



# Antioch University Midwest Academic Catalog

2017-18



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 located in three states throughout the country (California, New Hampshire, and Washington) that are dedicated to promoting our University's mission, "to advance social, economic, and environmental justice." We are a global innovative intellectual center, which empowers our community of learners 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. If your interest is in Management, Healthcare, or one of the licensure and degree programs offered by our nationally-accredited education programs, 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!

**Marian C. Glancy, Ph.D.,**  
*Provost and CEO, 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 popular 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 greater consistency through the university system.

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 village 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 more than ever, and look forward to continuing to serve adult learners.

## 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.

## 2017-2018 Catalog

Antioch University Midwest makes 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*)

## Accreditation

Antioch University Midwest is an integral part of Antioch University, which is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411  
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462 | [info@hlcommission.org](mailto:info@hlcommission.org),  
[www.hlcommission.org](http://www.hlcommission.org)

Additionally, Antioch University Midwest's education licensure programs for teachers and principals are approved by the Ohio Department of Higher Education receive accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through an evaluation based on the standards of NCATE: National Council for Accreditation of Teacher Education. NCATE/CAEP accreditation is a mark of distinction, and provides recognition that the education programs have 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 900 Dayton Street, Yellow Springs, Ohio 45387, 937-769-1818** or [admission.aum@antioch.edu](mailto:admission.aum@antioch.edu).

## Use of This Catalog

The fees, programs and policies contained in this catalog are effective with the Summer 2017 term. The Antioch University Midwest Catalog is provided, in part, to summarize current tuition rates, fees, curricula, course offerings and the major university policies affecting student rights and responsibilities. The actual policies may be found on the University website at

[www.antioch.edu/policies](http://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.

## **2017-2018 Academic Calendar**

### ***Summer Semester 2017***

March 22	Open Registration Begins
May 6	Summer Term Begins
May 7	2017 Annual Commencement Ceremony
July 4	No Classes: Independence Day Holiday
August 25	Summer Term Ends

### ***Fall Semester 2017***

March 30	Open Registration Begins
August 26	Fall Semester Begins
September 2 - 4	No classes: Labor Day Break
November 23 – 25	No classes: Thanksgiving Holiday
December 23	Fall Semester Ends
December 25 – January 1	AUM Closed: Winter Break

### ***Spring Semester 2018***

November 8	Open Registration Begins
January 2	Spring Semester Begins
January 15	No classes: Martin Luther King Day
February 19	No classes: Presidents' Day
May 4	Spring Semester Ends

### ***Summer Semester 2018***

March 22 (Tentative)	Open Registration Begins
May 5	Summer Semester Begins
May 6	2018 Annual Commencement Ceremony
July 4	No Classes: Independence Day Holiday
August 25	Summer Term Ends

## **Important Information**

### ***Student 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](mailto:admission.aum@antioch.edu)

### **Financial Aid**

Phone (937) 769-1883

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

### **Registrar**

Phone (937) 769-1821

Email: [registrar@antioch.edu](mailto:registrar@antioch.edu)

### **Student Accounts**

Phone (937) 769-1038

Email: [jdailey1@antioch.edu](mailto:jdailey1@antioch.edu)

## Table of Contents

Provost's Welcome	1
History, Mission, Vision and Direction	2
Accreditation	3
Academic Calendar	4
Division of Education and Interdisciplinary Studies	7
Undergraduate Studies Program	7
Undergraduate Majors and Concentrations	14
Undergraduate Certificates	26
Undergraduate Course Descriptions	29
Management & Change Leadership (M.A.)	45
MBA with a Concentration in Healthcare Leadership	48
Teacher Licensure Programs (M.Ed.)	50
Teacher Licensure Endorsement Programs	53
Educational Leadership Degree Programs	55
Education Certificate Programs	60
Graduate Course Descriptions	64
Student Services Division	111
Admissions	111
Student Disability Services	116
Registrar's Office	116
Antioch University Academic Policies	120
Antioch University Administrative Policies	123
Antioch University Midwest Policies	126
Computing Recommendations	133
Financial Aid	134
Student Accounts	137
AUM Faculty and Staff	140
Antioch University Administration	141
Antioch University Board of Governors	142

## ***Division of Education and Interdisciplinary Studies***

The Division of Education and Interdisciplinary Studies encompasses all academic programs at Antioch University Midwest.

### ***Undergraduate Studies Program***

#### ***Program Objectives***

The undergraduate program has six principle 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.

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 rather than competition with other students for traditional letter grades. Faculty write individualized narrative evaluations for each course a student takes.

