ANTIOCH UNIVERSITY MIDWEST

ACADEMIC CATALOG 2015 - 2016

ANTIOCH
UNIVERSITY
MIDWEST

Welcome to Antioch University Midwest, where lives are transformed daily through our signature hands-on learning experiences. Our campus is accessible, our programs are affordable, and many offerings are accelerated through hybrid or online formats. Our multiple pathways to success are embedded within Antioch University's commitment to continue our Horace Mann heritage by answering his challenge to win, "…some Victory for Humanity"!

Antioch University Midwest is one of five Antioch University locations throughout the country (California, New Hampshire, and Washington) dedicated to promoting our University's mission, "to advance social, economic, and environmental justice." We are a global innovative intellectual center, which empowers our learner community to demonstrate the leadership competencies that are needed for career success and to make a positive change in the world. Our goal is to be the destination for those who seek exceptional experiential career preparation for today and for the future. Whether you seek to enhance your skill sets, change careers, or empower your life, Antioch University Midwest Has Your Program! Choose from several undergraduate and graduate programs offered by our outstanding scholar-practitioner faculty year-round. If your interest is in Management, Data Analytics, Healthcare, licensure and degree programs offered by our nationally-accredited Department of Education, or professional development, then I invite you to join our inclusive and military friendly designated community. It will be one of the best life decisions you will make!

Come to Antioch University Midwest and discover success! Become transformed! Be the difference you seek to see in the world!

Karen Schuster Webb, Ph.D.,
President, Antioch University Midwest

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 more than 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!

Mission of Statement

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 the 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.

2015-2016 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.ncahigherlearningcomission.org

Additionally, Antioch University Midwest's School of Education licensure programs for teachers and principals are approved by the Ohio State Department of Education and have received accreditation by CAEP: Council for the Accreditation of Educator Preparation. CAEP accreditation is a mark of distinction, and provides recognition that the School 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**.

Use of This Catalog

The fees, programs and polices contained in this catalog are effective with the Summer 2015 term. This Student Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting your rights and responsibilities as a student. The actual policies may be found on the University website at www.antioch.edu/policies. [Throughout this catalog, individual University policies are referenced by number, and may be accessed from this site.]

The university reserves the right, in its sole discretion, to amend or remove current policies or to adopt new policies as it deems necessary or appropriate from time to time. Therefore, it is the student's responsibility to visit the policy section of the university website frequently to be kept informed of all current policies and their effective dates. The University also reserves the right to change tuition, fees, curricula and course offerings and other matters contained in this Catalog at any time, without notice.

2015-2016 Academic Calendar

Summer Term 2015

March 20	Open Registration Begins
April 27	Summer Term Begins
May 3	2015 Annual Commencement Ceremony
July 4	No Classes: Independence Day Holiday
August 3	Summer Term Ends

Fall Semester 2015

April 6	Open Registration Begins
August 22	Fall Semester Begins
September 5-7	No classes: Labor Day Break
November 26 – 29	No classes: Thanksgiving Holiday
December 12	Fall Semester Ends
December 24 – January 1	AUM Closed: Winter Break

Spring Semester 2016

November 6	Open Registration Begins
January 4	Spring Semester Begins
January 18	No classes: Martin Luther King Day
February 15	No classes: Presidents' Day
April 18	Spring Semester Ends
May 1	2016 Annual Commencement Ceremony

Important Information

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: admission.aum@antioch.edu

Registrar
Phone (937) 769-1821
Email: registrar.aum@antioch.edu

Financial Aid
Phone (937) 769-1883
finaid.aum@antioch.edu

Student Accounts
Phone (937) 769-1038
aum.stu@antioch.edu

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Division of Education and Interdisciplinary Studies

Undergraduate Studies

Program Objective

The undergraduate program has six principal curricular goals. We are committed to ensuring that our students develop critical thinking skills, integrate diverse perspectives, communicate effectively both written and verbal, demonstrate applied learning, seek social justice, and become self-aware.

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 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, a limited number of courses are offered on Saturdays. If a student wishes to take a full-time load of 12 semester credits, there are online and evening classes offered.

All majors and concentrations in the Undergraduate Studies Program at AUM include a series of interdisciplinary Antioch core requirements that 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 majors or concentrations and, to 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 30 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 Clark State, Columbus State, Edison State, Sinclair, and Ivy Tech Community Colleges whereby all credits required for their Associate's degrees will be accepted, assuming the credits meet the guidelines for transfer credit.

Transfer Credit

Transfer credit for courses taken at other institutions is based on analysis of official transcripts from those institutions. See the institutional policy section for additional details regarding transfer credit guidelines (p. 110).

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 or concentration 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 or concentration 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. The Undergraduate Studies Program faculty and staff can assist interested students in deciding whether they can benefit by pursuing these options.

Types of prior learning credit:

- *Portfolio evaluation:* Students may take a 3-credit workshop PLA-1000 Prior Learning Assessment Theory and Practice to assist them in the presentation of prior learning experiences for academic credit. Students take PLA-1000 in one term, then work to develop their portfolio for submission the following term.

- *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).

Undergraduate Majors and Concentrations

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

Early Childhood Education

Through the Early Childhood Education major, students complete an undergraduate degree and are eligible for a four-year Resident Educator License to work with students pre-school through grade three. Students who pursue this degree may find employment as preschool teachers, Head Start teachers, or pre-kindergarten through third-grade teachers in public schools.

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 up to 24 credits of interdisciplinary core requirements and 46 required major credits to complete their degree. Some interdisciplinary core requirements may be waived upon review by the Chair of Early Childhood Education.

Credit Requirements (70 credits)

Antioch Core Requirements (24 credits)

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, & 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)

ECE-3000 Introduction to the Profession (2)
ECE-3100 Foundations of Education (3)
ECE-3200 Child Development & Learning (4)
ECE-3300 Planning & 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 (1)
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)

Note: *Requirements for the Master of Education degree in Early Childhood Education appear in the Graduate Studies section on pp. 57-58.*

Health and Wellness

This major is designed to introduce students to the components of a healthy life, the sociocultural structures in place to help achieve and maintain it, and the issues that pose barriers to success and give rise to inequalities in access to care, resources, and health outcomes. It is also designed to offer students foundational knowledge in exercise, nutrition, and alternative approaches to health and wellness for themselves, their families, their communities, and their professional clients.

Credit Requirements (54 credits)

Antioch Core Requirements (21 credits)

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, & Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

Required professional core (18 credits)

HSA-4200 Human Services Systems and Grants (3)
HWL-4000 Economics, Politics & Access in Healthcare (3)
HWL-4020 History of Healthcare & Medical Ethics (3)
HWL-4040 Gender and Multicultural Issues in Health Care (3)
MGT-3500 Financial Statements & Analysis (3)
PRO-4970 Senior Project (3)

Health & Wellness Focus (15 credits)
HWL-4010 Integration of Healthcare Modalities (3)
HWL-4030 Health and Nutrition Within the Family (3)

HWL-4050 Exercise & Fitness Across the Lifespan (3)
HWL-4060 Health Behaviors in Society (3)
And 1 elective from Human Development (HDV), Health & Wellness (HWL) or Management (MGT)

Health and Wellness: Healthcare Administration Focus

The population of the United States is growing and aging. Lack of exercise and a fast food diet is leading to an explosion of chronic conditions such as diabetes and heart disease. A fragmented insurance system makes it almost impossible to understand who will pay when the medical bills come due. What does all of this mean for the job market?

It means that healthcare providers and affiliated businesses – doctor offices, hospitals, labs, outpatient surgery centers, long-term care facilities, insurance and managed-care companies – need Healthcare Administrators who have a solid conceptual understanding of the critical issues and trends in the healthcare industry as well as the business savvy and leadership skills needed to oversee a successful office or practice. The Health and Wellness major with a focus in Healthcare Administration is designed to fulfill that need.

Credit Requirements (54 credits)

Antioch Core Requirements (21 credits)

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)

Required professional core (18 credits)

HSA-4200 Human Services Systems and Grants (3)
HWL-4000 Economics, Politics & Access in Healthcare (3)
HWL-4020 History of Healthcare & Medical Ethics (3)
HWL-4040 Gender and Multicultural Issues in Health Care (3)
MGT-3500 Financial Statements & Analysis (3)
PRO-4970 Senior Project (3)

Healthcare Administration Focus (15 credits)

HAD 4250 Fundamentals of Healthcare Administration (3)
HAD 4800 Experiential Learning in Healthcare Administration (3)
MGT 3900 Human Resource Management (3)
And two electives from Human Development (HDV), Health and Wellness (HWL), or Management (MGT)

Human Services Administration

The Human Services Administration major prepares practitioners who desire to be effective leaders in a variety of human service agencies. Students will explore and develop leadership, analytical and communication skills, as well as, knowledge and expertise focused on enhancing the quality of life for individuals, families and communities. This major prepares students to work in an administrative capacity in non-profit and state agencies, health care and counseling centers, and community-based organizations delivering social services.

NOTE: Since Human Services Administration and the Management degrees share a significant number of common courses; students may not declare a double major with Management and Human Services Administration.

Credit Requirements (48 credits)

Antioch Core Requirements (21 credits)

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)

Required courses (24 credits)

HDV-4020 Child and Adolescent Development (3)
HDV-4030 Adult Development (3)
HSA-4200 Human Services Systems and Grants (3)
MGT-3500 Financial Statements & Analysis (3)
MGT-3900 Human Resource Management (3)
MGT-4880 Strategic Marketing for Non- Profit Organizations (3)
MGT-4960 Organizational Behavior (3)
And 1 elective from Human Development (HDV), Human Services Administration (HSA), or other areas by permission. (3)
PRO-4970 Senior Project (3)

Liberal Studies: Creative Writing and Literature Concentration

This concentration in creative writing and literature aims to prepare aspiring writers through five main objectives.

- Evaluate and apply the craft of writing in multiple genres. Students will explore literary expression in order to achieve greater proficiency in their own craft as writers.

- Examine and apply the craft of close reading of literature. Students will cultivate their ability to examine the craft of other writers (both historical and contemporary), looking at formal elements of the work, including language, character, story, theme, rhythm, and tone.

- Examine and analyze the impact that creative writing has in our world.

- Evaluate and articulate the foundational skills of a professional writer. Students will constructively comment on the work of other writers in one or more creative literary forms (poetry, fiction, creative non-fiction), participate in a writing community, and apply best practices of editing, revision techniques, and grammar.

- Create and write with proficiency in one or more creative literary forms (poetry, fiction, and/or creative non-fiction).

Students will produce written work using the process approach of discovering material, creating the appropriate form according to the intended effect on the target audience, and revising as necessary.

Credit Requirements (45 credits)

Antioch Core Requirements (21 credits)

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, & Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

Required Courses (24 credits)

COM-3570 Short Story Writing (3)
COM-3910 English: The Global Language (3)
COM-4320 Social Media and Social Change (3)
LIT-4420 African American Literature (3)
LIT-4500 Contemporary Theory & Criticism (3)
LIT-4650 Shakespeare (3)
And 1 elective from Communications (COM) or Literature (LIT) (3)
PRO-4970 Senior Project (3)

Liberal Studies: Humanities Concentration

The Antioch University Midwest Humanities program challenges students to investigate civilizations, worldviews, conflicts, and revolutions that have shaped history and changed lives. They delve into and debate the great classics of literature, philosophy, religion, and the arts that continue to enlighten and inspire people across the world. In the process, students expand their global awareness, stretch their imagination, sharpen their thinking, boost their communication skills, and grow their resolve to create the kind of world humanity needs in order to achieve social justice, equity, peace, and meaning in their lives. This intense, interactive program applies directly to all careers devoted to working with people and well prepares students for graduate study in many of fields of the humanities, social sciences, and law.

Credit Requirements (42 credits)

Antioch Core Requirements (18 credits)

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, & Social Research (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

Required courses (24 credits)

HUM4210 Africa: Native Cultures to Independent Nations (3)
HUM4310 Middle East: Heritages & Conflicts (3)
HUM4410 India: Cultures, Literatures & Conflicts (3)
HUM4510 China: Cultural Roots & Modern Revolutions (3)
HUM4610 Medieval and Renaissance Europe 3 cr
HUM4710 Indigenous America & Legacy of Colonialism (3)
HUM4810 American Democracy, Capitalism, & Empire (3)
PRO-4970 Senior Project (3)

Liberal Studies: Interdisciplinary Studies Concentration

Big problems—immigration reform, social inequality, the "war on drugs," global warming—require big and broad-ranging solutions. No one viewpoint can encompass the whole issue. Economists see one perspective, psychologists another, sociologists a third. The Interdisciplinary Studies program is for students who want to make sense of the world through multiple lenses and employ diverse methods to analyze both how the world works and how to address its problems. With the assistance of their faculty advisor, students draw from a range of disciplines in the development of their degree plans instead of limiting their courses to just one major or concentration. In the process, students also complete two core courses unique to the field of study, as well as an individualized senior project.

Due to their interdisciplinary-problem focus, students who concentrate in this field become grounded and insightful thinkers, researchers, communicators and leaders who know how to work effectively with others of diverse backgrounds and interests to reach effective as well as ethical solutions. Interdisciplinary Studies is particularly valuable right now since systems thinking, collaborative problem-solving and cross-disciplinary teamwork are increasingly needed in our institutions, organizations, and communities at all levels. For students who elect to continue their education after the B.A., the concentration prepares them well for graduate work in areas such as law, education, political science, economic development, environmental science, public policy, management, anthropology, history, and conflict resolution.

Credit Requirements (45 credits)

Antioch Core Requirements (21 credits)

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, & Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

<u>Required Courses</u> (9 credits)

INTD-3200 Foundations of Interdisciplinary Studies
INTD-4200 Complex Problems / Complex Solutions: Interdisciplinary Approaches to Social Issues
PRO-4970 Senior Project

<u>Interdisciplinary Electives</u> (15 credits)

5 courses chosen in consultation with advisor to form an official degree map.

Liberal Studies: Professional and Technical Writing Concentration

The Professional and Technical Writing Concentration affords the student skills in multimedia writing for a variety of careers. This concentration focuses on the business and/or technical writing genres that communicate often-complex content to various audiences. Students will receive experience in conducting research and in creating, with appropriate graphics in the following documents: technical memos, manuals, reports, feasibility studies, proposals, progress reports, and formal presentations. Students will also enhance oral and written communication skills through formal class presentations, class discussions, and vocabulary enrichment.

Credit Requirements (45 credits)

<u>Antioch Core Requirements</u> (21 credits)

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, & Social Research (3)
GNED-3450 Foundations of Civilization (3)
GNED-3510 Ecology, Technology, and Society (3)
GNED-3550 Leadership (3)

<u>Required Courses</u> (24 credits)

COM-3725 Technical Writing (3)
COM-3800 Business Writing and Editing (3)
COM-3850 Multimedia Journalism (3)
COM-3910 English: The Global Language (3)
COM-4320 Social Media and Social Change (3)
COM-4540 Creative Nonfiction (3)
And one elective from Communications (COM), Management (MGT) or other areas by permission (3)
PRO-4970 Senior Project (3)

Management

This major is designed to explore the roles, responsibilities, and ownership needed to build a positive working environment, develop as an emotionally conscious leader, and explore ways to advance social and human justice ideals. Based on the principles of Douglas McGregor, students explore the application of business principles needed to build and strengthen human and social enterprises; provide a foundation to understand and lead change in a diverse and complex culture; and develop skills for innovative leadership.

NOTE: Since Human Services Administration and the Management major share a significant number of common courses, students may not declare a double major with Management and Human Services Administration.

Credit Requirements (54 credits)

Antioch Core Requirements (21 credits)

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

Required Professional Core (21 credits)

MGT 3500 Financial Statements & Analysis (3)
MGT 3700 Legal Issues Impacting Managers (3)
MGT 4400 Applied Economics (3)
MGT-4780 Strategic Marketing (3)
MGT-4840 Ethical Issues in Management (3)
MGT-4960 Organizational Behavior (*3*)
PRO-4970 Senior Project (3)

Elective Courses (12 credits)
Choose 4 courses from Management (MGT)

Management: Data Analytics Focus

Analytics are part of every organization including the arts, humanities, business, health, human services, and the sciences. The interpretation of Big Data can transform the way organizations and communities do business, clarify mysteries about consumer behaviors or maximize the likely success of a new social enterprise, all through the interpretation of large quantities of data. However, this Data Analytics focus is about more than understanding the techniques for mining and interpreting information. Antioch University Midwest's focus also focuses on educating the ethical and creative thinker who interprets and makes decisions that have broad organizational and societal impact.

The Data Analytics focus at Antioch University Midwest uses an interdisciplinary approach that prepares students not only to dissect large quantities of information but to ask the right questions in context with the challenges that face our world today. Big Data provides information about behavior and trends, which ultimately enables users to make data-driven decisions regarding organizations and communities, but at Antioch University Midwest, students also explore the "ethical ambiguities" created by the ways we gather and use Big Data.

Credit Requirements (54 credits)

<u>Antioch Core Requirements</u> (21 credits)

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

<u>Required Professional Core </u>(21 credits)

MGT 3500 Financial Statements & Analysis (3)
MGT 3700 Legal Issues Impacting Managers (3)
MGT 4400 Applied Economics (3)
MGT-4780 Strategic Marketing (3)
MGT-4840 Ethical Issues in Management (3)
MGT-4960 Organizational Behavior (*3)*
PRO-4970 Senior Project (3)

<u>Data Analytics Focus</u> (12 credits)

ANL-3500 Business Systems Analysis (3)
ANL-3600 Database Management & Data Warehousing (3)
ANL-4200 Foundations of Analytics (3)
ANL-4500 Advanced Analytics (3)

Management: Healthcare Administration Focus

The population of the United States is growing and aging. Lack of exercise and a fast food diet is leading to an explosion of chronic conditions such as diabetes and heart disease. A fragmented insurance system makes it almost impossible to understand who will pay when the medical bills come due. What does all of this mean for the job market?

It means that healthcare providers and affiliated businesses – doctor offices, hospitals, labs, outpatient surgery centers, long-term care facilities, insurance and managed-care companies – need Healthcare Administrators who have a solid conceptual understanding of the critical issues and trends in the healthcare industry as well as the business savvy and leadership skills needed to oversee a successful office or practice. The Management major with a focus in Healthcare Administration is designed to fulfill that need.

