in organizations. This is the first building block for newcomers to the profession, and a solid refresher for seasoned HR professionals. Course content includes employment law, recruitment and staffing, total rewards (benefits and compensation), employee and labor relations, ethics in human resources, workplace diversity, training and professional/career development, performance management, safety/risk management, and workforce planning.

MGT6065 Managing and Leading Change in Human Resources (3 cr)

Identifies and explores the intersections between key leadership/change theories and human resources application with the goal of more closely aligning scientific research with HR practice. Course content includes HR tools for change management, HR technology solutions, mentoring and coaching for sustainable change, identifying and developing leaders, facilitating the change process as an HR professional, motivation theories, decision-making models, and the relationship

between systems theory and human resources practices.

MGT6075 Advanced Practices in Human Resources (3 cr)

Examines more sophisticated and complex human resources constructs including ethics, policy issues, field experiences, consultation, HR benchmarking and metrics, handling HR issues as if they were research questions, international human resources, leading the HR function, advanced conflict resolution and negotiations, crisis and emergency planning, organizational resilience, and handling sensitive employee investigations. This course encourages the integral thinking required to address high-level change management.

MGT6560 Leading Change in a Complex Workplace (3 cr)

Critical to organizational success are leader-managers who can inspire confidence, evoke loyalty, empower, motivate, and use resources effectively and efficiently, as well as be agents of change in spite of the conflict it may cause. Organizational effectiveness is grounded in professionals who have vision, continuously learn, courageously take risks, are decisive and ethical, understand and care about their coworkers, and address conflict while using it to foster organizational transformation and innovation when possible. They are professionals who enable workforce creativity by empowering employees to take ownership of their jobs, value diversity, build relationships, and embrace new ideas and practices.

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.

MGT6600 Practicum (3 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 work 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.

MGT6610 Practicum Proposal (1 cr)

Practicum constitutes the student's field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis, prevention and intervention. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation and assessment. In this course, students follow guidelines for developing and submitting a proposal for their intended practicum experience, discuss it with practicum faculty and revise as necessary, identify suitable sites for field placement, and obtain agreement of a site supervisor and final approval of practicum faculty.

MGT6620 Practicum Experience (1 cr)

Practicum constitutes the student's field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis and engagement, management, organizational change and leadership development. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation, assessment, organizational change initiatives, management and leadership development opportunities. In this course, students are active in their field placements and in at least weekly constructive contact with their field supervisors. Students maintain reflective journals on learnings

and challenges and discuss their linkages of theory and practice with practicum faculty on a regular agreed schedule.

MGT6630 Practicum Experience & Essay (1 cr)

Practicum constitutes the student's field placement or internship within one or more professional communities. Students are expected to deepen their understanding of theory and its applications to actual practice. Students are also expected to gain new skills in conflict analysis and engagement, management, organizational change and leadership development. Field placements may include mediation, as well as a combination of other types of intervention, such as facilitation, negotiation, conciliation, training design, dispute resolution systems design or program implementation, assessment, organizational change initiatives, management and leadership development opportunities. In this course, students complete the requisite hours of field practice with regular contact with field supervisor and practicum faculty. Following guidelines provided by practicum faculty, students write an essay that integrates their practicum experiences and learnings with theory and practice in the field.

MGT6910 Thesis A (3 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.

MGT6920 Thesis B (3 cr)

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

MGT6950 Professional Seminar (3 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.

PHILOSOPHY (PHIL)

PHIL5200 Topics in Metaphysics and Epistemology (3 cr)

Courses in this area will explore questions pertaining to the nature of being and nothingness, the nature of causality, the nature and reality of time, and the nature of knowledge. Some sample courses include the following: Philosophy of Mind; Theories of Knowledge; Knowledge and Reality; and Philosophy of Nature.