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 or a Bachelor of Science degree at AUM include a minimum of 120 semester credit hours. Of the 120 credits, a minimum of 30 must be completed at AUM.

Other policies that 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 a B.A. or B.S. to the extent that they do not conflict with any other limitations.



### ***Articulation Agreements***

The Undergraduate Studies Program has articulation agreements with Sinclair Community College, Clark State Community College, and Southern State Community College whereby all credits required for their Associate's degrees will be accepted as long as the credits meet the guidelines for transfer credit.

### ***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. See the institutional policy section for additional details regarding transfer credit guidelines.

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 of transfer credit 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.

### ***Undergraduate Transfer Credit***

In the undergraduate program, transfer credit is applied in the first semester of enrollment. Subsequent to enrollment, consultation with the Faculty Advisor and approval from the

Undergraduate Chair 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 30 credits must be completed at AUM (our residency requirement).
- C. A maximum of 90 approved transfer credits may be applied to the AUM degree. At least 75 of the 90 credits must be from regionally accredited institutions. If more than 60 credits are eligible for transfer the transfer form must be reviewed by the undergraduate program chair to indicate which courses are eligible for specific course substitution.
- D. Of the 90 approved transfer credits, any combination of lower division (usually numbered "100/1000" or "200/2000") and upper division (usually numbered "300/3000" and "400/4000") credits may be approved for transfer and applied toward the degree as long as the number of transfer credits does not exceed 90.

To ensure breadth and balance in the liberal arts degree, the 90 transfer credits must be distributed within the four general education areas described below. No more than 60 transfer credits may be accepted in any one of the following areas unless otherwise accepted by articulation agreement with another college or university:

(Note: A minimum of 4 semester hours in each category must be completed for degree completion.)

### **Communication**

#### **Minimum 6 quarter/4 semester credits**

Communication is an interdisciplinary field that integrates aspects of both social sciences and the humanities in the analysis of human communications and in the expression of ideas in writing, in discussion, and in live or recorded presentation. The study of communications ranges from interpersonal communication and small group communication to mediated personal communication and mass communications. Communication studies also examines how messages are produced and for what purposes and how they are interpreted through the political, cultural, legal, historical and social dimensions of their contexts. Communication studies prepares students for future work and study in any number of diverse fields, such as law, political organizing and public affairs, marketing, advertising, public relations, consulting and many others. Credits that meet this area may come from the following categories:

All English writing or composition classes, regardless of prefix
Communication or Media Studies
Foreign Languages
Journalism
Linguistics
Speech

## Social Sciences

### Minimum 6 quarter/4 semester credits

The social sciences involve studying the rapid emergence of the human sciences in the nineteenth and twentieth centuries, which earlier were modeled on the physical sciences, and have since attained their own internal forms of verification and confirmation of evidence. The contemporary social sciences involve the description and analysis of peoples and cultures, ethnic groups, and social classes from the perspectives of anthropology, sociology, psychology, economics, political science, linguistics, and hybrid sciences, such as political economy, that emerged from them. Students learn the theoretical and methodological developments that have advanced our understanding of human beings, various social formations, behavioral patterns and structures, and dynamics of conflict and collaboration. Credits that meet this area may come from the following categories:

Addiction Studies	Law
Administration	Library Science
Anthropology	Management
Business	Organizational Management
Communication or Media Studies	Political Science
Economics	Psychology
Education	Public Administration
Geography (cultural)	Social Services Administration
Gerontology	Social Work
Human Development	Sociology
Human Services	Teacher Education

## **Arts and Humanities**

### **Minimum 6 quarter/4 semester credits**

Courses in the arts and humanities connect us to the efforts of cultures to find meaning in the human condition reaching back to the beginning of recorded history. The many disciplines that make up the arts and humanities open up horizons of understanding about who we are and where we have come from, while also exercising our imaginations and creative engagement with our human destiny. The arts and humanities cultivate critical thinking, self-reflection, imagination, and a sense of play. Credits that meet this area may come from the following categories:

<b>ARTS</b>	<b>HUMANITIES</b>
Dance	Anthropology (cultural)
Design	Ethnic Studies
Film and Video	Foreign Language Literature
Music	Gender Studies
Painting and Sculpture	History
Photography	Humanities
Theater arts	Literature
Philosophy	

## **Science and Quantitative Reasoning**

### **Minimum 6 quarter/4 semester credits**

The science and quantitative reasoning requirement seeks to enrich students' understanding of the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. Accordingly, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge through the sciences and quantitative reasoning and are better able to navigate quantitative reasoning and scientific information and frameworks. Credits that meet this area may come from the following categories:

<b>SCIENCE</b>	<b>QUANTITATIVE REASONING</b>
Anatomy	Accounting
Anthropology (physical)	Computer Science (intermediate and advanced)
Astronomy	Finance

Biology	Mathematics
Chemistry	Research Methods
Environmental Studies	Statistics
Geology	
Geography (physical)	
Health Science	
Nutrition	
Physics	

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.