Credit Requirements (54 credits)

<u>Antioch Core Requirements</u> (21 credits)

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)

<u>Required Professional Core</u> (21 credits)

MGT 3500 Financial Statements & Analysis (3)
MGT 3700 Legal Issues Impacting Managers (3)
MGT 4400 Applied Economics (3)
MGT-4780 Strategic Marketing (3)
MGT-4840 Ethical Issues in Management (3)
MGT-4960 Organizational Behavior (*3*)
PRO-4970 Senior Project (3)

<u>Healthcare Administration Focus</u> (12 credits)

HAD 4250 Fundamentals of Healthcare Administration (3)
HAD 4800 Experiential Learning in Healthcare Administration (3)
HWL 4000 Economics, Politics, and Access in Healthcare (3)
HWL 4040 Gender & Multicultural Issues in Healthcare (3)

Undergraduate Certificate:

Data Analytics Certificate

Big Data impacts how organizations do business, react to customers, respond to trends and plan social, political and philanthropic initiatives. Increasing computation power has made Big Data accessible to a fast-growing segment of the economy, and firms across the nation are racing to hire management professionals skilled in interpreting data and translating it into winning business strategy. A Data Analytics certificate from Antioch University Midwest allows students to focus on understanding the techniques for collecting data (data mining), interpreting it in meaningful ways, and understanding the ethical implications of Big Data.

In this rapidly growing field, graduates are poised to pursue careers such as: business analysts, data analysts, market research analysts, project leads, solutions architects, business leads, informatics analysts, and other key positions.

This certificate is available as both an undergraduate certificate for academic credit, as well as a non-credit professional certificate.

Certificate Requirements (16 credits)

ANL-3500 Business Systems Analysis (3)
ANL-3600 Database Management and Data Warehousing (3)
ANL-4200 Foundations of Analytics (3)
ANL-4500 Advanced Analytics (3)
ANL-4900 Data Analytics Practicum (1)
MGT-4840 Ethical Issues in Management (3)

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.

General Program Policies

See pp. 107-127 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. One absence is tolerated in a course lasting 8 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 end of each semester's

add/drop deadline 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.

UNDERGRADUATE COURSE DESCRIPTIONS

All undergraduate courses carry 3 semester credits unless otherwise indicated.

Analytics (ANL)

ANL-3500 Business Systems Analysis

This course provides students with the knowledge and skills necessary to analyze and design information systems in an organization. It covers the basic components of modern information systems including the equipment that implement systems. The techniques for analyzing existing systems and the gathering of user requirements for new systems are explored. Consideration of user experience is an important component of this analysis. The modeling of information systems is used to communicate effective designs. The use of database management and data warehousing systems to organize and process data is a key feature of systems analysis and design. The application of informed and ethical decision making in the design of information systems is emphasized. This course provides the basis for business analytics in organizations.

ANL-3600 Database Management and Data Warehousing

This course covers the fundamental concepts of database management including data modeling based on user requirements, the relational model, normalization of relations and the use of Structured Query Language (SQL) to store and query data in a database management system. Additionally, the application of database management systems to data warehousing will be explored. The construction, data models and use of data marts and data warehouses by organizations will be described. The role of key stakeholders in the design, use and maintenance of databases will be shown.

ANL-4200 Foundations of Analytics

This course introduces the foundational concepts of analytics. It introduces students to the analysis of large data collections for the purpose of knowledge discovery and informed decision making. Topics include the sources of data, the types of analysis, knowledge discovery techniques and the application of the results of analytics to decision making. Constraints such as ethical considerations, regulatory, and privacy concerns will be addressed. Application of analytics to real world scenarios will be emphasized.

ANL-4500 Advanced Analytics

This course in analytics will build upon foundational concepts and apply the concepts and techniques of analytics. The use of tools and techniques used to analyze large masses of data to discover unknown relationships and support forward looking ethical decision making will be explored. Students will analyze large data sets using industry standard tools to discover relationships within data that can be applied to marketing, operations, customer relations and other common business functions. The analysis of the contents of data warehouses to enhance strategic decision making will also be explored.

ANL-4900 Data Analytics Practicum (1)

The practicum course is intended for the student to apply the skills gained during the coursework on a project of the student's choosing with guidance from the instructor. The student will plan, execute and analyze the results of the project describing the benefits of the analysis and how it is to be applied to decision making within the target organization.

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
In this course students will learn fiction techniques to capture the myriad of stories that arise from the unexpected adventures of life and imagination as we explore the basic components of short story writing: description, characterization, dialogue and plot. Students will gain appreciation for the short story form through writing their own stories as well as through analyzing short story literature. Students will 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-3585 Playwriting
This course introduces students to the fundamentals of playwriting, both in theory and practice. Elements covered include plot development and treatment, dramatic structure, methods of script analysis, character development, as well as the playwriting creative process (how to develop ideas and turn those ideas into a compelling, dramatic, and theatrical story). The course includes readings, viewings, discussions, and the use of theatre language from both the playwright and the critic point of view.

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-3725 Technical Writing

This course focuses on the field, the career, and on the specialized information in technical communication. It examines techniques of description, standards, process writing, basic document formats and creation, technical vocabulary, and editing for professional/technical discourse communities.

COM-3800 Business Writing and Editing

The Business Writing & Editing course is designed to meet the practical needs of working professionals. It situates business writing as more than simply structure, to include critical thinking and problem solving that meets the needs of clients and employers. Students learn and adopt professional writing styles that take context, purpose, and audience into account. Proofreading, editing, and revision skills are emphasized as vital processes to master in business writing.

COM-3850 Multimedia Journalism

This journalism course prepares the student for the ever-changing roles that today's journalist fill. Today, reports are asked to write, take the photographs, shoot the video, and then post to the Internet. Students will focus on reporting and storytelling and how to produce a variety of multimedia features that interact with the audience and contrast with traditional forms of media.

COM-3910 English: The Global Language

First, the course 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, the course covers the psycholinguistic processes of language acquisition both of native languages and of second languages.

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, Students will refine their abilities to interface with the public through media like Twitter, Facebook, and blogging, as well as through audio-visual media. In addition, students will use their ability to use conventional public media outlets, such as local newspapers, television stations, and radio stations.

COM-4540 Creative Nonfiction

Students will explore ways of writing factually accurate 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 methods 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, ethnc, 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 Approaches 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.82-84 for graduate-level ECE courses.

ECE-3000 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)

ECE-3100 Foundations of Education
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 Child Development & 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)

ECE-3300 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.

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 (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.

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.

ECE-4310 Development and Learning Grades 4-5 (1 cr)
Candidates will demonstrate knowledge of theories and research regarding age-appropriate behaviors And development of typical and atypical students ages eight to twelve. Candidates will gain an understanding of preadolescent development and the impact on classroom management, instruction

and assessment. They will also explore opportunities, responsibilities and challenges encountered when working with preadolescent students including integrated learning approaches, impact of home environment and peer relationships on learning, and the middle school teaching philosophy.

ECE-4520 Integrated Science-Math Methods Grades 4-5 (4 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 instructional strategies to teach and assess integrated science and mathematics instruction with an emphasis on Ohio mathematics and science Academic Content Standards and Common Core. 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 mathematics and science disciplines, (3) qualitative and quantitative methods to assess student learning, (4) strategies for assessment of candidate's own demonstration of effective integrated instruction in mathematics and science with students in the 4/5 classroom, (5) development of mathematics and science content knowledge as it relates to the Ohio Academic Content Standards and Common Core.

ECE-4540 Integrated Language Arts-Social Studies Methods Grades 4-5 (4 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, (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, (5) development of language arts and social studies content knowledge as it relates to the Ohio Academic Content Standards and Common Core.

Antioch Core (GNED)

GNED-3210 Experience and Expression

Students explore the uniqueness of human life by reading and comparing autobiographical narratives about transformative experiences. Students learn to write from their own life experience employing rhetorical modes such as narration, description, and reflection.

GNED-3250 Modes & Methods of Learning

This course is designed to develop the understanding of learners' strengths, needs, and fears. Students examine principles for the design of optimal learning environments, whether one's own, in schools, communities, or corporations. The process of knowledge acquisition and the role of critical analysis will be an ongoing theme. This course will examine different ways of knowing and learning as informed by social cultural contexts. The purpose of this course is to gain insight into learning as a holistic process and develop insight and energy around self-improvement.

GNED-3310 Literary Analysis & Argument

Students travel the world of literature to explore ideas, passions, and 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 critically and analyze literary texts using a variety of academic approaches. Students learn how to construct analytical arguments and apply them to other professional situations.

GNED-3350 Culture, Conflict & Social Research

This course introduces students to the historic and cultural origins of conflicts and the attitudes and institutions that perpetuate them. Students utilize the lens of social science research methods to explore issues and questions that arise in conflict situations. Students learn how to formulate hypotheses and design appropriate effective research protocols that address bias, reliability, validity, and ethics.

GNED-3450 Foundations of Civilization

Students understand how cultures and civilizations evolve or collapse in response to universal human needs and specific environmental conditions; how technical and cultural creations provide enduring frameworks for subsistence, meaning and identity; how defense and expansion of civilizations shape cross-cultural relations; and how our own cultural concepts, narratives and ideals have evolved.

GNED-3510 Ecology, Technology & Society

This course examines the emergence of the modern industrial economy, its new conception of Nature, its revolutionary impact on the natural environment and the dilemmas we currently face. Students understand the dynamic interplay of natural and social systems and the causes of overpopulation, pollution, over-consumption, species extinction, climate change, and the increasing disparities in wealth and power. Students investigate environmentally sustainable initiatives and alternative economic systems that may better serve both ecological and human needs.

GNED-3550 Leadership

This course explores theories and practices 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. Students will learn how to employ creative means to serve with integrity as they draw upon the capacities of diverse human resources and deploy the skills of community building.

Healthcare Administration (HAD)

HAD-4250 Fundamentals of Healthcare Administration

This course will introduce students to the organizational structures, types of governance, and significant elements and trends of the current U.S. healthcare system. Topics to be covered include: overview of the U.S. healthcare system (private and public sectors) and the various healthcare delivery structures within it, components of the healthcare workforce, healthcare resources, financing of health services, and current critical issues in the field.

HAD-4800 Experiential Learning in Healthcare Administration
This course is designed to create a link between the academic study of Healthcare Administration and the day-to-day practices of professional work in the field. Students complete placement hours in an experiential learning environment, and then appropriate issues and observations from the workplace will be shared and analyzed in individual, classroom, and/or online settings. Experiential learning exposes students to the realities that exist in our healthcare communities. Structured experience allows students the opportunity to learn by doing and extend beyond classroom learning to develop and practice skills. Practical exposure to the professional community also provides networking opportunities and prepares students for moving from the classroom to the workforce.

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 societal variables on the developmental process will be an ongoing focus of discussion.

HDV-4030 Adult Development
This course examines the development of the individual from young adulthood through old age within 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 Services 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.

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 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; emphasis is placed on the preparation and review of grant applications in a human services setting.

HSA-4300 Issues of Poverty and Hunger in the U.S.

Utilizing a historical view of the United States, the class will explore how the dominant culture in the U.S. has impacted issues of food security, employment, education and housing – many of the basic needs that build a solid foundation for humans to thrive. This course will also explore economic trends that have been repeated over the past 200 years and allow students to research the impact of these trends on current society.

Humanities (HUM)

HUM-3011 Ancient Civilization: Africa to Asia (6 cr)

Sudents explore 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. Beginning with ancient Africa, students compare and contrast the civilizations of Mesopotamia, Persia, India and China

from a holistic perspective. In the process, they acquire critical and reflexive methods of cultural analysis and interpretation.

HUM-3021 Greek & Roman Civilizations (6 cr)
Students explore 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. They 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 in the founding vision of the American Republic.

HUM-3031 Jewish, Christian & Islamic Heritage (6 cr)
Students enter the worldviews of early Hebrew, Christian, and Islamic civilization in order to understand how these distinctive perspectives came to shape the social order and cultural imagination of the medieval world. They examine the political and economic contexts of these developments including influences, differences and tensions with Graeco-Roman and Persian Civilizations and they learn critical methods of scriptural interpretation. Students also investigate how Christianity and Islam spread globally, how sectarian conflicts emerged, and how modern scientific ideologies have challenged and changed the power and practice of religion.

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 Students study 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. They explore major classics of literature, philosophy and history that reveal the expanding power of the human mind, new avenues of expression, questions of justice (in relation to conquest, slavery and industrialization), the gradual emancipation of women, and the emergence of new currents of thought: democracy, socialism, evolutionary theory, utilitarianism, fascism, relativism, existentialism - and the decolonial movements from Africa to Asia..

HUM-4210 Africa: Native Cultures to Independent Nations
This course begins with an overview of examples of indigenous African culture, industry and statecraft as adapted to diverse ecological zones, including the extraordinary case of Egypt. Students review the emergence African kingdoms and the influence of Arab invasion and influence of Islam. Students assess the subsequent European conquests and colonization that resulted in the transatlantic slave trade and the eventual formation of national territories that divided tribal configurations. We review how colonialism left powerful imprints (positive and negative) on all African countries and continue to shape Africans' views of both the West and each another. A study of the independence movements leading to

independence is then followed by a discussion of current developments and challenges facing Africa today.

HUM-4310 Middle East: Heritages and Conflicts

The course begins with the historic roots of the Middle East – its ancient civilizations and the emergence of Zoroastrianism, Judaism, Christianity and Islam. Students examine how these systems continue to shape identity, affect cultures, attitudes, and political orientations well beyond the middle east. They investigate the patterns of colonial encounter that developed after WWI and address critical issues such as: the American wars in Iraq and Afghanistan; Israel and Palestine; the rights of women; political freedom; and the geopolitical role of oil and gas.

HUM-4410 India: Cultures, Literatures and Conflicts

Students learn the distinctive religious and cultural patterns of South Asian society beginning in ancient times, including the evolution of religious beliefs and traditions associated with the Hindu, Buddhist, and Jain ways of life. Students study the two canonical epics that have immensely influenced South Asian peoples for thousands of years, the Mahabharata and Ramayana. The course also covers the major historical events that have transformed the composition and worldviews of India: from the Moghul period and the British Raj through the Independence movement to the painful Partition and the current period of western style capitalism and democracy amid continuing civil contention and abiding tension with neighboring Pakistan.

HUM-4510 China: Cultural Roots & Modern Revolutions

This course begins with an overview of the cultural and philosophical roots of East Asian civilizations (ancestor worship, Confucianism, and Taoism) and then addresses the complex encounters between traditional Chinese and Japanese societies and Western traders, missionaries and sailors who in modern times provoked East Asians to either change or fight. Students analyze the opium trade, the Boxer Rebellion, nationalist and imperialist movements in Japan, the spread of Communism and Maoism in China, and the massive political, economic and cultural transformations that issued from WWII. The course reviews the reasons behind the US wars in Asia as well as Asian perspectives of the conflicts, and reassesses current US foreign policy with special reference to China.

HUM-4610 Medieval and Renaissance Europe

In this course students will study the important works of literature, art, and philosophy of Europe from the Medieval and Renaissance periods in Europe. Students will explore the rise of chivalry, the Crusades, the formation of trading cities, and the emergence of the merchant class. In addition, students will explore the inquisition, religious wars, tension between faith and reason, the birth of the empirical sciences, and the initial encounters with the new world.

HUM-4710 Indigenous America & the Legacy of Colonialism

This course covers the lifestyles, cultural symbols, and belief systems of indigenous America, North and South prior to the upheaval created by the invasion of the Europeans. Varieties of colonial encounter and European expansion are then studied and the impact assessed, in diverse directions. Students consider current indigenous struggles for reparations, human rights, economic livelihood and preservation of indigenous traditions and resources. The imagery and impact of native cultures in the culture and literature of European-Americans is also carefully considered.

HUM-4800 Humanities Special Topics by Independent Study
Student pursues research on topic of special interest guided by Humanities faculty.

HUM-4810 American Democracy, Capitalism & Empire
Students explore ways to conceptualize and assess the American experiment: including the colonists' clearing of the land, the expulsion of the Indians, formation of states into a nation, and debates over religious differences, the role of women, the status of slaves, and the rights of labor. Students study the doctrines and documents that framed the Republic. They consider the origins and impact of the Mexican-American War, the Civil War, the growth of immigration, industrialism, capitalism and imperialism, as well as the emergence of labor unions and civil rights movements, and the involvement of the US in world affairs.

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.

Interdisciplinary Studies (INTD)

INTD-3200 Foundations of Interdisciplinary Studies

This course introduces students to the history of academic disciplines, as well as the concepts and practices of interdisciplinarity that bridge disciplinary divides. Students explore the strengths and limitations of disciplinary structures, thinking, and research, and the benefits as well as risks of working across disciplines. Students also engage with strategies for designing a personalized interdisciplinary curriculum.

INTD-4200 Complex Problems, Complex Solutions

Students will engage with pertinent, complex social and educational issues to uncover the ways various disciplines understand and approach such issues and how an interdisciplinary approach will help generate new ideas and solutions.

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 introduces the student to African American literature that developed out of the oral tradition of storytelling and spirituals. Students will study how this tradition impacted African American authors from the Colonial period through the 20th century. They will also investigate the cultural, historical, and political contexts of literature as well as how gender, race, and class affected the meanings of these works.

LIT-4500 Contemporary Theory Criticism

This course introduces some of the most   penetrating and challenging contemporary theories that are currently applied to the analysis of   literary texts: e.g., structuralism, phenomenology, feminism, deconstructionism and post-colonial cultural studies. Emphasis will be placed on how 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. The course will also include biographical information, including historical reference and related works, so that students gain insight into the relationship between his sources and his authorship. Critical research on Shakespeare's writing will also be explored.

Management (MGT)

MGT-3500 Financial Statements and Analysis

This survey course combines theoretical concepts underlying the presentation of financial statements with the practical techniques of financial analysis. Topics include financial terminology; examination of the balance sheet, income statement and statement of cash flow; financial analysis, such as ratio

interpretation, earnings per share evaluation, and cash on hand; examining the meaning and significance of the auditor's opinion.

MGT-3700 Legal Issues Impacting Managers

Managers are called upon to make decisions that have legal implications. This survey course will provide students with an awareness of the origin, function and ramifications of the legal system on business operations. Topics covered in this course will include basic legal concepts, legal implications of contracts, ethics, partnerships, corporations, employment law, legal rights and liabilities in the business environment.

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 survey course examines the roles and functions of the human resource in organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined.