PHIL5300 Topics in Logic & Philosophy of Language (3 cr)

Courses in this area will explore questions pertaining to how we think and express ourselves in natural and artificial languages. We will explore whether artificial symbolic systems can adequately represent natural linguistic expression, and we will explore questions pertaining to the nature of communication, language acquisition and evolution, and how contexts in which knowledge is assumed can be created through symbolic or linguistic exchanges. Some sample courses include the following: Philosophy of Language; Symbolic Logic; Informal Logic; and Pragmatics and Presuppositions.

PHIL5400 Topics in Values & Ethics (3 cr)

Courses in this area will explore how values are created and assumed, and how systems of values are encapsulated in rules and procedures of conduct. Some sample courses in this area include the following: Theories of Ethics; Value Theory; Applied Ethics; Aesthetics; and Contemporary Literary Criticism.

PHIL5500 Topics in History of Philosophy (3 cr)

Courses in this area will cover the dispersion of major theories, theorists, and systems of philosophy, and principal philosophical differences from various time periods both in the East and in the West. Some sample

courses in these areas include the following: Ancient Mediterranean Philosophy; Ancient Chinese Philosophy; Medieval Europe and the Renaissance; and Enlightenment Philosophers.

PHIL5600 Topics in Social & Political Philosophy (3 cr)

Courses in this area will examine the origin and development of various theories concerning the nature of human societies and their growth and development, plus competing political theories and ideologies that emerge in various social contexts. Some sample courses in this area include the following: Marx, Nietzsche and Foucault; Bureaucracy and Democracy; Bio-Politics; and The Clash of Civilizations.

PHIL6100 Elective Individ. Course I (3 cr)

PHIL6200 Elective Individ. Course II (3 cr)

PHIL6300 Elective Individ. Course III (3 cr)

PHIL6400 Elective Individ. Course IV (3 cr)

Elective Individualized Courses are selected from relevant existing courses, and courses created specifically for individual students, to coincide with each student's agreed-upon degree plan. Specific course title will be transcribed upon registration. Requires prior consultation with the student's mentor, and a signature from the student's advisor.

PHIL6900 Philosophy Thesis (6 cr)

The thesis is the culminating and integrating effort for Masters' 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 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.

PHIL6910 Philosophy Thesis A (3 cr)

This is the first of two courses through which students complete their Master's thesis in Philosophy. The thesis is the culminating and integrating effort for Masters' 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 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.

PHIL6920 Philosophy Thesis B (3 cr)

This is the second of two courses through which students complete their Master's thesis in Philosophy. The thesis is the culminating and integrating effort for Masters' 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 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.

READING COURSES (RLE)

(see *Undergraduate Curriculum p. 28* for undergraduate-level RLE courses)

RLE5150 Foundations for Reading Instruction (3 cr)

This course will focus on major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading and writing connections in grades K-12.

RLE5250 Phonics (3 cr)

The focus in this course is on the use of the essentials of phonics in the context of reading, spelling, and linguistics: Phonemic and morphemic systems of language as well as the graphophonemic, syntactic, and semantic cueing systems. This information will be understood as it relates to the age appropriate language processes of reading, writing, talking, and viewing/listening. Candidates will gain an historical perspective on the teaching of phonics through an overview of learning and reading theory. The role of language acquisition, language deficiencies/delays, culture, and dialect differences as they relate to phonics will be studied, as well as the role of phonics in spelling, word recognition, and decoding. Candidates will learn the terminology of language structures and develop an understanding of language elements and skills (listening, speaking, writing, and reading). Candidates will view phonics as one kind of aid in

identifying words. Diverse methods for teaching sound/symbol relationships, word recognition, vocabulary, syntax, and comprehension will be taught and practiced.

RLE5350 Reading Assessment (3 cr)

The principles of assessment and instruction of struggling readers is introduced in this course, as well as formal and informal methods used to identify reading strengths and weaknesses of students. All components of the reading process will be assessed, including decoding, comprehension, word recognition, and fluency. The main emphasis is diagnosis of reading problems, administration of assessments, evaluation/analysis/interpretation of results, and planning instructional interventions to remediate reading difficulties.