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. For degree completion a minimum of 4 semester credits in each of the four general education content areas must be completed.

*See also Transfer and Intra University Credits Policy 5.611 at:*

[http://aura.antioch.edu/policies\\_500\\_6x10/](http://aura.antioch.edu/policies_500_6x10/)

### ***Fractional Credit Policy***

All Undergraduate Programs at Antioch University Midwest are degree completion programs, which means all students transfer credit from other institutions. Transfer 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.

Once all transfer credit has been reviewed and applied toward a student's degree, any remaining fractional credit .5 or below .5 credit will be rounded in favor of the student; > .51, Faculty Advisors will recommend the student take additional coursework.

### ***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 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.

## Applied Technology and Business Leadership

The Bachelor of Science in Applied Technology and Business Leadership gives students an opportunity to develop business skills that will help them advance in their professional field. Many individuals trained in technical expertise need business and management knowledge to move up in their industries, be promoted into supervisory positions or have the opportunity to launch their own enterprises. The major prepares students with practical business tools and a leadership perspective they can apply to their own particular professional area.

## Credit Requirements

### Antioch Core Requirements (21 credits)

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

### Core Coursework (9)

Choose three courses:

MGT-3500.MW	Financial Statements and Analysis (3)
MGT-3700	Legal Issues Impacting Managers (3)
MGT-4400	Applied Economics (3)
MGT-4780.MW	Strategic Marketing (3)
MGT-4840.MW	Ethical Issues in Management (3)
MGT-4960.MW	Organizational Behavior (3)

### Professional Seminars (9)

COM-3800	Business Writing and Editing (3)
CRE-3300.MW	Intercultural Conflict (3)
HUM-3610	Justice and Equity (3)

### Practica (6)

PRO-4970.MW	Senior Project (3)
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Applied Learning Fieldwork (3) *can be transfer credits.*

Zero to five electives by permission. (0-15)

## Early Childhood Education

Through the Early Childhood Education major, students complete an undergraduate degree and are eligible for a four-year Ohio 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.

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.

### Required BAECE courses (49 credits)

EDU-3000	Introduction to the Profession (2)
EDU-3100	Foundations of Education (3)
EDU-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)
EDU-3800	Clinical I: Internship (2)
RLE-5151	Foundations for Reading Instruction (3)
RLE-5251	Phonics (3)
RLE-5351	Reading Assessment (3)
RLE-5451	Content Literacy (3)
EDU-4000	Clinical II: Student Teaching (12)

## Maximum Enrollment Time

All coursework for the Early Childhood Education program must be completed 5 years from entry into the program. Candidates have 1 year after completing all coursework to apply for any license that is aligned to that coursework. Application after that point may require additional coursework or content remediation.

The enrollment limits do not include leave of absence and withdrawal terms. Financial aid is only available at full- and half-time enrollment status.

**Note:** *Requirements for the Master of Education degree in Early Childhood Education appear in the Graduate Studies section.*

## Healthcare Administration

Healthcare in the United States is an industry that is always evolving, with emerging societal trends constantly changing the landscape. This, paired with fragmented and opaque insurance



systems, has created a massive demand for Healthcare Administrators who understand the nuances of the industry. This major prepares students with skills in being an effective leader and administrator in hospitals, clinics, and other healthcare organizations and is built for those with an allied health background, such as nursing, respiratory care, physical therapy, occupational therapy, dental hygiene, and medical laboratory technology.

### **Credit Requirements**

Students must have at least 18 credit hours from an allied health field to apply to this major.

#### Antioch Core Requirements (21 credits)

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

#### Required courses (9 credits) – Choose 3 Courses

HAD-4250.MW	Fundamentals of Healthcare Administration (3)
HWL-4000.MW	Healthcare Economics (3)
HWL-4040.MW	Multicultural Competency for Healthcare Administrators (3)
MGT-3700	Legal Issues Impacting Managers (3)
MGT-4840.MW	Ethical Issues in Management (3)
MGT-4960.MW	Organizational Behavior (3)

#### Professional Seminars (6 credits)

CRE-3300.MW	Intercultural Conflict (3 credits)
COM-3800	Business Writing and Editing (3 credits)