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-4400 Applied Economics

This survey course introduces the basic economic institutions and principles of economics. The primary focus of this survey course is to provide a framework of economic approaches useful in the analysis of social problems. Topics include poverty, economic systems, crime, pollution, health, discrimination, unemployment, inflation, and the role of government in the economy.

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-4600 Social Enterprise
The purpose of this course is for students to gain in-depth insights into economic and social value creation across a number of sectors and areas including poverty alleviation, energy, health and sustainability. Topics include problem and opportunity assessment, resource requirements to grow a social enterprise, and understanding the tradeoffs between social and financial returns on investment.

MGT-4780 Strategic Marketing
This course examines the design of marketing strategy and a corresponding marketing plan. By exploring various marketing topics (e.g. market dynamics, tools used to identify unmet consumer needs, and elements of market dynamics), students gain familiarity of theories and concepts of marketing and the implications for informing an effective strategic marketing plan.

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-4800 Special Topics by Independent Study (3 – 6 credits)
With permission of the chair of the major, student may pursue study in management areas of special interest which are not included in published course offerings.

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
Using the context of American business as the background, this course examines ethical issues impacting managers. Course emphasis is placed on students presenting "contemporary issues" from personal experience, current affairs, media, etc. for discussion and examination. Contemporary issues will be supplemented with case studies challenging students to analyze and resolve ethical dilemmas they may face in their own business, professional or personal lives.

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, the business function which links a society's needs and its pattern of organizational response, has become critically important to non-profit organizations. This survey course will cover the principles of strategic marketing, including marketing research, segmentation, targeting, and positioning, and how to apply these principles to service-oriented organizations.

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
Organizational behavior is the study of human behavior within organizations. This course will examine how individuals, teams and groups function to better understand individual characteristics and group dynamics. Additional system-level components will be discussed such as organizational culture, making decisions and change management, which ultimately equip managers to understand, predict and influence human behavior.

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.

Professional Development (PRO)

PRO-4970 Senior Project
The Senior Project is designed to provide an opportunity for students to develop, create and present a project relevant to their professional goals and major area of study. The Senior Project consists of three sections: (1) Academic Writing, (2) an Artifact in Selected Media, and (3) Formal Project Presentation.

This course allows undergraduate students to integrate and apply knowledge and skills from their major or concentration. *Instructor permission required.*

Reading (RLE)
See Graduate Curriculum pp. 102-103 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.

Research (RSH)
RSH-3000 Library Research Readiness (1 cr)
In higher education, students are expected to conduct library research, produce written research reports, and make oral presentations. This course has been designed to provide students the necessary tools and understanding to accomplish these goals. Students will learn how to conceptualize their ideas around a particular focus and then conduct library research.

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-serviced populations.

SOS-4525 Community Engagement and Service Learning

The purpose of Community Engagement and Service Learning is to expose students to the realities that exist in our communities. Community Engagement and Service Learning allows students the opportunity to learn by doing. This enhances the classroom learning and allows students the opportunity to practice skills before graduation. Community engagement also provides networking opportunities for students and prepares students for moving from the classroom experience to the workforce.

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.

SST-4800 Special Topic by Independent Study
Student pursues independent research on topic of special interest or advanced inquiry guided by Sustainability faculty. Topics for study are defined during consultation with faculty mentor leading to a plan that includes purpose and scope of inquiry, methods of communication and feedback during the semester, and expectations regarding dimensions and format of the final report.

Master of Arts in Management and Change Leadership

Program Overview
The Master's in Management and Change Leadership provides a unique academic experience that couples short residential sessions before each semester with on-line learning at home and several in-person skills-building workshops. This challenging learning experience is designed to address the personal and professional needs of adult students.

By using internet technologies to facilitate continuous discussion and communication among students and faculty, the student experiences learning that is sustained by the 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.

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.

Program Learning Outcomes
The graduate program in Management and Change Leadership is designed to accomplish the following learning outcomes so students graduate with demonstrable mastery in this field.

- Think critically to integrate theory and practice tailored to diverse situations.
- Analyze organizational situations with critical assessment of their systemic contexts and opportunities.
- Predict and manage organizational conflicts.
- Lead ethical decision making processes that address situational complexity and multiple perspectives.
- Communicate ethically, effectively, and strategically.
- Continuously improve social effectiveness through critical reflective practices that strengthen personal development.

Degree Requirements
Students in the Master of Arts in Management and Change Leadership must successfully complete the following for a minimum of 36 semester credits.

- 2-day residencies at the beginning of each semester (non-credit bearing; 3-day residency for new students)
- Online courses (30 or 33 credits)
- Online capstone: Integrative Professional seminar (3 credits) or Master's Thesis (6 credits)
- Three non-credit bearing 3-day in-person skills building workshops
  - Essentials of Negotiation & Mediation
  - Essentials of Group Facilitation
  - Essentials of Action Inquiry

Credit Requirements (Courses are 3 credits each unless otherwise indicated):

COM-5251   Theory & Practice of Negotiation & Mediation (1 cr)
COM-5252   Theory & Practice of Group Facilitation (1 cr)
COM-5253   Theory & Practice of Action Inquiry (1 cr)
COM-5410   Communication, Action Inquiry, & Behavioral Development
COM-5500   Critical Thinking in Professional & Academic Writing
MGT-5350   Foundations in Management and Change Leadership
MGT-5850   Organizational Behavior
MGT-6035   Leadership, Identity and Development
MGT-6045   Group & Team Development, Conflict, and Collaboration
MGT-6050   Budgeting & Ethics under Stress
RSH-5100   Research Methods
SYS-5850   Systems Thinking for a Complex World
SYS-6200   Deliberation & Complex Decision Making

Choose one of the following 2 courses:
     SYS-6950   Integrative Professional Seminar (3 cr)
     MGT6910-6920   Thesis* (6 cr) *Program approval is required to register for thesis

General Program Policies

See pp.107-127 for information on policies relating to all AUM programs. The following policies are specific to the Management and Change Leadership program:

Prior Learning Credits

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 this degree 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 9 semester credits of prior learning may be approved by the program as credit toward the degree.

Maximum Enrollment Time

The typical amount of time for completion of the master's degree is 2 years (6 academic semesters) for full-time students, and 4 years (12 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.

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, short 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 short on-campus residencies and a combination of required on-line courses, making it possible to combine graduate education with professional, personal, and community commitments.

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.

Program Design

The IMA offers a graduate program with the following features:

- 1 or 2 short-term residencies in Yellow Springs, Ohio (generally 2-3 days each).
- Self-directed online learning and on a flexible schedule
- Integration of theory and practice
- Online learning communities with faculty and students
- 36 semester-credit Master of Arts degree

In order to graduate, students must complete the following:

- Attend and participate in 2 residency sessions (which may be in-person or virtual)
- 36 semester credits of academic work, comprised of 18 credits of foundations coursework and either 12 or 15 credits of individualized learning
- Individualized learning includes either 3 credits of integrative seminar or another approved 3 credit capstone option that the program may make available, or 6 credits of thesis learning.*
- E-portfolio, demonstrating graduate-level achievement of the program outcomes

*Program approval is required to register for thesis.

Degree Completion

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.

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. Students enroll in one of the following concentrations and follow its curriculum.

Overview of Concentrations

- *Integrative Health Studies*

- *Interdisciplinary Studies and Social Sciences*
  Because students in interdisciplinary and social science areas specialize to pursue their unique interests, those areas of specialization are more numerous than can be listed. The following focuses and topics are supplied as non-prescriptive examples of specializations.

    Focus in Applied Psychology
    Examples:
    - Eco-Psychology
    - Psychology and Spirituality
    - Contemplative Psychology
    - Integrative Studies in Psychology

    Focus in Conflict Studies or Peace Studies
    Examples:
    - Conflict Analysis and Resolution
    - Peace Studies; Restorative Justice

    Focus in Health and Human Development
    Examples:
    - 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

Focus in Rural Community Development

Concentration Programs

Integrative Health Studies

The interdisciplinary Master of Arts concentration in Integrative Health Studies is for students who are interested in creating and sustaining healing practices (educational, consultative, coaching, entrepreneurial), systems and programs for individuals and groups. It is based on the following assumptions.

- The path to healing lies in an individualized approach to health care, i.e. each person, each caregiver, has their own unique story. The articulation of these stories has transformative potential.
- The current system of health care itself is in the process of transformation, from expert driven, standardized, treatment focused approaches to collaborative, preventive, integrative.
- Body/mind/spirit are integrated, complex, dynamic systems and need to be treated as such.
- In order to develop the best healing protocols we benefit from access to, knowledge of, and training in eastern, western, native and shamanic knowledge systems and practices.

All students pursuing an IMA in Integrative Health Studies complete 36 credits with the following courses (all courses are 3 credits, unless noted otherwise).

Credit Requirements

COM 5500	Critical Thinking in Professional and Academic Writing
IMA 5150	Foundations of the Field I
IMA 5250	Foundations of the Field II
IMA 5750	Individualized Curriculum Design
RSH 5100	Research Methods
SYS 5850	Systems Thinking for a Complex World
IHS-6100	Elective Individualized Course I
IHS-6200	Elective Individualized Course II
IHS-6300	Elective Individualized Course III
IHS-6400	Elective Individualized Course IV
IHS-6500	Elective Individualized Course V

Choose one capstone option:
- IMA-6950   Integrative Seminar
- IMA-6960   Autoethnography, Social Responsibility and Right Livelihood
- IMA-6970   Transdisciplinary Writing

- IHS-6910 (3 cr) and IHS-6920 (3 cr) Thesis*

  * Students must receive mentor and advisor approval to choose thesis option. If thesis option is approved, students complete one less Elective Individualized Course.

Interdisciplinary Studies and Social Sciences

The Individualized Master of Arts (IMA) in Interdisciplinary Studies and Social Sciences provides students with the knowledge and skills to develop and advance careers in a variety of fields. Students also develop the habits of mind to advance their commitment to social engagement by fostering intellectual innovation and social action. Students have the freedom to design individualized interdisciplinary concentrations of study, which makes the Master of Arts in Interdisciplinary Studies and Social Sciences unique. Many students choose to focus on one of the areas of study listed above or develop another area that draws from social sciences.

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

Credit Requirements

COM 5500	Critical Thinking in Professional and Academic Writing
IMA 5150	Foundations of the Field I
IMA 5250	Foundations of the Field II
IMA 5750	Individualized Curriculum Design
RSH 5100	Research Methods
SYS 5850	Systems Thinking for a Complex 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

Choose one capstone option:
- IMA-6950   Integrative Seminar
- IMA-6960   Autoethnography, Social Resposibility and Right Livelihood
- IMA-6970   Transdisciplinary Writing
- SSC-6910-6920 Thesis* (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.*

General Program Policies

See pp. 107-127 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 9 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 it one step further, using it as an opportunity for students to reflect upon what they've learned, recognize and acknowledge the knowledge that they have gained, and identify how they could improve upon their learning. Thus, in the 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

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 enrolled in the Integrative Seminar 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.

Maximum Enrollment Time

The typical amount of time for completion of the master's degree is 2 years (6 academic semesters) for full-time students, and 4 years (12 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.

Online Graduate and Professional Certificates

Graduate and professional certificates are available for completion on-line in the areas of study listed below. Students pursuing graduate certificates earn graduate-level academic credit and may be eligible for federal financial aid. Professional certificates offer the same course of study as graduate certificates, but differ in three ways: they are priced lower than the corresponding graduate courses, they do not earn academic credit, and students are not eligible for federal financial aid. Courses are contingent on minimum class sizes and faculty availability.

Graduate or Professional Certificate in Navigating Healthcare Conflict (12 credits)

The American healthcare system is a highly complex system, or more precisely "system of systems", that has a profound effect on all aspects of our life, our community and our economy. The healthcare system is also highly politicized and is expected to undergo profound change over the next few years. In recognition of the challenges that conflict creates in the healthcare sector, both in regards to patient care and costs incurred, the Joint Commission (on Accreditation of Healthcare Organizations) now requires healthcare organizations to establish policies and procedures for conflict management within their organizations.

As a highly complex system the healthcare sector is very conducive to conflict. Some of the factors that contribute to conflict include: the array of different professions, each with their own culture and perspective on understanding the world; the different methods of measuring success and health outcomes; the vertical and horizontal integration within the sector; the inherent contradictions in the sector such as a belief in individual self-sufficiency v. mutual support and a focus on for-profit v. for-health-outcomes.

This certificate is intended for healthcare managers and professionals currently in leadership who are wishing to enhance their understanding and skills in conflict resolution, employees in the healthcare sector who are looking to advance their employment prospects in the sector and current conflict resolution professionals wanting to extend their practice to the healthcare sector.

Credit Requirements
CAE-6450   The Healthcare Sector as a Complex System (3 cr)
CAE-6460   Health Care as Intersection of Professional Cultures (3 cr)
CAE-6470   Health Care Sector Culture and Broader Community Culture (3 cr)
CAE-6600   Practicum (3 cr)

Graduate or Professional Certificate in Organizational Conflict & Leadership (12 credits)

Today, organizational communication and collaboration involve very diverse people networking and working together; i.e., creatively and efficiently self-organizing around a common purpose to achieve a specific task or provide a particular service in a complex world. The greater the diversity in an organization, the greater the possibility for misunderstanding, disagreement and conflict. Change and conflict are natural aspects of contemporary organizations. So, how can destructive organizational conflict be minimized, particularly during change processes? Further, how can leaders tap into the

power of difference in employee perspectives and workplace talent to use constructive conflict to enable innovation?

Critical to organizational success are leader-managers who can inspire, empower and motivate, as well as serve as agents of change in spite of the conflict it may cause. Organizational effectiveness is grounded in caring, reflective professionals who have integrity, and who can insightfully analyze the situation, courageously take risks, act decisively, and artfully use conflict to foster organizational transformation and innovation. While critically examining organizations as adaptive systems, collaborative knowledge networks and living cultures, this certificate enables students to develop their own perspectives on engaging organizational environments and community-building communication strategies. It also provides an opportunity for students to identify and hone their professional leadership qualities and conflict analysis skills in relationship to facilitating organizational change and development.

Credit Requirements

CAE-6550   Organizational Models, Systems, Cultures and Conflict (3 cr)
CAE-6560   Leading, Managing and Enabling Change in a Complex Workplace (3 cr)
CAE-6570   Organizational Community Collaboration and Team Development (3 cr)
CAE-6600   Practicum (3 cr)

Graduate or Professional Certificate in Meaningful Conversations for Health and Healing (9 credits)

Meaningful conversations empower patients, caregivers and professionals, which in turn creates the potential for the transformation of individuals, the collective, structures and systems. This certificate is intended for healthcare professionals and other interested persons who are wishing to enhance their understanding of what it means to conduct meaningful conversations with others in the healthcare field, their communities, friends and families. In addition, we introduce the concept of the "inner conversation"-as we "skype with our 100 trillion cells"- and conduct conversations in writing or speaking. Throughout, there are opportunities for learning about, and integrating, theory and practice.

Credit Requirements

HIS-5800   Health Communication (3 cr)
HIS-5900   Narrative Medicine: Writing to Heal (3 cr)
HIS-6250   Body Mind Healing: Skyping with your 100 Trillion Cells (3 cr)

Professional Preparation For Teacher Licensure & Master of Education (M.Ed.)

Mission

The mission of the Education Department at Antioch University Midwest (AUM) 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. To meet this challenge, education candidates at AUM are encouraged to be critical thinkers, using knowledge from their past experiences and studies and the pedagogical content knowledge gained at AUM to become competent decision makers within their school environments. Critical to the preparation of education candidates at AUM is encouragement to transfer knowledge of theory to practice in the process of their professional preparation. Candidates are encouraged throughout the program to strengthen their skills both in performance-based activities in class and in their clinical performance. We also prepare candidates to serve as advocates for individuals of every cultural background. Furthermore, it is our belief that educational 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, AUM is committed to supporting education candidates in their efforts to become reflective practitioners.

Program Objectives

The Professional Preparation for Teacher Licensure program is designed for candidates with a bachelor's degree who now want to teach. Designed for adults with busy schedules, this graduate professional program provides candidates with the coursework and preparation required for an Ohio resident educator 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 candidates' 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 candidates are prepared to guide their future students in the development of the skills and knowledge needed in our rapidly changing world. When candidates 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: Candidates 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, candidates 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, candidates 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. Candidates produce portfolios that promote self-reflection and serve as valuable ongoing resources as they enter the teaching profession.

- Computer technology oriented to the educator: Candidates 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 Completion Requirements

All candidates 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 resident educator teaching license:

- Complete and document the required focused field hours.
- Complete 14 weeks of full-time clinical work in an Antioch University approved setting.
- 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 required state licensure 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/Content 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 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.

If pursuing an Adolescent Young Adult (AYA) or Middle Childhood Education (MCE) license, in addition to the general education requirements, candidates are required to meet content requirements. While much of the content requirement is completed through a bachelor's degree, candidates may need to complete additional coursework if they don't meet the content area requirement. This need is determined by completing the Applicant Transcript Self-Evaluation (available on our website). Candidates may also be required to produce catalogs, course descriptions, or syllabi to provide evidence of having met the content requirements. Any additional coursework needed may be obtained by taking

classes with Antioch University Midwest or at any regionally accredited institution of higher education. The Transcript Self-Evaluation must be submitted for review prior to submitting the application.