RLE5450 Content Literacy (3 cr)

This course is designed to provide 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 using both narrative and expository text. Candidates will explore the influences on student's content area reading development, and the effective assessment of content area reading for gauging student progress and informing instruction.

RLE5850 Developing and Promoting Literacy (3 cr)

This course is designed to promote candidates' 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 K-12 learner, the reading and writing processes, planning effective instructional strategies, informal/authentic, diagnostic and intervention assessments, materials, and diverse learning environments in K-12.

RLE5950 Reading Clinical (3 cr)

This is the culminating course for licensed educators who wish to earn an Ohio Reading Endorsement. Candidates will collaborate with reading specialists, educators, and parents to be responsive to the needs of students who are struggling with literacy (listening, reading, writing, and spelling). This course provides a

focused on-site experience for candidates to effectively collect/analyze/interpret assessment data, plan effective intervention and instructional strategies to support student achievement, and document student progress. *Prerequisite: RLE-5850 and instructor permission required.*

RESEARCH (RSH)

RSH5720 Ways of Knowing: Systemic Inquiry (3 cr)

In this trans-disciplinary course students will investigate the different genres of research and the various issues in designing research studies. They will become familiar with the ontological, epistemological and methodological assumptions within both qualitative and quantitative paradigms. Emphasis will be given to qualitative and transpersonal methodologies, with an aim to help them select an appropriate methodology for their particular application project. Students will also conduct practical fieldwork with the goal of understanding some of the real-world challenges that are presented to researchers.

RSH5750 Women's Ways of Knowing (3 cr)

In this course we will examine the ways in which gender, gender roles, and gender identity influence the construction of knowledge and the representation of objectivity. Feminist researchers have used traditional methods in innovative ways and have developed new ways of arriving at their findings. Feminists have also been particularly mindful, in many cases, of the uses to which their work can be put, implying a special connection between social research and social change. In this course, 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"? The primary focus of this graduate course will be to engage us in a discussion of the political and philosophical choices that researchers make and, more importantly, the ethical and epistemological questions of feminist research (methodology). At the same time, we will also discuss the mechanics of conducting research as learners work on their own mini-research projects (method). This merging of theory and practice will lay substantial groundwork for learners getting

ready for their theses or capstone projects. *May substitute for RSH5720.*

SOCIAL SCIENCES (SSC)

SSC5530 Foundations of the Field (3 cr)

In this course, students will develop an understanding of the foundations in their primary fields of study and their trans-disciplinary nature: historical trajectories, paradigmatic shifts, past and current developments in theory and practice, and important ethical and contemporary issues. They will become familiar with who is who in their fields, significant publications and journals, and begin to develop an academic and professional network by attending conferences or conducting interviews with academics and practitioners.

SSC5660 Transformative Learning (3 cr)

In this course, students learn about theories of personal, organizational and social transformation, and will be given opportunities for designing projects to put their chosen theories into practice. In the process, students will develop the capability for inquiry into personal, interpersonal and systemic learning. They will learn about the benefits of reflection for focused inquiry and the benefits of contemplative practices for open, spacious, creative awareness. We will also address the shadow sides of self-directed learning (such as procrastination, loneliness, insecurity) and explore strategies to transcend them

SSC5780 Theories & Research in the Field (3 cr)

In this course student will conduct research on how to design a self-directed graduate program. They will learn about the important foundational theories that undergird their field, develop an individualized reflective statement on educational and professional goals for their self-designed program, and learn about the principles of curriculum and syllabus design. Students will develop an understanding of the relationship between learning outcomes, activities and ways to evaluate learning. Standard components of graduate degree programs, such as foundational courses, theory courses, electives, research, and capstone courses, are covered. Students will also develop a plan for expanding their academic network of resources in their fields of study.