#### Practica (6 credits)

ATBL-4500.MW	Applied Learning in Business Leadership (3)
PRO-4970.MW	Senior Project (3)

### **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**

#### Antioch Core Requirements (21 credits)

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

#### Required courses (27 credits)

HDV-4020.MW	Child and Adolescent Development (3)
HDV-4030.MW	Adult Development (3)
HSA-4200.MW	Human Service Systems and Grants (3)
MGT-3500.MW	Financial Statements & Analysis (3)
MGT-3900.MW	Human Resource Management (3)
MGT-4880.MW	Strategic Marketing for Nonprofit Organizations (3)
MGT-4960.MW	Organizational Behavior (3)
PRO-4970.MW	Senior Project (3)

One elective from Human Development (HDV), Human Services Administration (HSA), or other areas by permission. (3)

### **Liberal Studies: Conflict Studies Concentration**

Understanding conflict is a vital part of creating a more just, sustainable, and civilized world. Antioch University Midwest provides students the opportunity to pursue those values with a concentration in Conflict Studies.

The concentration enables students to enhance their major with elective coursework and provides a natural pathway between their undergraduate program and a graduate degree in Conflict Studies.

The concentration coursework:

- examines different conflict theories and their application to both interpersonal and intercultural conflicts
- provides the tools to ethically intervene in order to reduce, manage, and resolve conflict

- analyzes cultural dimensions and power-dynamics
- develops the skills needed for careers in dispute resolution, mediation, and negotiation

The Conflict Studies concentration is an excellent way to explore the techniques, skills, and theories of resolving conflict.

### **Credit Requirements**

#### Antioch Core Requirements (21 credits)

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

#### Required courses (24 credits)

CRE-3200.MW	Interpersonal Conflict (3)
CRE-3300.MW	Intercultural Conflict (3)
CRE-3500.MW	Identity and Conflict Analysis (3)
CRE-4400	Theoretical Approaches to Conflict (3)
CRE-4600	Techniques, Skills, and Engagement of Conflict (3)
PRO-4970.MW	Senior Project (3)

Two electives from Conflict Studies (CRE), Communications (COM), Management (MGT) or other areas by permission. (6)

### **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**

#### Antioch Core Requirements (21 credits)

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

#### Required Courses (24 credits)

COM-3570.MW	Short Story Writing (3)
COM-3910.MW	English: The Global Language (3)
COM-4320.MW	Social Media and Social Change (3)
LIT-4420.MW	African American Literature (3)
LIT-4500	Contemporary Theory Criticism (3)
LIT-4650.MW	Shakespeare (3)
PRO-4970.MW	Senior Project (3)

One elective from Communications (COM) or Literature (LIT) (3)

### **Liberal Studies: Education Studies Concentration**

The Antioch University Midwest concentration in Education Studies opens up this growing field to students who are interested in a non-licensure pathway of study and, with increased admission requirements in master's programs, the concentration gives students needed credentials for advancing into graduate school.

The Education Studies concentration is also perfect for those raising families and who want to focus on particular areas of childhood development, as well as those seeking careers in Head Start, after-school programs, museums, YMCA, and many others. The concentration is aligned with area associates programs in Early Childhood Education and structures students' coursework around:

- the development of childhood language and literacy skills through play
- analyzing and addressing conflicts between individuals, inside families, and within the community
- structuring educational programs to give all learners the greatest opportunities for growth

With rapidly changing needs and priorities in education, this concentration equips students with both the theory and practical skills needed to address the issues of today and tomorrow.

### **Credit Requirements**

#### Antioch Core Requirements (21 credits)

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

#### Required courses (24 credits)

CRE-3200.MW	Interpersonal Conflict (3)
EDU-4010	Introduction to Exceptional Children (3)
EDU-4020	Theories and Practice in Education (3)
EDU-4030	Language, Literacy, and Play (3)
EDU-4090	Current Topics in Education (3)
HDV-4020.MW	Child and Adolescent Development (3)
PRO-4970.MW	Senior Project (3)

One elective from Conflict Resolution (CRE), Human Development (HDV), Health and Wellness (HWL) or other areas by permission (3)

### **Liberal Studies: Environmental Sustainability Concentration**

Antioch University Midwest values our environment and has a long history of offering programs focused on the social, political, and ecological aspects of sustainability.

The coursework for this major will be available to all students as electives but, those who choose the concentration will organize their studies around developing the skills and knowledge needed for balancing economic factors with our natural resources. Students in the Environmental Sustainability program will:

- examine the different concepts of sustainability and the issues affecting them
- explore the decision-making used by individuals and organizations

- analyze sources of system limitation and the characteristics of sustainability
- investigate sustainable business models and opportunities for “green” commerce

The Environmental Sustainability program will challenge students to engage different perspectives and analyze complex issues within a framework of social justice and practical learning. The program explores the rapidly changing values and ideas taking place within ourselves, in our communities, and around the world.