Teacher Licensure Program Options

Antioch University Midwest has been approved by the State of Ohio and the Council for the Accreditation of Educator Preparation (CAEP) 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 resident educator 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
- Chemistry
- Physics

In addition, candidates must complete 46 semester-credits in the professional program as listed below:

AYA-5000 Introduction to the Teaching Profession (2)
AYA-5100 Foundations of Education (3)
AYA-5200 Child Development and Learning (4)
AYA5250 Analysis of Content Knowledge Structures (3)
AYA-5300 Planning and Assessment for Student Learning (6)
AYA-5325 Methods I: Differentiation & Exceptionalities (3)
AYA-5400 Learning Environments (4)
AYA-5600 Content Knowledge Analysis II (2)
AYA-5800 Clinical I - Internship (1)
AYA-6000 Clinical II – Student Teaching (10)
RLE-5250 Phonics (3)
RLE-5450 Content Literacy (3)

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

AYA-5510 Language Arts Teaching Methods for Secondary Education (2)
AYA-5520 Math Teaching Methods for Secondary Education (2)
AYA-5530 Social Studies Teaching Methods for Secondary Education (2)
AYA-5540 Science Teaching Methods for Secondary Education (2)

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

To qualify for the early childhood education resident educator 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 Reading Core):

ECE-5000 Introduction to the Teaching Profession (2)
ECE-5100 Foundations of Education (3)
ECE-5200 Child Development and Learning (4)
ECE-5300 Planning and Assessment for Student Learning (6)
ECE-5400 Learning Environments (4)
ECE-5500 Integrated Methods (4)
ECE-5800 Clinical I - Internship (1)
ECE-6000 Clinical II – Student Teaching (10)
RLE-5150 Foundations for Reading Instruction (3)
RLE-5250 Phonics (3)
RLE-5350 Reading Assessment (3)
RLE-5450 Content Literacy (3)

Note: *Requirements for the Bachelor of Arts degree in Early Childhood Education appear in the Undergraduate Studies section on pp.9- 10.*

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

To qualify for the middle childhood education resident educator 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 Reading Core):

MCE-5000 Introduction to the Teaching Profession (2)
MCE-5100 Foundations of Education (3)
MCE-5200 Child Development and Learning (4)
MCE-5300 Planning and Assessment for Student Learning (6)
MCE-5400 Learning Environments (4)
MCE-5800 Clinical I – Internship (1)
MCE-6000 Clinical II – Student Teaching (10)
RLE-5150 Foundations for Reading Instruction (3)
RLE-5250 Phonics (3)
RLE-5350 Reading Assessment (3)
RLE-5450 Content Literacy (3)

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

MCE-5510 Language Arts Teaching Methods for Middle Childhood Education (2)
MCE-5520 Math Teaching Methods for Middle Childhood Education (2)
MCE-5530 Social Studies Teaching Methods for Middle Childhood Education (2)
MCE-5540 Science Teaching Methods for Middle Childhood Education (2)

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

To qualify for the mild to moderate intervention specialist resident educator teaching license, candidates must have met the general education requirements and 46 semester-credits in the professional program as follows (includes the Ohio Reading Core):

EDS-5000 Introduction to the Teaching Profession (2)
EDS-5100 Foundations of Education (3)
EDS-5200 Context of Special Education and Developmental Learning Theory (4)
EDS-5300 Planning and Assessment for Student Learning (6)
EDS-5400 Learning Environments and Social Interactions (4)
EDS-5500 Integrated Methods for Special Education (4)
EDS-5800 Clinical I - Internship (1)
EDS-6000 Clinical II – Student Teaching (10)
RLE-5150 Foundations for Reading Instruction (3)
RLE-5250 Phonics (3)
RLE-5350 Reading Assessment (3)
RLE-5450 Content Literacy (3)

***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.*

Special Education Mild to Moderate Intervention Specialist Second License Only (EDS2) Grades K-12

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, pullout, 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.

Program Completion Requirements
- Complete and document the required focused field hours.

- 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 required state licensure tests at or above the minimum level established by the Ohio Department of Education (ODE).
- Must have a current and valid Ohio Teaching License.
- Successfully complete Antioch University Midwest's required 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.

**Course Requirements (*8 Courses – 24 Credits *)*
EDS-5010 Foundations of Special Education (3)
EDS-5020 Development of Exceptional Learners (3)
EDS-5110 Ethics and Legal Issues in Special Education (3)
EDS-5120 Learning Environments and Social Interaction (3)
EDS-5210 Assessment and Placement in Special Education (3)
EDS-5270 Augmentative and Alternative Communication (3)
EDS-5440 Integrated Instructional Methods (3)
EDU-6500 Second License Practicum (3)

* Additional Reading Courses may be required.
RLE-5150 Foundations for Reading Instruction (3)
RLE-5250 Phonics (3)
RLE-5350 Reading Assessment (3)
RLE-5450 Content Literacy (3)

Special Education Moderate to Intensive Intervention Specialist Second Teaching Field Only (MI)

This program is designed to provide the opportunity for AUM students that have completed the Mild to Moderate Intervention Specialist program to add a second teaching field to their Ohio license. This program will allow licensed teachers to expand their previous classroom experience to work with students who have specialized needs in moderate to intensive disability categories. Coursework will be tailored for licensed teachers to expand their current planning, teaching, and managing skills to special education settings that are inclusive, pullout, or self-contained.

Program Features
- Complete all 9 credits in one semester.
- No additional student teaching required. Candidates will complete focused field observations connected to coursework.
- Cohort model with currently licensed teachers only.

Program Requirements

To qualify for the moderate to intensive intervention specialist resident educator teaching license, candidates must have completed the Mild to Moderate Intervention Specialist coursework through Antioch University Midwest, hold a current Ohio Mild to Moderate Intervention Specialist license and complete 9 semester-credits as follows:

EDS-5610 Moderate to Intensive Alternative Assessments (3)
EDS-5620 Moderate to Intensive Instructional Methods (3)
EDS-5630 Moderate to Intensive Behavior Management (3)

Teacher Licensure Endorsement Options

Early Childhood Generalist Endorsement (ECG) Grades 4-5

Candidates in the Early Childhood Generalist Endorsement program will come to know and understand the changes students in Grades 4 and 5 will experience –cognitively, behaviorally, socially and emotionally - as they move toward adolescence. Candidates will engage in exploring hands-on pedagogical strategies and activities that they can use to create a need-to-know environment that encourages inquiry, creativity and inventiveness.

The 9-semester credit Early Childhood Generalist Endorsement program consists of 3 classes that prepare professionally licensed PK-3 teachers to earn a 4th and 5th grade endorsement in the content areas of Language Arts, Science, Math and Social Studies. The classes are designed for practicing licensed early childhood professionals.

Note: The Early Childhood Generalist Endorsement program is available at the undergraduate or the graduate level.

Program Features
- Aimed at PK-3 licensed teachers and pre-service candidates seeking to extend their license to include grades 4 and 5.
- Makes PK-3 licensed teachers eligible to teach grades 4 and 5 in the content areas of Language Arts, Science, Math, and Social Studies.
- Enhances PK-3 license and career opportunities.
- Candidates complete focused field observations connected to coursework.

Program Completion Requirements
- Successfully complete all required coursework.
- Complete and document the required focused field hours.
- Pass required state licensure tests at or above the minimum level established by the Ohio Department of Education.
- Must have a current and valid Ohio Early Childhood Education teaching license.

- Must meet content coursework requirements.
- Pay all financial debts to Antioch University.

Required Courses
ECE-4310 / ECE-6310 Development and Learning for Grades 4-5 (1)
ECE-4520 / ECE-6520 Integrated Math and Science Methods for Grades 4-5 (4)
ECE-4540 / ECE-6540 Integrated Language Arts and Social Studies Methods for Grades 4-5 (4)

Reading License Endorsement (RLE) Grades PK-12

The 18-semester credit reading endorsement program consists of 6 classes that prepare licensed teachers to earn a PK-12 Ohio Reading Endorsement. The classes are designed for practicing professionals. Graduates of an AUM teacher licensure program may have already completed up to four of the six required courses.

This license is added to any valid Ohio teaching license and prepares teachers to teach reading to students at any grade level, including Title II reading programs. The reading endorsement also prepares teachers to oversee the reading curriculum, diagnose reading difficulties, and supervise reading staff.

The reading endorsement is the preferred credential to teach reading in Ohio. Professionals who teach with this endorsement are considered highly qualified in reading under the current definition in Ohio.

Program Features
- 18 semester credits.
- Candidates complete focused field observations connected to coursework.

Program Completion Requirements
- Successfully complete all required coursework.
- Complete and document the required focused field hours.
- Pass required state licensure tests at or above the minimum level established by the Ohio Department of Education.
- Must have a current and valid Ohio teaching license.
- Pay all financial debts to Antioch University.

Required Courses
RLE-5150 Foundations for Reading Instruction (3)
RLE-5250 Phonics (3)
RLE-5350 Reading Assessment (3)
RLE-5450 Content Literacy (3)
RLE-5850 Developing and Promoting Literacy (3)
RLE-5950 Reading Clinical (3)

Educational Leadership Degree Program Options

Educational Leadership & Ohio Principal Licensure (MEDOPL)

Antioch University Midwest is proud to offer experienced education professionals a Master 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 candidates 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 candidates with an earned baccalaureate or professional degree from a regionally accredited institution of higher education and a valid Ohio teaching license, or other education professional as defined by the State of Ohio.

- Both M.Ed./OPL credentials – 36 semester credits
- 3 semesters for both credentials
- Cohort model

Program Completion Requirements
- Complete and document the required focused field hours.
- Pass required state licensure test/s at or above the minimum level established by the Ohio Department of Education.
- Successfully complete all required coursework.
- Complete an exit interview with program staff.
- Pay all financial debts to Antioch University.

Required Courses

EDL-6100 Organizational Structures (3)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Education Administration (3)
EDL-6470 Curriculum (3)
EDL-6540 Visionary School Restructuring (3)
EDL-6620 Supervision and Staff Development (3)
EDL-6720 Principal as Instructional Leader (3)
EDL-6810 School and Community Relations (3)
EDL-6830 School Finance (3)
EDL-6850 School Law (3)
EDL-6920 Internship – Initial (3)
EDL-6960 Internship - Final (3)

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 Education Department of Antioch University Midwest 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 required state licensure test results at, or above, the State of Ohio pass rate 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.

M.Ed. with Professional Concentrations

Antioch University Midwest offers candidates the opportunity to earn a master's degree in education with a concentration in an area of professional interest. Candidates taking coursework in the concentration areas below can obtain a master's degree in education with limited additional coursework. The additional coursework emphasizes working within the individual classroom and the entire school community to understand how to build leadership capacity to understand, and ethically apply, scientifically based educational research.

Each candidate's transcripts will be evaluated to determine required coursework. After the transcript evaluation, an individual contract will be generated and signed by the candidate and the program chair. The contract specifies the student's exact program of studies. *The program sequences that follow are typical pathways to graduation but each individual candidate's contract may vary.*

The M.Ed. with Professional Concentration is a course-based program aimed at meeting the needs of currently employed teachers, administrators and others interested in building their leadership skills. It is designed for candidates with an earned baccalaureate or professional degree from an accredited institution of higher education.

Areas of Concentration:
1. Educational Leadership - Coaching/Mentoring (MED-CM)
2. Dyslexia (MED-DYS)
3. Reggio Emilia (MED-REGEM)
4. Conflict Management in Education (MED-CFL)
5. 2nd license / M.Ed. in Adolescent/Young Adult Education (MED-AYA2)
6. 2nd license / M.Ed in Middle Childhood Education (MED-MCE2)
7. 2nd license / M.Ed in Early Childhood Education (MED-ECE2)
8. 2nd license / M.Ed. in Intervention Specialist – Mild to Moderate (MED-EDS2)

Program Completion Requirements
- Second License Candidates Only
  - Must hold a current Ohio teaching license.
  - Must apply for second license to be eligible for master's degree.
- Complete and document the required focused field hours.
- Pass required state licensure test/s at or above the minimum level established by the Ohio Department of Education (if applicable).
- Successfully complete all required coursework.
- Pay all financial debts to Antioch University.

Required Courses

Coaching and Mentoring Concentration (30 credits)

EDL-6100 Organizational Structures (3)
EDL-6120 Current Theories and Practices in Assessment (3)
EDL-6220 Current Instructional Practices in Content Area (3)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Education Administration (3)
EDL-6470 Curriculum (3)
EDL-6540 Visionary School Restructuring (3)
EDL-6640 Conflict Resolution and Consensus Building (3)
EDL-6810 School and Community Relations (3)
EDU-6500 Coaching and Mentoring Practicum (3)

Conflict Management in Education Concentration (30 credits)

EDL-6100 Organizational Structures (3)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Education Administration (3)
EDL-6640 Conflict Resolution and Consensus Building (3)
CAE-5700 Negotiation and Mediation (3)
CAE-6100 Consensus Building and Facilitation Theory (3)
CAE-6200 Culture and Conflict (3)
EDL-6750 Education and Conflict Practicum A: Negotiation and Mediation (3)
EDL-6780 Education and Conflict Practicum B: Facilitation and Consensus Building (3)
MGT-6035 Leadership, Identity and Development (3)

Dyslexia Concentration (30 Credits)

EDL-6100 Organizational Structures (3)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Educational Administration (3)
EDL-6640 Conflict Resolution and Consensus Building (3)
RLE-5055 Foundations and Psychology of Reading (3)
RLE-5155 Introduction to Dyslexia (2)
RLE-5255 Advanced Phonics (3)
RLE-5355 Diagnosis and Assessment of Students and Dyslexia (3)
RLE-5455 Current Topics in Dyslexia (1)
RLE-6155 Structured Language Teaching I (3)
RLE-6255 Structured Language Teaching II (3)

Reggio Emilia Concentration (33 credits)

ECE-5710 Introduction to Reggio Emilia Approach – A (3)
ECE-5720 Introduction to Reggio Emilia Approach – B (3)
ECE-6250 The Learning Environment as the Third Teacher (3)
ECE-6350 Making Learning Visible through Observation and Documentation (3)
ECE-6450 The Atelier and Learning – Arts Integration (3)
ECE-6550 Comparative Approaches to Early Childhood Education (3)
ECE-6850 Reggio Emilia Approach Final Project and Residency (3)

EDL-6100 Organizational Structures (3)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Educational Leadership (3)
EDL-6640 Conflict Resolution and Consensus Building (3)

2nd License / M.Ed. Adolescent and Young Adult Education (30 credits)

AYA-5300 Planning and Assessment for Student Learning (6)
AYA-5400 Learning Environments (4)
Choose 1 of the following four methods courses:

AYA-5510 Language Arts Teaching Methods for Secondary Education (2)
AYA-5520 Math Teaching Methods for Secondary Education (2)
AYA-5530 Social Studies Teaching Methods for Secondary Education (2)
AYA-5540 Science Teaching Methods for Secondary Education (2)
AYA-5600 Content Knowledge Analysis (2)
EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Educational Administration (3)
EDU-6510 Second License Practicum (4)
Choose 2 of the following courses:
EDL-6640 Conflict Resolution and Consensus Building (3)
EDL-6470 Curriculum (3)
EDL-6540 Visionary School Restructuring (3)
EDL-6810 School and Community Relations (3)

2nd License / M.Ed. Middle Childhood Education (30 credits)

EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Educational Administration (3)
Choose 2 of the following courses:
EDL-6470 Curriculum (3)
EDL-6540 Visionary School Restructuring (3)
EDL-6640 Conflict Resolution and Consensus Building (3)
EDL-6810 School and Community Relations (3)
EDU-6510 Second License Practicum (4)
MCE-5300 Planning and Assessment for Student Leaning (6)
MCE-5400 Learning Environments (4)
Choose 2 of the following four methods courses:

MCE-5510 Language Arts Teaching Methods for Middle Childhood Education (2)
MCE-5520 Math Teaching Methods for Middle Childhood Education (2)
MCE-5530 Social Studies Teaching Methods for Middle Childhood Education (2)
MCE-5540 Science Teaching Methods for Middle Childhood Education (2)

2nd License / M.Ed. Early Childhood Education (minimum 30 credits)

ECE-5300 Planning and Assessment for Student Learning (6)
ECE-5400 Learning Environments (4)
ECE-5500 Integrated Methods (4)
EDL-6250 Research for School Improvement (3)

EDL-6350 Ethical Issues in Educational Administration (3)
EDU-6510 Second License Practicum (4)
Choose 2 of the following classes:
    ECE-5100 Foundations of Education (3)
    ECE-5200 Child Development and Learning (4)
    ECE-5600 Special Topics in Early Childhood Education (2-3)
    RLE-5850 Developing and Promoting Literacy (3)
    RLE-5950 Reading Clinical (3)

2nd License / M.Ed. Intervention Specialist Mild to Moderate (30 – 42 credits)

EDL-6250 Research for School Improvement (3)
EDL-6350 Ethical Issues in Educational Administration (3)
EDS-5010 Foundations of Special Education (3)
EDS-5020 Development of Exceptional Learners (3)
EDS-5110 Ethics and Legal Issues in Special Education (3)
EDS-5120 Learning Environments and Social Interactions (3)
EDS-5210 Assessment and Placement in Special Education (3)
EDS-5270 Augmentative and Alternative Communication (3)
EDS-5440 Integrated Instructional Methods (3)
EDU-6500 Second License Practicum (3)
Reading core as needed:
    RLE-5150 Foundations of Reading Instruction (3)
    RLE-5250 Phonics (3)
    RLE-5350 Reading Assessment (3)
    RLE-5450 Content Literacy (3)

Educational Leadership Endorsement Options

Endorsement Recommendation

All candidates who wish to be recommended for a licensure endorsement by the Education Department of Antioch University Midwest must complete an exit Interview with program staff.

This interview will include verification of adequate teaching experience and current Ohio teaching or administrative license 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.

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

Teacher Leader Endorsement (TLDR)

Antioch University Midwest is proud to offer experienced education professionals the opportunity to obtain the Teacher Leader Endorsement, one of the pathways to reaching the highest rung in Ohio's career ladder for educators. This program prepares teachers who are capable of dynamic leadership and innovative change in today's fast paced school climate.

Antioch University Midwest provides its candidates 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, and the skills to work with their colleagues to improve their professional practice.

Program Features

The Teacher Leader endorsement program at Antioch University Midwest is a course-based program aimed at meeting the needs of currently employed teachers interested in building their leadership skills, and seeking a higher level of leadership at the building level. The Teacher Leader Endorsement signifies that the teacher has reached the level of professional experience and skill that will enable them to work with their colleagues in mentoring and fostering professional development. In 2009, Ohio established a new career ladder for teachers, with the Teacher Leader Endorsement being one of the ways to demonstrate their mastery of the requirements for the Lead Professional Educator License.

- Post-Masters
- 12 semester credits
- Cohort model

Program Completion Requirements

- Must have a current Ohio professional teaching license and a minimum of 4 years verifiable teaching experience.
- Complete and document the required focused field hours.
- Pass required state licensure test/s at or above the minimum level established by the Ohio Department of Education.
- Successfully complete all required coursework.
- Pay all financial debts to Antioch University.

Required Courses

EDL-6310 Transformational Teacher Leader (3)
EDL-6320 Coaching and Mentoring for Teacher Leaders (3)
EDL-6330 Data Based Assessment for Learning (3)
EDL-6390 Teacher Leader Practicum (3)

Urban Principal Licensure Endorsement (TLUOPL)

Antioch University Midwest offers experienced education professionals the Urban Principal Endorsement. The program prepares educational administrators who are capable of dynamic leadership and innovative change in today's fast-paced school climate. Antioch University Midwest provides its candidates 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 administrators to manage urban educational environments that foster lifelong learning.