SSC5840 Systems Thinking-Changing World (3 cr)

Develop conceptual frameworks and integrative and analytic skills for understanding complex, dynamic patterns in human and natural systems. Students gain an understanding of the relationships between world views (and mental models) and actions (including thoughts, behaviors, policies, social structures, etc.). Particular attention will be given to the influences of dualism, reductionism and wholism.

SSC6100 Elective Individ. Course I (3 cr)

SSC6200 Elective Individ. Course II (3 cr)

SSC6300 Elective Individ. Course III (3 cr)

SSC6400 Elective Individ. Course IV (3 cr)

SSC6500 Elective Individ. Course V (3 cr)

In each individualized course, the student will focus on practices, issues, and texts relevant to the course of study. This might include study of history of the field, theories, practices, contemporary issues, and future developments. Guided by the academic advisor, external mentor and instructor the student will study different aspects of knowledge in his/her field.

SSC6910 Social Science Thesis A (3 cr)

This is the first of two courses through which students complete their Master's thesis in the Social Sciences. The thesis is the culminating and integrating effort for Masters' 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 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.

SSC6920 Social Science Thesis B (3 cr)

This is the second of two courses through which students complete their Master's thesis in the Social Sciences. The thesis is the culminating and integrating effort for Masters' 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 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.

SSC6950 Professional Seminar (3 cr)

This capstone professional seminar is designed to promote the integration of the core curriculum and practicum experience of the Individualized Master's of Arts degree. 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.

Note: Course offerings are subject to change.

STUDENT AND ADMINISTRATIVE 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 term of entry. Admission information can also be found on the web at: midwest.antioch.edu. Also see *Antioch University Admissions Policy 5.607* at http://aura.antioch.edu/policies_500_6x7/.

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, Conflict Analysis and Engagement programs, and the Managing and Leading Change 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. All Licensure and Masters programs in the School of Education require an interview. 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.
- Twenty-four or more transferable semester 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 term.*

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.

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

Master of Arts in Management and Leading Change prerequisites:

- Graduate documentation.
- Internet access and familiarity with internet communications

Individualized Masters of Arts 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.

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). Background checks MUST be administered by AUM. Copies of background checks carried out by other agencies or school districts are not permissible.

M.Ed. in Educational Leadership AND Ohio Principal Licensure 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 5-year professional 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 accepted as semester hours. They are translated from 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 semester system transfer 1 to 1; credits from schools on a quarter system translate as follows: 1 quarter credit = .667 semester credit.

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:

- A minimum of two years of undergraduate credit (60 semester-credit hours) from an accredited institution or the equivalent.
- Approximately five years of sustained professional experience in areas closely related to the applicant's field of proposed graduate study.
- Knowledge of the professional field of proposed graduate study
- The ability to think critically
- Effective oral and written communication skills
- Research skills and the ability to use appropriate learning resources
- 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. See also *Antioch University Disability Support Services Policy 6.101* at http://aura.antioch.edu/policies_600_1x1/.

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 for classes each term 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, first residency, or during the first term of enrollment. 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.

2012-2013 Registration periods

Fall '12:	8/3/12—8/24/12
Spring '13:	11/26/12—1/4/13
Summer '13:	3/8/13—4/19/13

Add/Drop

Classes may be added at any time during registration up to the seventh (7th) day of the term with no restrictions.

Classes may be dropped during the first month of the term with no transcript record. Classes dropped after the first month of the term will remain on the transcript with a notation of "W". Classes may not be dropped after the end of the second month of the term. Tuition refunds for dropped classes (if any) are determined by the refund schedule associated with the term dates and not the specific meeting dates of a given course (see the Academic Calendar on p. 5 and the refund schedule on p. 104).

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.