## **Credit Requirements**

### Antioch Core Requirements (21 credits)

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

### Required courses (24 credits)

SST-3500.MW	Thinking in Systems (3)
SST-3700	Culture and Ecology (3)
SST-4300	Conservation (3)
SST-4500	Green Entrepreneurship (3)
SST-4600	Sustainable Agriculture (3)
PRO-4970.MW	Senior Project (3)

Two electives from Conflict Studies (CRE), Management (MGT) or other areas by permission. (6)

## **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

### Antioch Core Requirements (21 credits)

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

### Required courses (24 credits)

HUM-4210	Africa: Native Cultures to Independent Nations (3)
HUM-4310	Middle East: Heritages & Conflicts (3)
HUM-4410	India: Cultures, Literatures & Conflicts (3)
HUM-4510.MW	China: Cultural Roots & Modern Revolutions (3)
HUM-4610	Medieval and Renaissance Europe (3)
HUM-4710.MW	Indigenous America & Legacy of Colonialism (3)
HUM-4810	American Democracy, Capitalism, & Empire (3)
PRO-4970.MW	Senior Project (3)

## Liberal Studies: Information Technology Concentration

We live in the information age and the technology around us is growing and changing every day. The Information Technology concentration provides students with the skills and knowledge to navigate this dynamic landscape.

The concentration coursework emphasizes:

- analyzing problems and defining the technology requirements needed for their solutions
- designing, implementing, and evaluating different systems, processes, components and programs
- a deep examination of the professional, ethical, legal, security, and social responsibilities of the field
- understanding the impact of computing on individuals, organizations, and our world

The Information Technology concentration challenges participants to improve their communities and themselves through combining academic learning with practical experience. In the program, students will take their interactions beyond the classroom and into their careers.

## Credit Requirements

### Antioch Core Requirements (21 credits)

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

Required courses (24 credits)

ANL-3500.MW	Business Systems Analysis (3)
ANL-3600.MW	Database Management & Data Warehousing (3)
INFT-1500	Programming Fundamentals (3)
INFT-1800	Network Fundamentals (3)
INFT-2500	Cyber Security (3)
MGT-3830.MW	Project Management Essentials (3)
PRO-4970.MW	Senior Project (3)

One elective from Sustainability (SST), Management (MGT) or other areas by permission (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**

Antioch Core Requirements (21 credits)

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

Required Professional Core (21 credits)

MGT 3500.MW	Financial Statements & Analysis (3)
MGT 3700	Legal Issues Impacting Managers (3)



MGT 4400	Applied Economics (3)
MGT-4780.MW	Strategic Marketing (3)
MGT-4840.MW	Ethical Issues in Management (3)
MGT-4960.MW	Organizational Behavior (3)
PRO-4970.MW	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 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 also 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**

##### Antioch Core Requirements (21 credits)

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

##### Required Professional Core (21 credits)

MGT 3500.MW	Financial Statements & Analysis (3)
MGT 3700	Legal Issues Impacting Managers (3)
MGT 4400	Applied Economics (3)
MGT-4780.MW	Strategic Marketing (3)
MGT-4840.MW	Ethical Issues in Management (3)

MGT-4960.MW	Organizational Behavior (3)
PRO-4970.MW	Senior Project (3)

#### Data Analytics Focus (12 credits)

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

#### **Management: Healthcare Administration Focus**

The healthcare field is growing as the US population increases and ages. This means that providers and affiliated businesses 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**

##### Antioch Core Requirements (21 credits)

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

##### Required Professional Core (21 credits)

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

##### Healthcare Administration Focus (12 credits)

HAD-4250.MW	Fundamentals of Healthcare Administration (3)
HAD-4800	Experiential Learning in Healthcare Administration (3)
MGT-3900.MW	Human Resource Management (3)

One elective from Human Development (HDV), Health and Wellness (HWL), or Management (MGT) (3)

## **Undergraduate Certificates**

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

### **Conflict Studies Certificate**

The Conflict Studies certificate enables students to choose elective coursework in one area and build basic skills in resolving and managing conflict to enhance their major area of study coursework. The Conflict Studies certificate is an excellent way to explore the techniques, skills, and theories of resolving conflict while applying the concepts to the workplace specific to your area of study. The certificate will provide additional credentials that employers seek from prospective employees including understanding interpersonal and intercultural conflict, analyzing power-dynamics, and the tools to ethically intervene in order to reduce, manage, and resolve conflict. This certificate is available as both an undergraduate certificate for academic credit, as well as a non-credit professional certificate.