Program Features

 The Urban Principal is a course-based program aimed at meeting the needs of currently practicing administrators and other school personnel interested in building their leadership skills in the field of urban education. It is designed for candidates with an earned masters or professional degree from an accredited institution of higher education and a valid Ohio administrative license. The Urban Principal Endorsement consists of a sequence of four courses covering two semesters, including an internship in an urban school setting.

Program Requirements
- Must have 4 years teaching experience under a valid Ohio teaching license.
- Must hold a current Ohio administrative license or have completed an approved principal license program and passed the appropriate state licensing examination.
- Complete and document the required focused field hours.
- Successfully complete all required coursework.
- Pay all financial debts to Antioch University.

Required Courses

EDL-6410 Visionary Urban School Restructuring (3)
EDL-6420 Urban School Root Cause Analysis (3)
EDL-6430 Effective Urban Strategies (3)
EDL-6950 Urban School Principal Internship (3)

Education Certificate Program Options

Dyslexia Certificate Program
The Dyslexia Certificate program is built upon the latest research and best practices for working with students with dyslexia. Antioch University Midwest's Dyslexia Certificate program has met the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teacher of Reading, and has been recognized with IDA accreditation.

Program Features
The 17-credit program is offered throughout the year, with entry during the fall, spring and summer semesters. Coursework is offered in a blended format to meet the needs of K-12 classroom educators. Candidates receive the highest quality of instruction from faculty with a rich background of work in K-12 reading environments, many of whom are currently practitioners in the field.

Program Completion Requirements
- Complete and document the required focused field hours.
- Successfully complete all required coursework.
- Pay all financial debts to Antioch University.

Required Courses

RLE-5055 Foundations and Psychology of Reading (3)
RLE-5155 Introduction to Dyslexia (2)
RLE-5255 Advanced Phonics (3)
RLE-5355 Diagnosis and Assessment of Students and Dyslexia (3)
RLE-6155 Structured Language Teaching I (3)

RLE-6255 Structured Language Teaching II (3)

Reggio Emilia Certificate Program

Antioch University Midwest is proud to offer experienced education professionals the opportunity to obtain a Certificate in the Reggio Emilia Approach (REA). The Reggio Emilia Approach refers to the philosophy of early childhood education that originated in Reggio Emilia, Italy and was founded by Loris Malaguzzi. Many educators (e.g., Dewey, Piaget, Vygotsky, Gardner and Bruner) inspire and inform the Reggio Emilia Approach. This REA is grounded in several key principles (e.g., children are active protagonists of their growth and development process; Learning is a process of individual and group construction and the environment is organized to provoke and support learning). This certificate program prepares teachers to interact with children in intentional, constructive, and creative ways that focus on children's capabilities, competencies, and interests. The program promotes the development of a learning environment that is based on relationships, reciprocal learning, and reflection.

Antioch University Midwest provides its students with a classroom-based, experiential approach to learning that emphasizes understanding of both theories and sound educational practice.

Program Features
The Certificate in the Reggio Emilia Approach at Antioch University Midwest is a course-based program aimed at meeting the needs of currently employed teachers interested in integrating Reggio inspired principles in their respective classroom situations and practice.

- 21 semester credits
- REA courses can be embedded as a concentration within a Master's of Education degree or stand alone as a Certificate.
- Hybrid delivery model

Program Completion Requirements
- Must hold a current and valid Ohio teaching license.
- Complete and document the required focused field hours.
- Successfully complete all required coursework.
- Pay all financial debts to Antioch University.

Required Courses

ECE-5710 Introduction to Reggio Emilia Approach – A (3)
ECE-5720 Introduction to Reggio Emilia Approach – B (3)
ECE-6250 The Learning Environment as the Third Teacher (3)
ECE-6350 Making Learning Visible through Observation and Documentation (3)
ECE-6450 The Atelier and Learning – Arts Integration (3)
ECE-6550 Comparative Approaches to Early Childhood Education (3)
ECE-6850 Reggio Emilia Approach Final Project and Residency (3)

Conflict Management in Education

The Conflict Management in Education Certificate program is for professionals who currently work in or with education related organizations. The challenge of addressing conflict is especially true in education because of multiple stakeholders involved at the state, federal and district administration levels, as well

as, school based colleagues and students. This certificate will enable students to develop personal capacity to engage with intrapersonal conflict situations. Students will also be exposed to group conflict engagement and management skills that are applicable across a range of professional situations in education.

Program Completion Requirements
- Must successfully complete required coursework.
- Pay all financial debts to Antioch University.

Required Courses
CAE-5700 Negotiation and Mediation Theory and Practice (3)
CAE-6100 Consensus Building and Facilitation Theory (3)
CAE-6200 Culture and Conflict
EDL-6750 Education and Conflict Practicum A: Negotiation and Mediation (3)
EDL-6780 Education and Conflict Practicum B: Facilitation and Consensus Building (3)
MGT-6035 Leadership, Identity and Development (3)

Education Department General Information & Policies

See pp. 107-127 for information on policies relating to all AUM programs. The following policies are specific to all Education Department 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 Education Department supports this statute and all candidates are required to sign the statement prior to beginning the program.

GRADUATE COURSE DESCRIPTIONS

Adolescent and Young Adult Education (AYA)

AYA-5000 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)

AYA-5100 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.

AYA-5200 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.

AYA-5250 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.

AYA-5300 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.

AYA-5325 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.

AYA-5400 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.

AYA-5510 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.

AYA-5520 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.

AYA-5530 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.

AYA-5540 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.

AYA-5600 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.

AYA-5800 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.

AYA-6000 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.

Climate Change (CLIM)

CLIM 5450 Social-Political Obstacles to Action: Decisions Required for Rapid Carbon Reduction (2 cr)

The purpose of this course is to introduce some of the climate change leadership skills necessary to rapidly reduce carbon dioxide in the earth's atmosphere. Collaborative analysis and problem-solving of extremely complex situations is a fundamental skill for climate change leadership. Participants apply learning to practical challenges of rapid carbon reduction. Participants will analyze pervasive social-political factors to understand why we have remained paralyzed instead of acting to reduce carbon dioxide levels. That understanding will be used to identify challenges for stakeholders at local to global scales. Such considerations will be applied to issues involved in implementing 2014 Deep Decarbonization Pathway Project reports in specific country settings. The course will equip participants with tools to identify significant decision points about actions that new climate change efforts must facilitate.

CLIM 5550 Beyond "Poker Game" Paralysis: Co-creating Ideas for Productive Climate Negotiations (1 cr)

This course builds on the skills for collaborative problem solving and social-political analysis introduced in the course *Social-Political Obstacles to Action: Decisions Required for Rapid Carbon Reduction.* It affords a creative think-tank atmosphere and methods to use prior learning and to hone those skills while critically examining the prevailing paradigm for climate negotiations. Participants test and refine ideas for more productive climate negotiations, and compile their work into an artifact that may be further developed for other groups and purposes outside the course.

CLIM 5650 Deliberating Options for Carbon Pricing (2 cr)

Carbon pricing involves challenges such as efficiency, transparency, regulation, and distribution of carbon fees. These issues continue to hinder decisions on policies and actions. The purpose of this course is to learn the carbon pricing domain and practice vital climate change leadership skills of public issue analysis and deliberative decision making as they pertain to carbon pricing. Course participants will analyze frequently-debated options such as carbon tax *versus* cap and trade *versus* fee and dividend, as well as emission-reduction currencies. They will practice deliberating trade-offs that need to be analyzed thoroughly and transparently for decisions to be made. The outcomes of the course work will be compiled as a *Carbon Pricing Deliberation Outline* as a resource for others, and added to a larger *Moving Climate Issues to Action* booklet.

Communication (COM)

COM-5251 Theory & Practice of Negotiation & Mediation (1 cr)

This course is comprised of three phases: a skills workshop, study of theory and models, and field experience with reporting thereon. After successful participation in the skills workshop titled Essential Skills for Negotiation and Mediation, students engage the theoretical phase of the course, which reviews basic theories and models associated with the practices of negotiation and mediation. Students apply theories and models to their workshop skills-building experiences, and critically reflect on the integration of theory and practice to date. The final phase of the course solidifies learning as students

conduct and report on their use of the skills in brief field experiences, and evaluate the efforts through the lens of theory, models, and practices learned during the course.

COM-5252 Theory & Practice of Group Facilitation (1 cr)

This course is comprised of three phases: a skills workshop, study of theory and models, and field experience with reporting thereon. After successful participation in the skills workshop titled Essential Skills for Group Facilitation, students engage the theoretical phase of the course, which reviews basic theories and models associated with the basic practices of facilitating group processes. Students apply theories and models to their workshop skills-building experiences, and critically reflect on the integration of theory and practice to date. The final phase of the course solidifies learning as students conduct and report on their use of the skills in brief field experiences, and evaluate the efforts through the lens of theory, models, and practices learned during the course.

COM-5253 Theory & Practice of Action Inquiry (1 cr)

This course is comprised of three phases: a skills workshop, study of theory and models, and field experience with reporting thereon. After successful participation in the skills workshop titled Action Inquiry, students engage the theoretical phase of the course, which reviews the developmental theory of action logics and the action inquiry framework. Students apply the theory and model to their workshop skills-building experiences, and critically reflect on the integration of theory and practice to date. The final phase of the course solidifies learning as students conduct and report on their use of the skills in brief field experiences, and evaluate the efforts through the lens of the theory, model, and practices learned during the course.

COM-5410 Communication, Action Inquiry, & Behavioral Development (3 cr)

Communication shapes our relationships, personal and professional effectiveness, and our understanding of social settings. This course emphasizes the role of skillful inquiry for transforming social settings, and examines the benefits of communicating with transparency, integrity, and accountability. Students learn how behavioral development theory accounts for (a) why there are major patterns of difference and change in how people think, feel, and act in different situations; (b) why it can be so difficult to communicate effectively; (c) why skillful communications depend on self-reflection and timely awareness or mindfulness, and (d) why relationships and behaviors are improved by using the action inquiry framework and related communication skills. Students learn a pattern of action logics and how they show up in human and organizational behaviors. They use that knowledge to plan, initiate, participate in, and follow up with difficult conversations and evaluate changes.. Learning is transferred and built upon to apply action logics to groups and organizations, e.g., to conflicts, to effective meetings and teams, and to becoming learning organizations.

COM-5500 Critical Thinking in Professional and Academic Writing (3 cr)

Professional and academic success requires the effective use of writing to reach shared understanding of situations, develop and communicate a coherent line of reasoning and assessment of options, arrive at sound individual and collective judgments, and achieve intended results with readers and collaborators. Successful written communications originate from critical thinking processes that incorporate clarity of purpose, accuracy, and sound analysis with awareness of audience and context. This course develops and strengthens these core abilities to think critically and write effectively. Students practice the reasoning, composition, and collaboration skills that are basic to these abilities, including library research, editing, formatting, and engaging in substantive reflection and dialogue on key issues.

Conflict Studies (CAE, CFL)

CAE-6150 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.

CAE-6200 Culture & Conflict (3 cr)

This course introduces and applies a range of concepts from cultural conflict theory that are essential to critical systems thinking about, and analysis of, cultural conflicts. Various definitions of both culture and conflict are examined. Core dimensions of every cultural conflict system are studied, which include the content of the conflict, the history and nature of relations among parties, and the clash of cultural values. The static and developing roles of individual and collective narratives, identities, and uses of territories are examined. Analytical methods and their rationale are introduced and their applications are critically examined.

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

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

CAE-6460 Health Care as Intersection of 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. If left unnoticed or managed these differences can lead to destructive conflict within a health organization. Students will consider how institutional or organizational and professional cultures in healthcare contribute to the challenge of leading successful change initiatives in the health care system and how, these differences might be used to strengthen change initiatives.

CAE-6470 Health Care Sector Culture and 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 and may effect change initiatives. 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.

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

Organization Models, Systems, Cultures and Conflict is designed to introduce students to analytical lenses so they can understand the various facets of the nature and behavior of an organization, and how it functions. There is a particular emphasis upon organizations as adaptive social systems and the pivotal role organizational culture plays in how it operates, learns and changes. In seminar fashion students discover applications by critically examining theories and dialoguing about issues. The goal is for students to develop their own organizational models and approaches to identifying and addressing organizational conflict.

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

Students will critically explore various approaches to leadership, discuss their strengths and limitations, and identify in which situations they are most appropriately utilized. With emotional intelligent and resonant leadership and as adult development theory regarding the capacity to understand complex situations as a backdrop, this module examines how to design and navigate organizational change. The ultimate goal of the module is to assist students to hone their own professional qualities and skills in regards to visionary, innovative leadership, and to expand their abilities to design and facilitate organizational transformation and change.

CAE-6570 Organizational Community Collaboration and 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. Discussions include exploring ways to build interactive knowledge sharing workplace relationships rooted in professional self-confidence, feeling valued, acceptance of difference, interdependence, mutual respect, trust and understanding, and open and honest dialogue. 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.

CAE-6600 Practicum (3 cr)

The practicum is a site-based opportunity to deepen understanding of theory and its applications to actual practice. In consultation with faculty, students identify the appropriate site to achieve professional goals for learning and integration over the 135-hour practicum period. That period includes planning, site work including analyzing performance and critically reflecting thereon, discussions with faculty, and final reporting. Students maintain activity records, debriefing reports, and reflective journals on learnings and challenges, using such materials to discuss skill development and the linkages of theory and practice with practicum faculty on a periodic schedule. The final product of the practicum is a substantive paper that accounts for learning, methods used, and critical reflections on the development of mastery during the practicum.

CAE-6910 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.

CAE-6920 Thesis B (3 cr)

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

CAE-6950 Integrative Professional Seminar (3 cr)

The capstone seminar is a set of culminating experiences to demonstrate mastery in the student's field. Students retrospectively analyze their entire curriculum and reflect critically on the learning gained and on one's personal and professional development. Seminar activities demonstrate integration of learning and development by applying relevant theories, principles, concepts, and skills to substantive assignments. The integrative professional seminar thus requires the synthesis and application of learning and demonstrates accomplishment of program outcomes. It supports students to articulate professional goals that reflect the knowledge and skills acquired as well as those targeted for future learning.

CFL-5350 Foundations in Conflict Theory & Analysis (3 cr)

This course explores the still-evolving theoretical foundations, key thinkers, and current state of the interdisciplinary field of conflict studies. Some theories that generated models for conflict analysis are emphasized for exploration and application. The complexity of some conflicts is considered in light of the (in)sufficiency of single theories to explain them. The theoretical foundations share equal emphasis during the course with the practice of analysis. This helps students to make logical connections that integrate theory and practice. Such connections are considered via historical or current conflicts and through applying some analytical and assessment models to basic conflict case studies. Students learn experientially why conflict analysis provides essential information for making wise choices of conflict engagement methods. The course develops students' critical thinking that supports doing conflict analysis, and skills for communicating the results of analysis. Finally, the course grounds students in the habit of practicing conflict analysis and engagement in everyday life, and in the habit of reflecting on the learning gained from such practice.

CFL-5650 Conflict Intervention Methods (3 cr)

This course introduces a spectrum of common conflict intervention methods from which practitioners often select. Methods include negotiation, mediation, arbitration, consensus, dialogue and deliberation processes, and conflict coaching. These are critically examined for key assumptions and common rationales for choosing them. To equip them to make such choices, students learn a typology of conflicts to critically evaluate the fit between situations and methods. They develop analytical skills to assess the pros and cons of methods so they can describe and justify recommendations for methods proposed in particular conflicts. Students also learn basic principles and methods of reflective practice, a

requisite habit for those who work with conflict. Thus, the course develops students' critical and reflective thinking as applied specifically to conflict analysis and practice across a range of settings. Such exposure supports students' discernment of areas for possible specialization and helps focus their academic and professional development goals.

CFL-6035 Identity Development and Conflict (3 cr)

Change agents in every setting confront conflicted situations and have leadership roles therein. Such individuals have an ethical duty to know themselves well enough to "first, do no harm." That duty includes understanding conflict and identity as enduring factors in ordinary human experience and leadership challenges. Conflicts press for choices among stakeholders' competing interests and needs, often threatening identity along with the presenting issues. Drawing from developmental, conflict, and leadership theories and applications, this course examines mental models of leadership, how personal and group identities form and change as they develop, and how these factors impact leadership and conflict styles, effectiveness in change-making, and capacities for critical reflection and foresight.

Creative Writing (CRW)

CRW-5560 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.

CRW-5590 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.

CRW-5670 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.

CRW-5710 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.

CRW-5750 Studies of Dramatic Craft (3 cr)
With an emphasis on both traditional and current theories and practices of dramatic writing, in this course, principles of construction will be studied, discussed, and manifested on the page. Students will become well-versed in the concepts of structure, character development, conflict, dialogue, style and theme in playwriting and screenwriting. They will also come to see how elements of dramatic writing apply to the broader literary world, including poetry, fiction and creative nonfiction. Students will conduct close readings and viewings of plays and screenplays which have been produced and develop a vocabulary for analyzing dramatic writing and apply critically-selected techniques, and techniques they admire, in their own works. With deepening their craft as the goal, writers will draft and revise their own dramatic works and develop these further in peer workshops.

CRW-5830 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.

CRW-5850 Deep Reading of Dramatic Texts (3 cr)
This course will survey dramatic literature from the ancient through the classics and up to the modern day. Greek tragedy and Shakespearean theater will be examined alongside playwrights such as Williams, Pinter, and Mamet, as well as highly respected screenwriters such as Chayefsky and Towne and Sorkin. The goal is to find commonalities across all of these works, to identify the essential elements, and also to discern what makes these texts unique and singular as reflections of their individual authors and their eras. Students will read dramatic criticism, write analyses of their own, discuss the texts with their peers, and create blogged critiques online as an act of literary citizenship. Through a combination of assigned reading and individualized lists, students will gain an appreciation for a broad spectrum of dramatic writing and move towards finding their particular mentors and influences. They will articulate their reasons for these choices, and identify what it is that makes a particular work inspiring, instructive, or influential for themselves as writers. Students will also practice text-inspired writing and conduct peer review of each other's work.

CRW-5890 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.

CRW-6100 Elective Individualized Course I (3 cr)
CRW-6200 Elective Individualized Course II (3 cr)
CRW-6300 Elective Individualized Course III (3 cr)
CRW-6400 Elective Individualized 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.