Intra-University Registration

In addition to our campus in Yellow Springs, Ohio, Antioch University has campuses in Los Angeles, Santa Barbara, Seattle, and Keene, New Hampshire, as well as an Antioch Education Abroad program and a Ph.D. in Leadership and Change. Students enrolled at Antioch Midwest may wish to enroll in academic courses offered at another Antioch campus or the Antioch Education Abroad program.

Any student interested in registering for courses at another Antioch campus or Antioch Education Abroad must complete the Intra-University Registration Petition form and receive approval from all indicated departments.

The Antioch University Midwest Registrar's Office will process the registration and verify enrollment. The Registrar of the host campus will forward the records of learning once the course(s) are complete.

Students who begin a degree at Antioch Midwest and wish to transfer to another Antioch campus to complete the degree are subject to transfer policies and degree requirements at the host campus as detailed earlier in this chapter (although all Antioch credit is considered institutional and not

transfer credit). The Registrar may be helpful in facilitating details of transfer from one Antioch campus to another. *See Antioch University Intra-University Registration Policy, 5.621 at http://aura.antioch.edu/policies_500_6x/5/.*

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. *See Antioch University Course Audit Policy, 5.619 at http://aura.antioch.edu/policies_500_6x/4/.*

Life-Long Learning Tuition Discount

Any student with a bachelor's degree from any accredited institution is eligible to register for undergraduate classes at Antioch Midwest for a 50% tuition discount. Students registering in this way may not apply these courses to a credential, and will be classified as non-matriculant students, ineligible for financial aid.

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. 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 term 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 semester-hour credit system. The following course numbering system is used for the academic programs at Antioch University Midwest:

- 1xxx - lower level, freshman
- 2xxx - lower level, sophomore
- 3xxx - upper level, junior
- 4xxx - upper level, senior
- 5xxx – 6xxx - graduate level

ACADEMIC LOAD

See *Antioch University Academic Load Policy*, 5.617 at
http://aura.antioch.edu/policies_500_6x/9/

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: 6 or more credit hours
- Half-time: 3-5 credit hours
- Part-time: 1-2 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.

ENROLLMENT STATUS

Leave of Absence

A student may register for a leave of absence (LOA) for the duration of one semester. The registration for LOA must be received by the Registrar's Office before the last day of the semester 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 does not register for the next semester will have a hold placed on his or her record, and will need advisor approval before being allowed to register (summer term is not considered in this policy). A student who has not registered for two consecutive semesters will be withdrawn from his or her 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. Relevant 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 been 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 only if he or she believes that procedural irregularities exist. See *Antioch University Academic Appeal Policy 6.111* at http://aura.antioch.edu/policies_600_1x/4/.

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:

1. 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:
2. For undergraduate credit, the student has performed at a level that would be considered at least a "C" or better in a graded system.
3. For graduate credit, the student has performed at a level that would be considered "B" or better in a graded system.
4. 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 drop deadline of the following term or they convert to No Credit.
5. IP (in progress). IP grades may be issued for courses that span more than one term. Students making acceptable progress during the term 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 two additional terms to complete a course with a grade of IP. If not completed in this time frame, the IP designation will convert to No Credit.
6. 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.

Students in need of letter grade equivalents must request them through their academic program office by the second class session during the first term 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.

See *Antioch University Grade Equivalency Policy*, 5.229 at http://aura.antioch.edu/policies_500_2x/1/.

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 campus leadership agrees 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.

See Antioch University Student Conduct Policy 6.103 at http://aura.antioch.edu/policies_600_1x/2/.

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 term 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 degree or certificate.

Failure to complete a repeated course on the second attempt may 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 may 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 program chair, and approved by the Director of the School of Liberal Studies. 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 program chair and approval by the Director of the School of Liberal Studies.

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 term 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

Graduation

A student's graduation date falls on the last day of the academic term 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 term. This is accomplished on the Graduation Application form, which is available in the Registrar's Office or online. 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-term 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 term.
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:

- 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.
- The student has been passing the course at the time that the Incomplete is awarded.
- 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 term is the end of the withdraw period for the following academic term. 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.