#### **Certificate Requirements (16 credits)**

CRE-3200.MW	Interpersonal Conflict (3)
CRE-3300.MW	Intercultural Conflict (3)
CRE-3500.MW	Identity and Conflict Analysis (3)

CRE-4400	Theoretical Approaches to Conflict (3)
CRE-4600	Techniques, Skills, and Engagement of Conflict (3)
CRE-4510	Conflict in the Workplace (1)

## **General Program Policies**

*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 and make-up work will be assigned. Insufficient attendance may result in the forfeit of credit.

### **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.

### **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 that may be taken 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 and consulting with their Advisor.

### **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 the following areas:

- Development of critical thinking skills
- Awareness and integration of diverse perspectives
- Effective written and verbal communication
- Demonstrated applied learning skills
- Seek social justice
- Self-awareness

## **UNDERGRADUATE COURSE DESCRIPTIONS**

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

### ***Analytics (ANL)***

#### **ANL-3500.MW 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.MW 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.MW 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.MW 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.

***Applied Technology and Business Leadership (ATBL)*****ATBL-4500 Applied Learning in Business Leadership**

This applied practicum course provides students an opportunity to integrate their technical knowledge with leadership practices in their area of expertise. Students are required to design either an action research project in their field, or to produce a research analysis of a critical issue facing their field. Specific leadership practices addressed in this course may include: leadership characteristics, the importance of values, developing a shared organizational vision, challenging organizational processes, enabling others, encouraging the heart of people in the organization, and action leadership. The instructor will serve as a mentor for students as they complete the requirements of this practicum course.

***Communication (COM)*****COM-3570.MW 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-3800 Business Writing and Editing**

This course is designed to meet the functional needs of working professionals and focuses on business writing as more than simply structure but as critical thinking and problem solving to meet the needs of clients and employers.

**COM-3910.MW 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-4320.MW 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.

**Conflict Resolution and Engagement (CRE)****CRE-3200.MW 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.MW Intercultural Conflict**

The course examines conflicts between linguistic, ethnic, racial, religious, geographical and bioregional groups. It also entails a critical examination of what forms the basis of a cultural group, and whether those bases are central or peripheral to conflicts between and among cultural groups.

**CRE-3500.MW 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-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-4510 Conflict in the Workplace (1 cr)**

This course will introduce students to practical strategies to address conflict in any workplace. Students will learn the basic elements of a variety of skills including effective communication strategies, group facilitation, negotiation and mediation.

**CRE-4600 Techniques, Skills and 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 (BAECE)**

*See Graduate Curriculum for graduate-level Early Childhood 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.

### **ECE-3100 Foundations of Education (3 cr)**

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

### **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.

### **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 and 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.

### **ECE-3500 Integrated Content Area 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.

**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.

## **Education Studies (EDU)**

### **EDU-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.

### **EDU-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.

### **EDU-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.

### **EDU-3800 Clinical I: Internship (2 cr)**

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

### **EDU-4000 Clinical II: Student Teaching (12 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.

### **EDU-4010 Introduction to Exceptional Children**

Introduction to Exceptional Children provides an overview of the education for exceptional learners including a discussion of their characteristics, a review of historical approaches to their

education, and of contemporary educational practices. Specifically, this course will focus on students whose attributes and/or learning abilities differ from the norm—either below or above—to such an extent that an individualized program of special education is required to meet their needs. Students will learn about the various categories of special education, including the criteria for each category, prevalence, demographics, and typical interventions. This course also provides an overview of special education as a professional discipline, including its history, current issues and challenges, and contemporary, research-based instructional practices.

#### **EDU-4020 Theories and Practice in Education**

This course provides an understanding of the history and philosophies of education, including trends and issues facing education today. Current research and its application to education today as well as its influence on selecting, developing and evaluating developmentally appropriate curriculum and environments is discussed. Topics include education as a profession, code of ethics and instruction and assessment.

#### **EDU-4030 Language, Literacy, and Play**

Play is an appropriate vehicle for young children's social-emotional, physical, and cognitive growth. This course explores how young children's language and literacy are developed through a play environment.

#### **EDU-4090 Current Topics In Education**

This course is designed for the exploration of specific topics that are not covered in the regularly scheduled program sequence of coursework. Topics will be explored and presented by drawing from readings in current educational and various other professional publications and journals.

### **Healthcare Administration (HAD)**

#### **HAD-4250.MW 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-4020.MW 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.MW 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.