CRW-6700 Antioch Writers' Workshop Seminar (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.*

CRW-6710 Antioch Writers' Workshop Seminar II (3 cr)
In this course, which will be undertaken only after discussion with instructor, students will continue to 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. This course is for students who have taken COM670 during a previous summer, and will this time work in a second creative form, and/or will take further steps toward professional writing and getting published.

CRW-6900 Creative Writing Thesis (6 cr)
The creative writing thesis is the culminating work in a student's program, involving imaginative and original writing in a particular genre. Students study literary texts as models of good writing, and to gain a deeper understanding of their own genre. Craft and technique books augment each student's learning. Often, the thesis is composed of drafts from previous courses. Generally, the thesis will be a completed work of fiction (novel or story collection), creative nonfiction (memoir or essay collection), or a full-length play or screenplay.
Guided by the mentor, the student will draft, polish, and prepare the manuscript toward submission of the thesis. Focus is upon whatever attention the manuscript needs, which usually includes the twin arts of revision and generation of new material.

Early Childhood Education (ECE)

See Undergraduate Curriculum pp. 26-28 for undergraduate Early Childhood course listings.

ECE-5000 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, and professional codes of conduct. (Standard 7)

ECE-5100 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-5200 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)

ECE-5300 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.

ECE-5400 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)

ECE-5500 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-5600 Special Topics in Early Childhood Education (2-3 cr)

This course includes analysis of topics and issues in curriculum and teaching in programs for young children. Focus is on teachers' responsibility for student learning and the overall success of schools in which they teach. The course addresses a variety of factors that affect teachers and students, students' families, and communities served by the early childhood program.

ECE-5710 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.

ECE-5720 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.

ECE-5730 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.

ECE-5800 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.

ECE-6000 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.

ECE-6250 The Learning Environment as the Third Teacher (3 cr)
The Learning Environment as the Third Teacher is a fundamental concept of the Reggio Emilia Approach (REA). It is through the use of the learning environment that children are prompted to explore new materials, problem-solve new situations, and maintain a sense of wonder. Candidates enrolled in this course are exposed to environments that model this capability.

ECE-6310 Development & Learning for Grades 4-5 (1 cr)
Candidates will demonstrate knowledge of theories and research regarding age-appropriate behaviors and development of typical and atypical students ages eight to twelve. Candidates will gain an understanding of preadolescent development and the impact on classroom management, instruction and assessment. They will also explore opportunities, responsibilities and challenges encountered when working with preadolescent students including integrated learning approaches, impact of home environment and peer relationships on learning, and the middle school teaching philosophy.

ECE-6350 Making Learning Visible through Observation and Documentation (3 cr)
Learning is made visible as teachers observe students at work and then document both the process and product of their learning. The emphasis in this course is documentation of the process of learning. How do children learn? What questions do they ask? And why do they think what they think? Answering these questions and others serve as a vehicle for making young children's learning visible.

ECE-6450 The Atelier and Learning – Arts Integration (3 cr)
The Reggio Emilia Approach is premised on the "hundred languages of children" metaphor, expressing the extraordinary potentials of children, their knowledge-building and creative processes, and the many ways that children come to know things as well as express what they know. This course explores some of the "languages" most often employed by young children. The course offers students an opportunity to examine verbal and non-verbal "languages" (e.g., art, music, drama, body movement, technology, storytelling) that inspire children's creative expression of their interests.

ECE-6520 Integrated Math and Science Methods for Grades 4-5 (4 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 instructional strategies to teach and assess integrated science and mathematics instruction with an emphasis on Ohio mathematics and science Academic Content Standards and Common Core. 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 mathematics and science disciplines, (3) qualitative and quantitative methods to assess student learning, (4) strategies for assessment of candidate's own demonstration of effective integrated instruction in mathematics and science with students in the 4/5 classroom, (5) development of mathematics and science content knowledge as it relates to the Ohio Academic Content Standards and Common Core.

ECE-6540 Integrated Language Arts and Social Studies for Grades 4-5 (4 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, (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, (5) development of language arts and social studies content knowledge as it relates to the Ohio Academic Content Standards and Common Core.

ECE-6550 Comparative Approaches to Early Childhood Education (3cr)
There are several approaches to working with young children that adhere to Constructivist and/or Progressive positions. This course compares and contrasts the Reggio Emilia Approach with Montessori, Waldorf, HighScope and other early childhood programs. The history and philosophy of the approaches are an integral part of this course.

ECE-6850 Reggio Emilia Approach Final Project and Residency (3 cr)
The Reggio Emilia Residency and Final Project is a culminating experience for those candidates completing the M.Ed. with a concentration in the Reggio Emilia Approach (REA). Candidates spend 5 days at AUM showcasing their final research project, in conjunction with a Reggio Conference.

Educational Leadership and Ohio Principal Licensure (EDL)

EDL-6100 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.

EDL-6120 Current Theories and Practices in Assessment (3)
Drawing from extensive research, the course provides a comprehensive overview of the current practices and underlying theories that inform modern assessment practices and how those practices influence the American Educational System.

EDL-6220 Current Instructional Practices in Content Area (3)
Drawing from extensive research, the course provides a comprehensive overview of the current practices and underlying theories that inform modern instructional practices and how those practices influence the American Educational System. The integration of the art and science of educational practices that results in exceptional teaching and outstanding student achievement is the primary focus of the course.

EDL-6250 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.

EDL-6310 Transformational Teacher Leader (3 cr)
This course lays the theoretical and practical foundations for the concept of transformational leadership. Emphasis is placed on the teacher leader's role in changing and improving school culture to place higher value on collaboration, consensus building, and assisting other adults to assume individual responsibility for their own professional growth toward shared, distributed leadership.

EDL-6320 Coaching and Mentoring for Teacher Leaders (3 cr)
This course will give candidates an understanding of the history and theoretical basis of the mentor/coach - teacher relationship. The course will provide strategies for working with peers to build trusting collaborative partnerships to improve teacher efficacy and reflective practice, while examining the intricacies of the mentor/coach role within a school building or district. The candidate will work to develop a Coaching/Mentoring Plan for a specific setting that will be put into place during the practicum.

EDL-6330 Data-based Assessment for Learning (3 cr)
This course is designed to prepare the Teacher Leader candidate to be an effective instructional leader, working collaboratively with one teacher or an entire school. The course will focus on interpretation of assessment data for sharpening instruction. Embedding formative assessment data gathering for improving student performance and classroom instruction will be emphasized.

EDL-6350 Ethical Issues in Education 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.

EDL-6390 Teacher Leader Practicum (3 cr)

The practicum experience of the Teacher Leader Endorsement 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 a Coaching/Mentoring plan 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 portfolio.

EDL-6410 Visionary Urban School Restructuring (3 cr)

This is the first of four courses in the Ohio Urban Endorsement Program. Emphasis during this course will be on urban 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.

EDL-6420 Urban School Root Cause Analysis (3 cr)

This is the second of four courses in the Ohio Urban Principal Endorsement Program. Emphasis during this course will be on exploring the causes underlying student failure in urban schools and best practices aimed at resolving aspects of the culture that contribute to inequalities. Topics include research behind a culture of high performance, use of data for school improvement, root cause analysis, and urban school planning.

EDL-6430 Effective Urban Strategies (3 cr)

This is the third course in the Ohio Urban Principal Endorsement Program. In this course, candidates develop as educational leaders in urban environments through the study of the philosophies of education, motivational strategies, and effective instructional strategies for working with urban students. Topics include historical philosophies of education and their application in modern educational environments; motivational strategies for urban environments; curriculum conceptions, implementation, development, and organization; the role of local, state, and federal guidelines as models of curricula; planning instruction; and methods of assessing and evaluating learning.

EDL-6470 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.

EDL-6540 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.

EDL-6620 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.

EDL-6640 Conflict Resolution and Consensus Building (3)

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

EDL-6720 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.

EDL-6750 Education and Conflict Practicum A: Negotiation / Mediation (3 cr)

This is the first course in a two-course practicum that serves as evidence of the student's ability to bridge theory and practice. The theory and practice will be demonstrated through the development and implementation of an education based conflict engagement project or research study. The research or project must focus on an aspect of negotiation and/or mediation. A minimum of 50 hours of direct conflict intervention skill building in those areas is required.

EDL-6780 Education and Conflict Practicum B: Facilitation / Consensus Building (3 cr)

This is the second course of a two-course practicum that serves as evidence of the student's ability to bridge theory and practice. The theory and practice will be demonstrated through the development and implementation of an education based conflict engagement project or research study. The research or project must focus on an aspect of facilitation and consensus building. A minimum 50 hours of direct conflict intervention skill building in those areas is required.

EDL-6810 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.

EDL-6830 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.

EDL-6850 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.

EDL-6920 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.

EDL-6950 Urban School Principal Internship (3 cr)

The Urban School Principal Internship (U.S.P.I.) is problem-based and links research, theory, and practice in studying and solving the range of problems candidates encounter as urban school principals. The internship is the capstone experience of the Urban Principal Endorsement program. Appropriate administrative school/district activities are planned cooperatively and supervised by university and school district personnel including an urban mentor principal. Under the guidance of the university faculty member and mentor principal, candidates demonstrate their ability to put theory into practice by designing and carrying-out a major school initiative in an urban school setting.

EDL-6960 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)

EDS-5000 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, and professional codes of conduct.

EDS-5010 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.

EDS-5020 Development 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.

EDS-5100 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.

EDS-5110 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.

EDS-5120 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.

EDS-5200 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.

EDS-5270 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.

EDS-5300 Planning & 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.

EDS-5400 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).

EDS-5500 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.

EDS-5610 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.

EDS-5620 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).

EDS-5630 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.

EDS-5800 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.

EDS-6000 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)

EDU-6100 Independent Study in Education (1-4 credits)

Topics in education to be arranged with and approved by Education faculty.

EDU-6500 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.

EDU-6510 Second License Practicum (4 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. In addition to the development and completion of the project, candidates will be expected to provide an extensive review of the literature related to their project. Candidates will be mentored by the instructor as they complete the requirements of this practicum course.

Integrated Health Studies (IHS)

IHS-5500 Foundations of Integrated Health Studies (3 cr)

This course examines the historical, philosophical and theoretical underpinnings of the integrative health movement in the United States, and situates it as a response to the current crisis in healthcare. We will also explore contemporary and ethical issues and how globalization has ushered in cross-cultural approaches to the western understanding of health and healing.

IHS-5800 Health Communication (3 cr)

Health care is becoming increasingly complex and complicated and, at its best, is a relational and communicative accomplishment. The related decision-making, uncertainty management, and navigation of changes in relationships and individual identities all require skilled communications about health. The kind and quality of communication with and among those involved with a patient will help or hinder the integrative health care endeavor. This course introduces theory, research, and contemporary concerns in health communication, and an overview of health communication scholarship as well as communication issues relevant to health, disease, and illness. Topics include current issues in the health care industry, patient and caregiver perceptions, interactions, relationships, health images in the media, technology and health, diversity and culture, public health, and health campaigns. The course equips individuals with vitally-needed skills to critically evaluate health messages and communicate with stakeholders effectively, ethically, and compassionately.

IHS-5900 Narrative Medicine: Writing to Heal (3 cr)

The emerging field of narrative medicine recognizes that people are more than their molecules and cells; identity is formed by stories that have an important role in physical and psychological healing. In this course, students learn how and why at least two narratives are initiated with the onset of an illness: 1) the medical or psychiatric journey with its turning points of symptoms, consequences, and treatments and 2) the personal narrative coming out of an individual's history that runs parallel to, while independent of, medical outcomes. The course introduces the narrative story structure, and students explore how the personal narrative is a plunge into the unknown through which the self as protagonist confronts the self and the truth. By following the shape of story and myth an individual's experience is transformed and infused with transpersonal meaning, and students explore the relationships of transpersonal meaning and healing. They learn to use the tools of journal and narrative autobiographic writing to heal self and others, and practice the craft of writing to perceive and hold the complexity and mystery within each person's life trajectory.

IHS-6100 Individualized Elective I (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.

IHS-6125 Coaching For Health (3 cr)

This course introduces students to coaching as a modality for professionals in health care fields to work with clients. Based on the historical context in which coaching models developed as distinctive to clinical counseling and therapy, consulting, and education, students will develop an appreciation for the differences in assumptions and practices around which these models are built. Students will also be introduced to the core competencies and ethical principles outlined by the International Coach Federation, and be given the opportunity to practice these competencies.

IHS-6200 Individualized Elective II (3 cr) *(see IHS-6100 for course description)*

IHS-6225 Mindfulness and Stress (3 cr)
This course is designed for students to develop the theoretical as well as experiential learning on which a personal balanced and sustainable mindfulness practice is based. Students will investigate research on the benefits of mindfulness practices for psychological and emotional well-being and stress management in modern times. Through a combination of learning opportunities students will gain a broad overview of meditation traditions with special focus on Yogic and Buddhist traditions. They will learn essential meditation principles, develop skills such as focusing the mind and enhancing awareness of the present moment, and reflect on their practice and why its impacts are experienced.

IHS 6250 Body Mind Healing: Skyping with your 100 Trillion Cells (3 cr)
What is healing and how do we heal? In this course we will explore the many meanings of the term, review the history of body-mind healing modalities, discuss the power of hope and mindset; the daily impact of love, joy, and stress on the body; what constitutes a healing environment for the cell and the individual; and the shared characteristics of successful mind/body healing interactions. We will come to understand body-mind as a complex system, which responds to *how* we communicate and *what* we communicate. In each unit we will review a body of literature, (e.g. systems thinking, communication theory, ways of knowing, developmental and positive psychology, neuroscience, meditation, Qigong, consciousness and leadership studies), which we will then translate into "practice labs" *designed to experiment with the application of different healing modalities*—which build the capacity to understand and meet the body's needs. These labs involve the refinement of intuitive and analytic discernment capabilities. Students will document what they learn in journals and papers, and share their insights with the learning community in discussion forums and during conference calls.

IHS-6300 Individualized Elective III (3 cr) *(see IHS-6100 for course description)*

IHS-6325 Grant Funding for Integrated Health Programs (3 cr)
This course is designed to provide a foundation for understanding, and practice in using, the concepts and processes essential to successful grant seeking on behalf of public and nonprofit organizations in the student's area of interest. These include the ethical issues and practices of wise stewardship and accountability. The contemporary context of the student's area of interest evidenced in published literature and funder information is examined for strategic and practical considerations when identifying and approaching funders.

IHS-6400 Individualized Elective IV (3 cr) *(see IHS-6100 for course description)*
IHS-6500 Individualized Elective V (3 cr) *(see IHS-6100 for course description)*

Individualized Masters of Arts (IMA)

IMA 5150 Foundations of the Field, Part I (3 cr)
Part I of Foundations in the Field provides an overview of academic disciplines, their relationship to students' areas of interest, and the concept and practice of interdisciplinarity. Students research, analyze, compare, and contrast a range of potential fields of study with the goal of clarifying and

describing their primary fields of study. Conducting a series of interviews with academics and practitioners allows students to ground their learning in multiple perspectives and real life contexts. Reflections on how their educational and professional goals can be achieved through their course of study are also an integral part of this course.

IMA 5250 Foundations of the Field, Part II (3 cr)

Building on Part I, students continue to triangulate knowledge of their chosen fields of study based on data gleaned from the literature and continued engagement with subject matter experts. They continue to test and refine their assumptions about fields of study and intended professions and to expand their professional network. At the end of the course students will have assembled a resource portfolio that contains an overview of the relevant literature, a review of ethical standards, a summary of relevant conferences and publications, and plans for individualized courses to be designed, including potential instructors and mentors.

IMA 5750 Individualized Curriculum Design (3 cr)

In this course students develop proficiency in the principles and practices of curriculum and syllabus design. They learn to distinguish among standard components of graduate level curricula, the role of foundations, elective, and research courses, and develop several course syllabi. They expand their growing academic network in the process of nominating their mentor and identifying potential course instructors.

IMA-6250 Body Mind Healing (3 cr)

What is healing and how do we heal? In this course we will explore the many meanings of the term, review the history of body-mind healing modalities, discuss the power of hope and mindset; the daily impact of love, joy, and stress on the body; what constitutes a healing environment for the cell and the individual; and the shared characteristics of successful mind/body healing interactions. We will come to understand body-mind as a complex system, which responds to how we communicate and what we communicate. In each unit we will review a body of literature, (e.g. systems thinking, communication theory, ways of knowing, developmental and positive psychology, neuroscience, meditation, Qigong, consciousness and leadership studies), which we will then translate into "practice labs" designed to experiment with the application of different healing modalities---which build the capacity to understand and meet the body's needs. These labs involve the refinement of intuitive and analytic discernment capabilities. Students will document what they learn in journals and papers, and share their insights with the learning community in discussion forums and during conference calls.

IMA-6350 Contemplative Ecology (3 cr)

This seminar discussion explores the idea that sustainability rests in a restructuring of consciousness that "geologian" Thomas Berry calls "reinventing the human" in a new story of life – for the stories we tell about the origins and ongoing life of the universe profoundly influence the choices we make concerning sustainability. A focus of this transformation in our way of life and its structures of ego and intentionality is relating in attentive resonance rather than domination or manipulation with the patterns of life, Earth and universe. Contemplative traditions and contemporary sciences and humanities show us ways this non-dualization may be understood. Among them are philosophical Daoism and Neo-Confucian thinking, the self-organizing creativity-optimization described by systems theory, coevolutionary theory, quantum connectedness, narrative, consciousness studies, myth and paradigm theory, and the psychology of flow and intrinsic rewards. Realizing our seamless participation in and as cosmogenesis, as microcosmic embodiments or fractals of cosmic evolution, demonstrates eco-contemplative conduct as a mode of sustainability. Dehabituating compulsions toward external gain

and simplistic reductionism in this evolution of consciousness, we might stamp less of a footprint on the natural systems of Earth as we attune, resonate and integrate ourselves with, and as, cosmic cocreativity.

IMA-6950 Integrative Seminar (3 cr)

This capstone seminar is designed to complete the integration of the foundation and individualized course experiences and learnings of the Individualized Master of Arts degree. Active participation in the course helps students transition from graduate school to the next step in their professional lives. The final product of this course consists of a professional portfolio to include, but not limited to: updated resume, professional development plan, reflections on sustainable practice, summary of graduate school learnings, and demonstration of achievement of IMA learning outcomes through a variety of projects.