Unmet Incomplete Requirements

If the required work is not completed by the due date, the INC will convert to NC. 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:

- 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.
- Students have two additional terms 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 EDL6920 Internship in Fall 2012 has until the end of Summer 2013 to post credit.

- 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 second additional academic term.
- Courses with grades of IP will convert to No Credit if credit is not posted by the deadline. 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 steps should be followed:
 1. Describe the evidence that confirms that plagiarism occurred.
 2. Listen to the student's response.
 3. Review what plagiarism is, why it is unacceptable in a scholarly community, and how to cite sources properly.
 4. 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.

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.

See *Antioch University Student Academic Integrity Policy*, 6.105 at http://aura.antioch.edu/policies_600_1x/6/.

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. See *Antioch University Human Subjects Protection Policy* 5.507 at http://aura.antioch.edu/policies_500_5x/2/.

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 semester. At the undergraduate level, students who do not meet this standard will be placed on academic warning or 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 semester to raise their completion ratio to 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 term 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 term 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 between 50 - 74% of their total attempted institutional credits are placed on academic warning.
- Students in good standing who complete less than 50% of their total attempted institutional credits are placed on academic probation.
- 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

1. All active students who have attempted at least 12 cumulative semester credits are reviewed by the Registrar's office at the end of each term upon receipt and input of final grades.
2. Students in good standing who successfully complete 75% or more of their total attempted institutional credits remain in or return to good standing.
3. Students in good standing who complete less than 75% of their total

attempted institutional credits are placed on academic probation.

4. 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.

Courses dropped by students in the add/drop period have no impact on Satisfactory Academic Progress. Students may withdraw from up to 9 credits (or 3 courses) in their academic program with no impact on Satisfactory Academic Standing. After withdrawing from 9 credits or 3 courses, additional courses from which students withdraw will count as attempted credits and will count negatively in the SAP review.

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 semester. The faculty advisor is strongly encouraged to meet with the student early in the term 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 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 cannot 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.

See *Antioch University Transfer and Intra-University Credit Policy 5.611* at http://aura.antioch.edu/policies_500_6x/10/.

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.

See *Antioch University Acceptable Use of Electronic Resources Policy 8.101* at http://aura.antioch.edu/policies_800/4/.

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.

See *Antioch University Children on Campus Policy 4.511* at http://aura.antioch.edu/policies_400_5x/3/.

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 2 GB of RAM; 4 or 8 GB preferred. (Any amount of RAM over 4 GB will require a 64-bit operating system to realize any benefit.)
- PC - Windows 7 preferred but Windows Vista or XP with Service Pack will suffice
- Mac – Intel Processor OS 10.5 or higher
- Older operating systems and computers with less memory (RAM) and processing power may function and meet your basic needs for computing. However, your experience may

be diminished with slower computing resources and/or a slow Internet connection.

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. "Open Office" and "LibreOffice" (both are open source) can be used and the documents can be saved in standard Microsoft Office formats (.doc, .docx, .xls, .xlsx, etc.). However, please be advised that sometimes complex formatting can be corrupted when changing formats.

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 8 or higher
- Firefox 3.6 or higher

Chrome works on most applications, but there may be some incompatibilities with different versions of Chrome.

Mac:

1. Firefox 3.4 or higher
2. (Safari is not supported with Antioch Sakai)

Antivirus

Generally any antivirus software will suffice. Most antivirus software includes antispyware, and is sold on an annual subscription basis. Macs are not immune to viruses, so antivirus software for Macs is highly recommended. Please be sure to update your virus definitions weekly, if not more often. Most software will automatically perform updates on a regular and frequent basis.

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, the 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.

See Antioch University Relationships in the Workplace Policy, 4.615 at http://aura.antioch.edu/policies_400_6x/11/.

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.