## **Human Service Administration (HSA)**

### **HSA-4200.MW 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.

## **Humanities (HUM)**

### **HUM-3610 Justice and Equity**

This course examines several influential theories of justice and equity. Throughout history these terms have converged and diverged in various ways. The overall focus of this course will be to study approaches to justice as fairness equally accessible to individuals and diverse communities of interest. The focus of this course would include examinations of distributive justice, social justice, cosmopolitan justice, environmental justice, racial and ethnic justice, economic justice, gender equity, international justice and justice for future generations. This course recognizes that these areas of concentration often necessarily overlap in various ways. The aim of this course is to prepare students to be able to utilize various theories of justice and equity to critically analyze our times.

### **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 other. 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.MW 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.MW 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-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.MW 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-4040.MW Gender and Multicultural Issues in Health Care**

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.

**Information Technology (INFT)****INFT-1500 Programming Fundamentals**

This is a first course in programming that assumes no prior experience. It covers the basics of problem solving and algorithm design essential for programming computers. A widely available programming language environment will be used to develop, test and demonstrate working programs. Major constructs such as, variables, scoping, control structures, functions and procedures will be covered as well as common data structures such as lists and arrays. Strategies for testing and developing software will be applied.

**INFT-1800 Network Fundamentals**

This course describes the basics of networking principles including the OSI model, wireless and wired networks, with emphasis on the Internet. The TCP/IP, routing protocols and network security options will also be covered. The emphasis will be on applying networking principles to the analysis, design and maintenance of a network.

**INFT-2500 Cyber Security**

This course provides an introduction to the major issues in cyber security today that businesses and individuals face using computers and other mobile devices connected over the Internet. It provides an overview of the field of information security. Strategies, policies and practices that can ameliorate security threats are also covered. Topics include security models, risk management, software vulnerabilities, intrusion detection, access controls and cryptography. Ethical issues related to security and privacy are also explored.

**Antioch University Interdisciplinary Core (INTD)****INTD-3210.MW 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.

**INTD-3250.MW 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.

**INTD-3310.MW Literary Analysis and Argumentation**

Students travel the world of literature to explore the 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.

**INTD-3350.MW 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.

#### **INTD-3450.MW 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.

#### **INTD-3510.MW 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, overconsumption, 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.

#### **INTD-3550.MW 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.

### **Literature (LIT)**

#### **LIT-4420.MW 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-4650.MW 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.MW 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.MW 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-3900.MW 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-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-4780.MW 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-4840.MW 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-4880.MW 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-4960.MW 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.

#### **Reading (RLE)**

*See Graduate Curriculum for graduate-level Reading 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.

### **Sustainability (SST)**

#### **SST-3500.MW 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-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-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 includes 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 includes 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 includes a minimum of 15 hours of field-based learning.

**Senior Project****PRO-4970.MW 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.*

## **Master of Arts in Management and Change Leadership**

### **Program Overview**

The Master's in Management and Change Leadership provides a rigorous academic experience that combines short residential sessions with online learning and skill-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 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.

- 2-3 day residencies at the beginning of each semester (non-credit bearing; orientation may be an additional day of 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 skills building workshops conducted at AUM or equivalent experience documented and approved by the Program Chair.
  - 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)

MGT-6910-6920 Thesis\* (6 cr total) \*Program approval is required to register for thesis.

**General Program Policies**

*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 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. 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.



## **Master of Business Administration with a Concentration in Healthcare Leadership**

### **Program Overview**

This intensive 24-month MBA degree program features a concentration in healthcare and leadership. AUM's goal is to educate a generation of leaders with a strong sense of social awareness and values, who embrace the need to give back to their communities. Our students learn to be strategic, values-based leaders who make a significant contribution to their companies, organizations, and communities by applying the latest management tools, models, and theory. As a graduate of our program, you'll be prepared to navigate the dynamics of team, organization, community, and global levels.

AUM's MBA program offers students a schedule for completing an MBA while managing multiple life priorities. Our hybrid-delivery program is structured to balance rigorous study with busy professional and personal schedules. On site classes are scheduled one weekend per semester, with online assignments and group projects between meetings on our beautiful Yellow Springs campus.

### **Program Learning Outcomes**

The MBA Program 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 address the healthcare needs of diverse communities.
- Analyze complex organizational and community healthcare issues and conduct assessments of their systemic contexts and opportunities.
- Foster multicultural competency and lead ethical decision making processes that includes multiple perspectives.
- Continuously improve knowledge, awareness and skills through critical reflective practices that strengthen personal and professional development.