IMA-6960 Autoethnography, Social Responsibility, Right Livelihood (3 cr)

In this capstone course students will demonstrate their advanced skill for academic writing and research using the approach of reflective autoethnography. Students will have the opportunity to make some profound scholarly connections among their academic, professional, and personal experiences, and to engage questions such as: how do I make meaningful contributions to the common good through my life's work? How do I design my work life in such a way that it is consistent with my values and goals, i.e., create right livelihood? Through the assignments that support their production of a substantive autoethnography, students will have the unique opportunity to integrate much of what they have learned throughout their graduate program. Upon reflection, research, and analysis, they will be able to show that they have developed a good understanding of how they can best leverage their graduate education as change agents in the working world and beyond.

IMA-6970 Transdisciplinary Writing (3 cr)

This course explores the practice of non-fiction writing as an active and inter-active engagement with the dynamic entities of culture, environment, and self. Traditionally, scholarly and creative non-fiction writing have been treated as separate genres, each with distinct methodologies premised largely on ideas of 'objective' and 'subjective' viewing and interpretation. More recently, we've had to admit that 'culture' and the environments we live in are never fixed truths to be studied but, rather, created through the individual narratives we construct of them. In many ways, the written text forces us to be selective, thoughtful, and responsible for the 'truths' we represent, whether we approach writing as scholarship, as creative expression, as confession, or combinations thereof. Taking examples from newer trends in contemporary scholarship and narrative non-fiction, and through our in-depth practice of 'field' writing, we will explore how scholarly, ethnographic, reflective, and creative perspectives inform our inquiries about meaningful relationships in our own lives and in the eco-social worlds we live in. We'll explore conventions and innovations across genres and learn some effective ways of cross-pollinating research, observations, driving questions, and personal experience in the crafted essay.

Middle Childhood Education (MCE)

MCE-5000 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)

MCE-5100 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.

MCE-5200 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.

MCE-5300 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.

MCE-5400 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.

MCE-5510 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.

MCE-5520 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.

MCE-5530 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.

MCE-5540 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.

MCE-5800 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.

MCE-6000 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)

MGT-5350 Foundations in Management and Change Leadership (3cr)

Management and leadership are complementary and interdependent systems of action in an organization, each requiring certain skills to perform different functions. This course provides theoretical and practical foundations to illustrate the interdependence and its implications for students' learning and professional goals. Thus, the course introduces management theory and managerial roles to plan, organize, implement, monitor, and evaluate. Yet, real world conditions mean that organizations need from managers more capacities than only those. The course thus introduces leadership theory and some best practices of change leadership such as to scan, focus, align, mobilize, and inspire. The course emphasizes three areas: (1) why managers need to lead staff through periods of change and help transform organizational culture, (2) why formal and informal leaderful behaviors are needed at many levels of the organization, and (3) why multiple intelligences are needed not only to manage and lead change, but also to predict and address resistance, anxiety, and the forces of inertia that can sabotage even small change efforts.

MGT-5850 Organizational Behavior (3 cr)

This course is designed to provide students with the social science tools needed to solve organizational problems and influence the actions and behaviors of people at the individual, group, and organizational

levels. It prepares managers to understand how to best organize and motivate the human capital of the firm, work with diverse cultures and demographics, and learn how to best structure for success. Students apply theory and practice in such areas as decision-making, reward system design, leadership and motivation, team building, conflict, negotiation, and communications processes, and learn to incorporate into their analyses such considerations as the basis of power and organizational politics, corporate culture, and strategic organizational design.

MGT-6035 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 ones 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.

MGT-6045 Group and Team Development, Conflict, and Collaboration (3 cr)

This course introduces theories and models of group and team processes of development, conflict eruption and resolution, and collaboration. It emphasizes the nature of groups and teams as dynamic systems that respond adaptively to conditions, team building in groups characterized by diversity, and how to identify internal and external conditions that affect behaviors in both in-person and virtual environments. These include social psychological, emotional, cultural, and technological dimensions in vertical systems of authority and in horizontal networked settings. On these foundations, the course examines models and strategies for leaderful group managers and participants to optimize individual and team contributions, and to assess and address the roles of attributes, needs, stress, and system constraints. Self-reflection and assessment tools support students to apply learning to their own performance, identify triggers of resistance, and critically evaluate how their preferred styles affect team building and group productivity. Performance in the course is used as a microcosm of team dynamics in other settings. Finally, students learn how to transfer learning from studying the scale of small groups systems to the larger scale of organizations where similar patterns manifest.

MGT-6050 Budgeting & Ethics under Stress (3 cr)

This course connects three major perspectives on managerial budgeting in order to strengthen management and change leadership capacities. The first part of the course introduces fundamental concepts and practices in managerial budgeting, and contrasts the contexts of small for-profit, not-for-profit, and local government organizations. The second part of the course relates traditional budgeting processes with their often-common denominator of stress-based influences. It examines the psychology, dysfunctions, and decision-making impacts of stress, including how they may affect participation levels, conflict, operational or environmental ethics, and culture. The final part of the course puts budget processes and stress into the larger context of social and environmental responsibility (e.g., sustainability accounting; the triple bottom line of profit, people, and planet) and introduces other approaches, such as the "beyond budgeting" trend, that may foster healthier organizational processes and better performance.

MGT-6055 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.

MGT-6065 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.

MGT-6075 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.

MGT-6910 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.

MGT-6920 Thesis B (3 cr)

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

Philosophy (PHIL)

PHIL-5200 Topics in Metaphysics & 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.

PHIL-5300 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.

PHIL-5400 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.

PHIL-5500 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. *(May be repeated for credit with different topics.)*

PHIL-5600 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.

PHIL-6100 Elective Individualized Course I (3 cr)
PHIL-6200 Elective Individualized Course II (3 cr)
PHIL-6300 Elective Individualized Course III (3 cr)
PHIL-6400 Elective Individualized 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 transcripted upon registration. Requires prior consultation with the student's mentor, and a signature from the student's advisor.

PHIL-6900 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.

PHIL-6910 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.

PHIL-6920 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. 40 for B.A.-level RLE courses)

RLE-5055 Foundations and Psychology of Reading (3 cr)

Students will examine the historical development of English, and its relevance to language disabilities will be explored. The scientific basis of reading will be studied.

RLE-5150 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.

RLE-5155 Introduction to Dyslexia (2 cr)

This course will focus on the traits of typically and atypically developing readers. The three major disabilities and affecting factors will be discussed. The definition as accepted by the NICHD/IDA will be presented and discussed.

RLE-5250 Phonics (3 cr)

This course addresses multisensory strategies for reading, spelling and writing instruction. It provides the scientific definition of dyslexia, its common characteristics standardized by the International Dyslexia Association, and the most effective research- based methodologies to address the instructional needs of individuals with dyslexia. Multisensory structured language techniques based on the Orton-Gillingham approach for teaching the alphabetic principle, reading, spelling and writing will be the primary focus of the course, with a particular emphasis on phonological training/word-attack skills as well as systematic, explicit multisensory instruction relative to the structure of the English language. Mastery of sound/symbol correspondences is not an end in itself; the ultimate goal of instruction is the effective application of these skills for proficient reading and writing.

RLE-5255 Advanced Phonics & Applied Field Study (3 cr)

This course focuses on cognitive and advanced linguistic structures of the English language and phonetic concepts as they relate to reading and spelling. Focus on accommodations, modifications, and teaching strategies, including multisensory structured language (MSSL) techniques that may be used for the dyslexic student in the regular classroom and intensive therapy.

RLE-5350 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.

RLE-5355 Diagnosis & Assessment of Students with Dyslexia (3 cr)
Students will study the traits of typically and atypically developing readers. The three major disabilities and affecting factors will be discussed. The definition as accepted by the NICHD/IDA will be presented and discussed. Students will develop a referral, assessment, and placement process for identifying a student with dyslexia or other reading problems. Systems of record keeping and progress reporting will be discussed. Psychometric properties of tests will be studied.

RLE-5450 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.

RLE-5455 Current Topics in Dyslexia Studies (1 cr)
Course will focus on current research, trends, and practices in dyslexia. Candidates will investigate the following areas in dyslexia: legislation, policy, assessment, instructional strategies, state, national, and federal organizations, parent involvement, and more.

RLE-5850 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.

RLE-5950 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.*

RLE-6155 Structured Language Teaching I (3 cr)
This course will focus on explicit, systematic teaching strategies for struggling readers in the areas of Phonology, Phonics, and Word Recognition. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting.

RLE-6255 Structured Language Teaching II (3 cr)
This course will focus on explicit, systematic teaching strategies for struggling readers in the areas of Fluency, Vocabulary, and Comprehension. Students will participate in clinical teaching and therapy practices while supervised by advisors in a clinical setting integrating both clinical and diagnostic knowledge and intervention knowledge across all five skills identified in the NRP Report (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Research (RSH)

RSH-5100 Research Methods (3 cr)

This course introduces qualitative, quantitative, and mixed methods approaches to research in an interdisciplinary context. It examines methodological assumptions of those approaches and fundamental issues in designing a research study. Students think critically about how to use various methods to investigate information and phenomena of interest to create new knowledge for professional and academic purposes. Students identify a manageable research question that is consistent with their educational and professional goals, design a small project to answer the question, collect, analyze and interpret data, and present their research findings

RSH-5750 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.*

RSH-6325 Independent Study in the Field (1 cr)

This course is an individualized study of a topic in the student's field, via student independent research into the topic. The topic and learning activities are approved, supervised, and evaluated by assigned instructor. Permission of instructor required.

Social Sciences (SSC)

SSC-5260 Introduction to Rural Economics (2.5 cr)

This course is an introduction to core concepts and relationships of rural economics. The first part of the course introduces basic economic concepts and methodology and examines determinants of economic growth and development. It develops students' analytical skills in regard to problems of economic development in rural areas, including an understanding of alternative institutional systems and structures for the production and distribution of goods and services influence the quality of life in rural areas.

The second part of the course provides an overview of financial markets, institutions and instruments, including the Federal Reserve system. It introduces specific applications such as cost/benefit analysis of rural development projects and analysis of tax impact and such functions as financial intermediation and financial leveraging. Discussion of specific economic development efforts explore these issues in some

depth through case studies, including examples from communities where students live and work and potential applications to students' intended field projects.

SSC-5270 Introduction to Rural Development (2.5 cr)

This course is an introduction to rural development and skills for rural community development. The first part of the course is an overview of rural issues, introducing major regions, peoples, problems, and challenges of the rural United States, with an emphasis on groups and places in poverty and special emphasis on communities represented in students' networks. Students look at the interrelationship of history, culture, socio-economic factors, and choice of strategy for change. Students are exposed to historical and contemporary trends in the rural U.S. and to agribusiness in California and its effect on rural communities.

The second part of the course introduces skills, concepts and mechanisms useful for rural community development. These include library and documents research, computer searches, community research and analysis, accessing data, use of statistics; review of programs, structures and technologies, with special sessions on organization and management (e.g., fundraising, board development), expository writing, internalized oppression, and food and health policy.

SSC-5610 Grant Seeking (3 cr)

This course is designed to provide a foundation for understanding, and practice in using, the concepts and processes essential to successful grant seeking on behalf of public and nonprofit organizations. These include the ethical issues and practices of wise stewardship and accountability. These objectives are achieved through selected readings, class discussion, guest speakers, individual writing assignments and a service-learning project.

SSC-5660 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

SSC-6100 Elective Individualized Course I (3 cr)
SSC-6200 Elective Individualized Course II (3 cr)
SSC-6300 Elective Individualized Course III (3 cr)
SSC-6400 Elective Individualized Course IV (3 cr)
SSC-6500 Elective Individualized 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.

SSC-6910 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.

SSC-6920 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.

Systems (SYS)

SYS-5850 Systems Thinking for a Complex World (3 cr)

This course guides students to adopt the systems lens to understand complex dynamic patterns as they pursue their chosen fields of study and practice. Students learn about and reflect on their own and others' mental models as well as systems archetypes, and identify how these shape actions and practices. Particular attention is given to the influences of dualism, reductionism, and holism.   Students apply insights gained during the course to the analysis of real life contexts pertinent to their areas of study.

SYS-6200 Deliberation & Complex Decision Making (3 cr)

Managers, leaders, consultants, citizens, and public officials must make many decisions to solve complex social and organizational problems, including conflicts. This course examines characteristics of problem-situations that need more complex layers of attention. Students compare the assumptions of common decision-making theories with their own decision-making experiences. Focusing on situations that involve tensions among diverse perspectives, the course teaches practices that produce deliberative decisions in a collaborative fashion. Students compare their experiences of decision dynamics and deliberative outcomes to explanations offered by behavioral sciences. They consider the processes and outcomes of deliberation, consensus, and more common approaches to personal, organizational, and public decision making, evaluating differences in how the approaches address complex problems.

SYS-6950 Integrative Professional Seminar (3 cr)

The capstone seminar is a set of culminating experiences to demonstrate mastery in the student's field. Students retrospectively analyze their entire curriculum and reflect critically on the learning gained and on one's personal and professional development. Seminar activities demonstrate integration of learning and development by applying relevant theories, principles, concepts, and skills to substantive assignments. The integrative professional seminar thus requires the synthesis and application of learning and demonstrates accomplishment of program outcomes. It supports students to articulate professional goals that reflect the knowledge and skills acquired as well as those targeted for future learning.

Note: *Course offerings are subject to change.*

Student 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: *www.antiochmidwest.edu*. *Also see Antioch University Admissions Policy 5.607 at* http://aura.antioch.edu/policies_500_6x/7/

Admissions Policy

Antioch University Midwest maintains a non-discriminatory admissions policy for persons regardless of race, color, creed, sex, sexual orientation, national origin, age, or disability. Application for admission is made through the Admissions Office within the Student Services Division.

International Student Admission

Antioch University Midwest accepts applications from international students for our Masters' of Arts degree programs (Individualized M.A and M.A. in Managing and Leading Change).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 Admissions

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

The Undergraduate Studies Program requirements:

- Undergraduate documentation
- Twenty-four (24) or more transferable semester credit hours
- Prior satisfactory academic achievement (minimum 2.0 GPA)
- 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 Admissions

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.

Graduate Documentation

- 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 Management and Change Leadership 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 (see above)
- General education, area of concentration and content requirements completed outside of program

- Minimum overall undergraduate GPA of 2.75
- Letter of Interest
- On-campus case study writing assessment
- Internet access (or use campus computer labs)
- Interview with the School of Education
- Proficiency Profile test (an assessment of math, reading, critical thinking, and literacy skills, administered by AUM Admissions Office)
- 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 (see above)
- A minimum of 2.75 cumulative GPA in all previous undergraduate work and 3.0 in all previous relevant graduate work
- A valid and current Ohio teaching license
- Two years' teaching experience
- Letter of Interest
- Proficiency Profile test (an assessment of math, reading, critical thinking, and literacy skills, administered by AUM Admissions Office)
- On-campus case study writing assessment
- Must meet state requirements for licensure
- Internet access (or use campus computer labs)

Endorsement Prerequisites:
- Graduate documentation (see above)
- Must hold a valid and current Ohio teaching license
- Letter of Interest
- Internet access (or use campus computer labs)

*Moderate to Intensive Intervention Specialist applicants may also be required to complete the Proficiency Profile test and the on-campus case study writing assessment.

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 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 is not reflected on the academic record, nor does it affect eligibility for financial aid.

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.

See also Transfer and Intra University Credits Policy 5.611 at
http://aura.antioch.edu/policies_500_6x/10/

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 a minimum of two years of transcripted 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 admissions 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 Karen Crist, Coordinator of Student Disability Services, at 937/769-1335 or by email at dss.aum@antioch.edu

See also Antioch University Disability Support Services Policy 6.101 at

http://aura.antioch.edu/policies_600_1x/1/

Registrar's Office

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 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. 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.

2015-2016 Registration Periods

Fall '15:   4/6/15 — 8/21/15
Spring '16:   11/6/15 — 01/3/16

Add/Drop

Classes may be added at any time during registration up to the 8th day of the term with no restrictions.

Classes may be dropped during the first 15 days with no transcript record. Classes dropped after this time but before the final 25% of the term will remain on the transcript with a notation of "W". Classes dropped in the final 25% of the term will remain on the transcript with a notation of "WNC." 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. 4 and the refund schedule on p. 133).

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 University programs including Antioch Education Abroad, Antioch University Connected, and the Ph.D. in Leadership and Change. Students enrolled at Antioch Midwest may wish to enroll in academic courses offered elsewhere in the Antioch university system.

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/credit (all academic programs). *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.

All other changes in contact information (address, phone, and personal email address) may be updated through *myAntioch*. 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 Loan 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. 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.

Students will be placed on a leave of absence administratively for any term in which they are not registered, but have not declared a leave. After one administrative Leave of Absence, if no registration takes place for the following term, students will be administratively withdrawn.

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. The student is not officially withdrawn until Antioch University Midwest confirms official withdrawal status. The University reserves the right to withdraw any student who fails to make satisfactory academic progress, fails to meet financial obligations, fails to register for 2 consecutive terms, 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

Students who have been withdrawn and who wish 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. Students who were placed on an academic standing status prior to their absence will be placed on the same academic standing status upon their return.

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.

Antioch University Policies

Antioch University Midwest follows all academic and administrative policies established at the University level, and which apply to all academic programs of the University and across its five campuses. Below are links to these University policies, as well as a brief description. Following these policies are policies that are specific to the Antioch University Midwest campus.

University Academic Policies

Academic Appeal Policy

See Antioch University Academic Appeal Policy 6.111 at http://aura.antioch.edu/policies_600_1x/4/

This policy governs the conditions under which students may appeal an academic evaluation, and outlines the procedures for doing so.

Academic Integrity Policy

See Antioch University Student Academic Integrity Policy, 6.105 at

http://aura.antioch.edu/policies_600_1x/6/

This policy establishes and communicates the University's standards of student academic integrity, the nature of prohibited behavior, and the protection of students' right as well as expectations regarding students' responsibilities during the disciplinary process.

Grade Equivalency Policy

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

This policy outlines Antioch University's policy on narrative evaluation and letter grade equivalencies. See pp. 122-124 for policy specific to Antioch University Midwest.

Grading System and Transcript Recording Policy

See Grading System and Transcript Recording Policy, 5.227 at

http://aura.antioch.edu/policies_500_2x/14/

This policy lists and defines all valid evaluative marks for the Antioch transcript, as well as the conditions under which they may be conferred. It also clarifies the relationship between the transcript and a student's set of narrative evaluations.