See *Antioch University Drug-Free Workplace Policy*, 4.505 at http://aura.antioch.edu/policies_400_5x/1/.

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. Antioch University email is provided through Gmail, but is a private, internally-authenticated system

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:

- The right to inspect and review their education records
- 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.
- The right to consent to disclosure of personally identifies except to the extent that FERPA authorizes disclosure without consent (example-directory information)
- The right to secure a copy of the school's student records policy from the Student & Alumni Services Division.
- 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 defines directory information as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to: the student's name; address; telephone listing; electronic mail address; photographs; date

and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational agency or institution attended.

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.

See *Antioch University Intellectual Property Policy, 5.503* at http://aura.antioch.edu/policies_500_5x/3/.

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.
- If a patron who is no longer an active student (having withdrawn or graduated) owes any amount of money to the library, further registration and release of transcripts will be prohibited.
- 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 (see p. 84.)

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 Director of the involved area no later than three weeks after the discussion with the individual's supervisor. The Director will determine whether a meeting with the student is required for clarification or to gather additional information. Note: if the individual's supervisor was also the Director of that area, the written grievance may be addressed to one of the other Directors, 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 Director. The decision of the President is final.

Note: the Registrar's office can assist students in determining supervisory structures or alternative Directors, if necessary.

See *Antioch University Student Grievance Policy*, 6.109 at http://aura.antioch.edu/policies_600_1x/5/.

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:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or student) standing.
2. 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).
3. 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.)

See *Antioch University Title IX, Sexual Harassment and Sexual Violence Policy*, 4.607 at http://aura.antioch.edu/policies_400_6x/12/.

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).

See *Antioch University Non-Smoking Environment Policy*, 4.507 at http://aura.antioch.edu/policies_400_5x/2/.

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 the campus leadership team.
2. The campus 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, Director 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 campus leadership team and other direct reports.
3. The campus leadership team will notify Chairs and/or Administrators who will inform employees in their respective areas.

Saturday and Sunday

- The Director of the School of Liberal Studies or designee 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.
- The President or designee will notify local mass media outlets and ensure that the voice message is changed on the AUM voice mail system.
- The President will notify the campus leadership team and direct reports.

- The campus leadership team will notify Chairs and/or Administrators who will inform employees in their respective areas.

See Antioch University Weather and Short-term Closings Policy, 4.411 at http://aura.antioch.edu/policies_400_4x/17/.

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> Financial Aid; "Apply: or 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> ; Financial Aid; Apply.

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>; Financial Aid; "Apply"

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 2012 - 2013. 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. Based on the extremely limited availability of Perkins loan monies, a decision has been in place across the AU system since 2009 that Federal Perkins Loans would only be used to help students who do not have enough Federal and State aid to pay tuition and fees each year. Federal Perkins will not be used for living expenses.

Loan Disbursement and Delivery

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 term the student is enrolled.

The student loan disbursement will first be applied to the student's account with Antioch University Midwest. Federal grants are also disbursed after the add/drop period. There is also an option for Direct Deposit into your personal banking account. Information can be found in the Business Office or through myAntioch.

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 (see pp. 91-92 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 semester 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 semester 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) 769-1841 or emailing dtomas@antioch.edu.

STUDENT ACCOUNTS

Tuition and Fee Schedule 2012-2013

The following schedule was approved by the Board of Governors. Tuition payments are due at the beginning of each semester; however a payment plan may be arranged. *Students should plan in advance for tuition and fee adjustments for subsequent academic years.*

Undergraduate tuition

\$527/semester credit hour
Orientation fee \$25

Graduate tuition (& program-specific fees)

All programs - \$100 enrollment fee applied toward first semester tuition

Conflict Analysis and Engagement and Management and Leading Change tuition

\$806 / semester credit hour
\$1,000 / semester course additional fee for courses taught using a mentor model, including practicum and capstone
Thesis Maintenance tuition: \$1800/semester
Residency Fee: \$335/residency

Individualized Masters of Arts tuition

\$799/credit hour
Residency Fee: \$100/residency
Thesis Maintenance tuition: \$1800/semester.