Human Subjects Protection Policy

See Antioch University Human Subjects Protection Policy 5.507 at

http://aura.antioch.edu/policies_500_5x/2/

Antioch University policy requires that all research involving human participants conducted by student researchers be reviewed and approved by the Human Participants Research Review Committee (HPRRC). These rules are in place to protect the human participants, the researchers, and the institution. See the Registrar's Office or the Human Participants Research Review Committee for complete policy and procedures.

Satisfactory Academic Progress Policy

See Antioch University Satisfactory Academic Progress Policy 6.119 at

http://aura.antioch.edu/policies_600_1x/9/

In order to maintain satisfactory academic progress (SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to insure that students demonstrate the ability to be successful in their program, progress at a reasonable rate, and graduate within the maximum allowable time.

Antioch University's SAP guidelines and procedures are in compliance with all associated federal regulations. In addition to the Registrar's assessment of student academic achievement and standing through SAP, the Financial Aid Office uses the results of Satisfactory Academic Progress reviews to determine student eligibility for Title IV Federal aid. Per federal regulations, failure to maintain satisfactory academic progress will result in disqualification from federal student aid. Scholarships and other student aid based on academic progress may also be affected if a student fails to achieve satisfactory academic progress.

The purpose of this policy is to inform students of the University's expectation regarding the review and assessment of satisfactory academic progress, the relationship of satisfactory academic progress to a student's eligibility for financial aid, as well as students' right of appeal.

Student Academic Rights and Freedom

See Antioch University Student Academic Rights and Freedom at
http://aura.antioch.edu/policies_600_1x/7/

Antioch University adheres to the principles of academic freedom and intellectual pluralism as both rights and responsibilities. This policy informs students and faculty of the University's expectations regarding students' academic freedom as well as the responsibilities that students accept as members of the academic community.

Student Records (FERPA) Policy

See Antioch University Student Records (FERPA) Policy 5.629 at
http://aura.antioch.edu/policies_500_6x/11/

Antioch University adheres to federal regulations regarding protection of and access to student records as stipulated by the Family Educational Rights and Privacy Act, as amended (20 U.S.C. § 1232g; 34 CFR Part 99). Access to student records is limited to the student, to institutional employees with a "need to know", and to any individuals specifically designated by the student. Exceptions to this right of limited access are made in accordance with federal guidelines.

At its discretion, Antioch University 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.

Students may request non-disclosure of public or directory information, and are prompted annually to do so. Requests for non-disclosure remain in place for the academic year in which requested. Requests expire after one year unless the request is renewed. If a request for non-disclosure is current at the time of graduation or withdrawal, the non-disclosure will remain in place indefinitely unless the student requests a change in writing.

Note: *Your name will not be published in the commencement program if your request for non-disclosure is active at the time of your degree conferral.*

Transfer Credit and Course Substitution Policy

See Antioch University Transfer and Intra-University Credit Policy 5.611 at

http://aura.antioch.edu/policies_500_6x/10/

The intent of this policy is to maintain best practices in applying transfer credits and to ensure the academic integrity of Antioch University's academic programs.

University Administrative Policies

Acceptable Use of Technology Policy

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

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, delineates guards against censorship, identifies potential violations and outlines sanctions for violations.

Children on Campus Policy

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

To ensure and promote the most productive learning environment, this policy establishes guidelines regarding children's presence during scheduled instructional sessions.

Drug and Alcohol Policy

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

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.

Email Policy

See Antioch University Email Use Policy, 8.103 at http://aura.antioch.edu/policies_800/3/ *and also 8.101 Acceptable Use of Electronic Resources* http://aura.antioch.edu/policies_800/4/

All Antioch students, staff, and faculty will be assigned institutional email accounts and may have general access to the system as long as they maintain their relationship with the university. This policy clarifies University expectations for acceptable use of this resource.

Intellectual Property Policy

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

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.

Relationships in the Workplace Policy

See Antioch University Relationships in the Workplace Policy, 4.615 at '

http://aura.antioch.edu/policies_400_6x/11/

Antioch University generally 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. This policy provides guidelines for establishing and maintaining acceptable relationships between employees and students.

Non-Smoking Environment Policy

See Antioch University Non-Smoking Environment Policy, 4.507 at

http://aura.antioch.edu/policies_400_5x/2/

Specific application of the Antioch University Non-Smoking Environment policy to the Antioch University Midwest campus includes the following provisions:

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 (http://codes.ohio.gov/orc/3794).

Student Conduct Policy

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

Students are expected to conduct themselves in a manner that is conducive to the educational process. This policy defines the acceptable range of student behavioral standards of Antioch University, and outlines the procedures and potential outcomes associated with violations of these standards.

Student Grievance Policy

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

If students feel that they have received unfair or inequitable treatment from a member of Antioch University'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. 116).

Student Organizations, Speech and Publications Policy

See Antioch University Student Organizations, Speech and Publications Policy, at

http://aura.antioch.edu/policies_600_1x/3/

Antioch University encourages students to acquire and further interests outside the classroom that contribute to their development as members of the university and global communities. This policy sets forth students' rights and responsibilities, as well as university expectations with regard to the establishment and conduct of student organizations and student publications.

Title IX Sex Discrimination, Sexual Harassment and Sexual Violence Policy

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

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 sex discrimination, sexual harassment and sexual violence.

Weather and School Closing Policy

See Antioch University Weather and Short-term Closings Policy, 4.411 at

http://aura.antioch.edu/policies_400_4x/17/

Specific application of the Antioch University Weather and Short-term Closings policy to the Antioch University Midwest includes the following: the campus 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 monitor conditions and will make the decision to close as needed. The message will be communicated through the AUM email and voice mail system, as well as through posting on the AUM website and on social media. Mass media outlets as well as the campus leadership team will also be notified.

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 message will be communicated through the AUM email and voice mail system, as well as through posting on the AUM website and on social media. Mass media outlets as well as the campus leadership team will also be notified.

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

Saturday and Sunday

1. The Director of Undergraduate 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.

2. The message will be communicated through the AUM email and voice mail system, as well as through posting on the AUM website and on social media. Mass media outlets as well as the campus leadership team will also be notified.

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

Antioch University Midwest Policies

While Antioch University Midwest adheres to all policies established by Antioch University, additional policies exist that are specific to AUM.

AUM 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.

Note: 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.

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.

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:

   - For undergraduate credit, the student has performed at a level that would be considered at least a "C" or better in a graded system.

   - For graduate credit, the student has performed at a level that would be considered "B" or better in a graded system.

2. 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. Incomplete grades are considered unsuccessfully-attempted credit in the calculation of term-based satisfactory academic standing.

3. INP (in progress). INP 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 INP, 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 INP. If not completed in this time frame, the IP designation will convert to No Credit. INP grades are not counted against term-based SAP calculation.

4. 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.

5. W (withdrawal). This designation is assigned to courses from which students withdraw after the add-drop period (generally the first 20% of the instructional period). A grade of W appears on the official transcript and counts negatively in calculation of Satisfactory Academic Standing.

6. WNC (withdrawal-no credit). This designation is assigned to courses from which students withdraw after the withdrawal period (generally between 20% and 60% of the instructional period). A grade of WNC appears on the official transcript and counts negatively in calculation of Satisfactory Academic Standing.

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/.

Course Repeat Policy

Students may pay for and repeat any course previously taken for which the student received a No Credit (NC) 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.

A request to retake a course in which No Credit has been earned more than once requires approval from the chair of the student's academic program. This course retake 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 Chief Academic Officer.

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, or whom the Registrar's office determines will complete their requirements no later than the summer term, 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 Administrative Services Division. Students should finalize these arrangements at least two months prior to the scheduled commencement ceremony.

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

    o Books are checked out for 21 days.

    o Non-book materials are checked out for 7 days.

- Antioch University Materials

    o Books are checked out for 21 days.

    o Non-book materials are checked out for 7 days.

    o Reserves are determined on a case-by-case basis.

    o 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

    o A $.50 overdue fine is assessed per item, per day up to 30 days ($15.00).

- Antioch University Materials

    o A $.50 overdue fine is assessed per book, per day.
    o 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 6 times at 3 weeks per renewal, if another patron has not placed a hold on the book, for a total maximum borrowing period of 21 weeks.

- Non-book materials (OhioLINK & Antioch University) cannot be renewed.

Requests

- Faculty, staff and students may have a total of 25 requests (OhioLINK & Antioch University) at a time.

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.

Transcript and Diploma Procedure

The official transcript is issued by the Registrar and is a chronological listing of attempted and earned credits. Students may request that any, all, or none 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 submitting a transcript request through the National Student Clearinghouse at www.getmytranscript.com . Transcript requests are normally filled within 3-5 business days of submission of the request, and expedited processing is available.

Transcript Fees

- $7.25/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.*

Computing Recommendations

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 3" 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. "Google Docs" also available by clicking 'Documents' near the top of page of your Antioch Email account.

Internet Connection Recommendations

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.

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:

- Internet Explorer 8 or higher (PC)
- Firefox 19.0 or higher (PC, Mac)
- Google Chrome Version 25 or higher (PC, Mac)
- Safari 5.0 or higher (Mac)

Note: The best browser for your needs may change over time. It is recommended, therefore, that you have two different browsers installed on your system.

Antivirus and Malware/Spyware Protection

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.

Hand-Held and Tablet Devices

Most hand-held and tablet capable of displaying web pages will allow you to view the content of many AU systems. Capabilities of these devices vary widely; particularly in their ability to interface with some AU systems. Contact the IT Helpdesk http://helpdesk.antioch.edu if you have questions about the compatibility of your device with AU's systems.

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 at least half-time (a minimum of 6 credit hours for undergraduate students, or 3 credit hours for graduate students) for students interested in loans. If student qualifies for a Federal Pell Grant, enrollment can be for less than half-time.

- In order to apply for financial aid, all students must complete the items below (for details and quick links, at http://midwest.antioch.edu/financial-aid/apply/):

- Free Application for Federal Student Aid (FAFSA)
- Entrance Loan Counseling and Master Promissory Note (New borrowers only)

All financial aid forms should be completed at least eight (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. **Note:** *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 & FAQs*. 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 Office which lists all known, available scholarships.

Financial Aid Awarding

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 emailed 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 and Loan Entrance Counseling 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, and FAFSA must be submitted by October 31st. 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 $581 to $5775 per year for the 2015 – 2016 academic year. The Federal SEOG awards range from $2400 to $4000 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. Funds are awarded on a first-come, first served eligible basis.

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 and/or parent must "sign" a Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/ index.action. Once the MPN is signed, the student loans will disburse after the add/drop period each term the student is enrolled, which normally falls about 14 days after the start of the term.

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 (SAP) 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 p. 117 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 https://studentloans.gov 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) 769-1883 or emailing twebb@antioch.edu.

Student Accounts

Tuition and Fee Schedule 2015-2016

The following schedule was approved by the Antioch University 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
- $45 orientation fee

Graduate Tuition (& program-specific fees)

All Graduate Programs

- $100 enrollment fee applied toward first semester tuition

Management and Change Leadership

- $799/semester credit hour
- Thesis Maintenance tuition: $1800/semester
- Residency fee: $300/2-day residency

Individualized Masters of Arts

- $799/semester credit hour
- Residency Fee: $125/residency (excluding new students' 1-day orientation fee)

- Thesis Maintenance tuition: $1800/semester

Education: Teacher Licensure and M.Ed. Programs

- $675/semester credit hour

Professional Certificates

- To be determined: Contact Admission Office at 937-769-1818

Additional Fees*
* fees subject to change during the catalog year

Application fee (all programs) $50
Note: Application fees WAIVED for ALL on-line applications

Background check / fingerprints (*Education students only*	$75
General fee	$200/sem
Audit rate (all programs)	$50/credit
Re-enrollment fee	$50
Transcript (1st class mail)	$5/ea (+$2.25 processing fee)
Expedited Transcript	$5/ea (+$15 processing)
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 (or have financial aid pending) 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*
*** tuition refund schedule subject to change to align with University policy during catalog year**

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 1-7**
- **50%** refund-drop during **days 8-15** of the semester
- **No refund** for drops / withdrawals **on or after day 16** of the semester.

Continuing Education Refunds

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.

AUM Faculty and Staff

Division of Education and Interdisciplinary Studies
Administration and Support

Michele Nobel
Director, Division of Education and Interdisciplinary Studies; Core Faculty
Ph.D., The Ohio State University
M.A., The Ohio State University
B.S., The Ohio State University

Julie Cline, Division Administrator
 B.A., Antioch University McGregor
Vicky Cook, Division Administrator
Amy Elkins, Division Specialist
Amy Johnson, Division Specialist
Luna Running Wolf, Division Specialist

Faculty

Julie Biddle
Chair, Initial Education Licensure Programs; Core Faculty
Ph.D., University of Dayton
M.S., George Peabody College
B.S., State University of New York at Geneseo

Kent De Spain
Core Faculty, Undergraduate Studies
Ed.D., Temple University
M.A., University of California, Los Angeles
B.A., University of California, Los Angeles

Genya Devoe
Teaching Faculty, Reading Programs
M.Ed., Antioch University McGregor
B.S., Wright State University

Susanne Fest
Core Faculty, Individualized MA program
Ed.D., Peabody College at Vanderbilt University
M.A., University of Santa Clara
B.A., Bonn University

Sonya Fultz
Teaching Faculty, Education
M.A., University of Cincinnati
B.A., Wilmington College

William Hochstetler
Teaching Faculty, Undergraduate Studies
Ph.D., The Ohio State University
M.S., Pennsylvania State University
B.S., Washington University

Rebecca Kuder
Affiliate Faculty, Creative Writing
M.F.A., Antioch University Los Angeles
B.A., Earlham College

Tammy Mojica
Core Faculty, Education
Ed.D., Temple University
M.Ed., Cheyney University
B.S., Cheyney University

Judith Monseur
Director, Education Field Experience; Clinical Faculty
Ph.D., The Ohio State University
M.Hum., Wright State University
B.S., The Ohio State University

Hays Moulton
Chair, Advanced Education Programs; Teaching Faculty
M.Ed., Antioch University McGregor
M.Ed., Wright State University
B.A., Antioch College

Sara Ross
Core Faculty, Management and Change Leadership
Ph.D., Union Institute and University
B.A., Union Institute and University

Lana Rotellini
Teaching Faculty, Undergraduate Studies
M.Ed., Antioch University McGregor
B.A., Antioch University McGregor

Jamie Schiff
Core Faculty, Education
Ph.D., The Ohio State University
M.Ed., Jacksonville University
B.S., University of Dayton

Scott Warren
Affiliate Faculty, Philosophy
Ph.D., The Claremont Graduate School
M.A., The Claremont Graduate School
B.A., University of Virginia

AUM Faculty Emeriti

Jane Brown
Ph.D., Pacifica Graduate Institute
S.T.M., Christian Theological Seminary
M.Div., Earlham College
M.A., Ball State University
B.S., Ball State University

Steven Brzezinski
Ph.D., University of Illinois
M.M., Northwestern University
M.A., University of Illinois
B.A., University of St. Thomas

James Malarkey
Ph.D., University of Texas, Austin
M.A., University of Texas, Austin
B.A., University of Texas, Austin

Jon Saari
Ph.D., Bowling Green State University
M.A., Purdue University
B.A., Michigan State University

AUM Administration
Office of the President

Karen Schuster Webb
President
Ph.D., Indiana University
M.A., Indiana University
B.A., Indiana University

Marian Glancy
Chief Academic Officer
Ph.D., University of Dayton
M.Ed., University of Dayton
B.Ed., Dunfermline College, Scotland

Kelly Leff
Campus Director of Marketing
B.S., Ohio University

Arlyn Love
Enrollment Services Director
M.B.A., Marylhurst University
B.A., Graceland College

Jennifer Maynard
Executive Assistant to the President

Rhonda McArthur
Antioch University Midwest Receptionist

Rosemary Naulty
Manager, Institutional Advancement
B.A., University of Dayton

Ray Simonelli
Director of Facility Management

Barbara Stewart
Regional Chief Financial Officer
M.A., Antioch University
B.A., Wittenberg University

Sarah Wallis
Institutional Research Analyst, Office of
Accreditation and Assessment
M.A., Antioch University McGregor
B.A., Macalester College

Antioch University Midwest Library

Stephen Shaw
Library Director; Core Faculty
M.L.S., State University of New York at Buffalo
Ph.D., State University of New York at Buffalo
B.A., The Ohio State University

Student and Administrative Services

Janet Balzer
Administrative Division Coordinator

Amy Benson
Recruiter / Enrollment Counselor
B.A., University of South Florida

Tina Bunch
Associate Director, Financial Aid
M.A., Antioch University McGregor
B.A., Langston University

Karen Crist
Director, Student Services; Disabled Student
Services Coordinator; myCareer Planner
Coordinator
M.A., Antioch University McGregor
B.A., Earlham College

Susan Crown
Administrative Division Coordinator,
Registrar's Office
B.A., Michigan State University

Jackie Dailey
Operations Assistant, Student Accounts

Sarah Klemm
Recruiter / Enrollment Counselor
M.B.A., Keller Graduate School of Management
B.S., The Ohio State University

Laurette Nichols
Veterans' Services Liaison
M.A., Ashford University
B.A., Ashford University

Jayne Richeson
Administrative Division Coordinator
M.A., Antioch University McGregor
B.A., Miami University

Donna Robinson
Administrative Division Coordinator

Merri Shearer
Recruiter / Enrollment Counselor
M.S., University of Dayton
B.A., State University of New York, Oswego

Tricia Webb
Assistant Director, Financial Aid

Antioch University Administration

Felice Nudelman
Chancellor
M.F.A., The Pratt Institute

Laurien Alexandre
Provost, Graduate School of Leadership and
Change; Special Assistant to the Chancellor
Ph.D., University of California, Irvine

Suzette Castonguay
University Director of Human Resources
and Payroll
M.A., Antioch University

Matt Cookson
Chief Communications Officer
M.A., University of Connecticut

Bob DeWitt
Chief Operating Officer
Ph.D., University of Illinois at Champaign-
Urbana

Timothy Forbess
Vice Chancellor of Institutional Advancement
M.Div., United Theological Seminary

Bill Groves
University Counsel
J.D., The Ohio State University College of Law

Maureen Heacock
University Registrar
Ph.D., University of Minnesota