Education Programs tuition

Teacher Licensure and M.Ed. programs:
\$728/credit hour

HCA Certificate: \$6,300 total

Additional Fees

Undergraduate application fee_____	\$50
Conflict, Management, and IMA application fee_____	\$50
Education application fee_____	\$50
<i>Note: all application fees WAIVED for on-line applications</i>	
Background check / fingerprints (for Education students only)_____	\$75
Enrollment fee_____	\$100
Leave of Absence fee_____	\$50
General fee_____	\$200/sem
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
Payment plan fee_____	\$30
Graduation application fee_____	\$80
Replacement diploma fee_____	\$20

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 term. If payment is not received in the Student Accounts Office by the first day of the term, 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 term.

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 semester 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 term's start/end dates and to note that they may or may not correspond with their first day of class.

100% refund-drop prior to the start of the semester and during days 1-6

50% refund-drop during days 7-13 of the semester

No refund for drops / withdrawals on or after day 14 of the semester.

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

Marian Glancy. *Director, School of Education and Assistant Professor.*

Ph.D., University of Dayton
M.Ed., University of Dayton
B.Ed., Dunfermline College, Scotland

Vicky Cook. *SOE Division Administrator*

Amy Elkins. *SOE Program Specialist*

Amy Johnson. *SOE Program Specialist*

Sarah Wallis, *Institutional Research Analyst*

M.A., Antioch University McGregor
B.A., Macalester College

Teaching Licensure Programs

Julie Biddle. *Associate Professor*

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*

M.Ed., Miami University
B.S., Wright State University

Pam Conine. *Teaching Faculty*

M.A., University of Colorado
M.S., University of Dayton
B.S., Miami University

Genya Devoe. *Chair, Reading Endorsement Program; Teaching Faculty*

M.Ed., Antioch University McGregor
B.S., Wright State University

Richard Fairman. *Associate Professor*

Ph.D., Miami University
M.A., Miami University
M.Ed., Miami University
B.S., Miami University

Sonya Fultz. *Chair, Adolescent and Young Adult Education and Middle Childhood Education; Teaching Faculty*

M.A., University of Cincinnati
B.A. Wilmington College

Saul Greenberg. *Associate Professor*
Ph.D., The Union Institute
B.A., Queens College, City University of New York

Diane Nelson. *Interim Chair, Early Childhood Education Program; Professor*

Ph.D., Miami University,
M.S.Ed., Northern Illinois University
B.A., Creighton University

Michele Nobel. *Chair, Special Needs Programs; Associate Professor*

Ph.D., The Ohio State University
M.A., The Ohio State University
B.S., The Ohio State University

SCHOOL OF INTEGRAL STUDIES

Administration and Support

Richard McGuigan. *Director of School of Integral Studies; Associate Professor of Conflict Analysis and Engagement and Management and Leading Change M.A. programs*

Ph.D., Union Institute and University
M.A., Antioch University McGregor

Rob McLaughlin, *Enrollment Manager and instructor*

M.A., Antioch University McGregor
M.A., Antioch University McGregor
B.A., Antioch University McGregor

Robin Burnam. *Division Administrator*

M.A., Antioch University McGregor
B.A., Wright State University

SCHOOL OF LIBERAL STUDIES

Administration and Support

Joseph Cronin. *Director, School of Liberal Studies; Chair, Sustainability and Creative Writing Undergraduate programs; Chair, Philosophy Individualized M.A. program; Professor*

Ph.D., University of Cincinnati
M.A., Columbia University
B.A., Williams College

Julie Cline. *Division Administrator*

B.A., Antioch University McGregor

Jayne Richeson. *Division Specialist;
Undergraduate Studies*

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