### **Degree Requirements**

Students in the MBA program must successfully complete the following for a minimum of 42 semester credits.

#### **Credit Requirements**

##### Antioch Core Requirements (24 credits)

MGT-5350	Foundations in Management and Change Leadership (3 cr)
MGT-5650	Financial & Managerial Accounting (3 cr)
MGT-5750	Strategic Marketing Management (3 cr)

MGT-5850	Organizational Behavior (3 cr)
MGT-6065	The Practice of Managing and Leading Change in Human Resources (3 cr)
PHIL-5400	Topics in Values & Ethics (3 cr)
RSH-5100	Research Methods (3 cr)
CFL-5410	Communication, Action Inquiry & Behavioral Development (3 cr)

#### Concentration Requirements (12 credits)

MGT-5800	Professional Inquiry Seminar (1 Cr)
MGT-5810	Professional Writing Seminar (1 cr)
MGT-5820	Professional Practice Seminar (1 cr)
HWL-5000	Multicultural Competencies in Healthcare Administration (3 cr)
CAE-6450	The Healthcare Sector as a Complex System (3 cr)
HCA-5190	Health Insurance and Reimbursement (3 cr)

#### Capstone (6 credits)

A 6 credit hour Capstone (thesis or practicum) is designed to address an area of research of specific interest for each student. Each student with the assistance of their advisor selects a focus for their capstone and over the span of the four residencies, develops solutions to critical healthcare issues faced by organizations, non-profits, and communities by applying learned strategic leadership and management principles.

MGT-6600	Practicum
MGT-6910	Thesis

## ***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:

- 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).
- 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).
- Complete and document required focused field hours.
- Complete 14 weeks of full-time clinical placement in an Antioch University approved setting.
- Pass required state licensure tests at or above the minimum level established by the Ohio Department of Education (ODE).
- 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.

### ***Teacher Licensure Program Options***

Antioch University Midwest has been approved by the State of Ohio and the National Council for Accreditation of Teacher Education (NCATE) to offer the following levels and concentrations for teacher licensure:

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

To qualify for the Early Childhood Education Ohio Resident Educator teaching license, candidates must have met the general education requirements and have earned 49 semester-credits, including the Ohio Reading core. The professional program is as follows:

EDU-5000	Introduction to the Teaching Profession (2)
EDU-5100	Foundations of Education (3)
EDU-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)
EDU-5800	Clinical I - Internship (2)
EDU-6000	Clinical II – Student Teaching (12)
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.*

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

To qualify for the middle childhood education Ohio 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 49 semester-credits in the professional program as listed below (includes the Ohio Reading Core):

EDU-5000	Introduction to the Teaching Profession (2)
EDU-5100	Foundations of Education (3)
EDU-5200	Child Development and Learning (4)

MCE-5300	Planning and Assessment for Student Learning (6)
MCE-5400	Learning Environments (4)
MCE-5500	Integrated Instructional Methods (4)
EDU-5800	Clinical I – Internship (2)
EDU-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)

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

To qualify for the Mild to Moderate Intervention Specialist Ohio Resident Educator teaching license, candidates must have met the general education requirements and 49 semester-credits in the professional program as follows (includes the Ohio Reading Core):

EDU-5000	Introduction to the Teaching Profession (2)
EDU-5100	Foundations of Education (3)
EDU-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)
EDU-5800	Clinical I - Internship (2)
EDU-6000	Clinical II – Student Teaching (12)
RLE-5150	Foundations for Reading Instruction (3)
RLE-5250	Phonics (3)
RLE-5350	Reading Assessment (3)
RLE-5450	Content Literacy (3)

**Maximum Enrollment Time**

All coursework must be completed 5 years from entry into the program. Candidates have 1 year after completing all coursework to apply for any license that is aligned to that coursework.

The enrollment limits do not include leave of absence and withdrawal terms. Financial aid is only available at full- and half-time enrollment status.

***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**

- Designed for 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**

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

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

### **Maximum Enrollment Time**

All coursework must be completed 5 years from entry into the program. Candidates have 1 year after completing all coursework to apply for any license that is aligned to that coursework or additional requirements may need to be completed in order to be recommended.

The enrollment limits do not include leave of absence and withdrawal terms. Financial aid is only available at full- and half-time enrollment status.

### ***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 who hold a valid Ohio teaching license, or other education professional license as defined by the State of Ohio.

- To obtain both an M.Ed. in Educational Leadership with an Ohio Principal Licensure credential – 36 semester credits
- Cohort model

## **Program Completion Requirements**

- Successfully complete all required coursework.
- Complete and document required focused field hours.
- Pass required state licensure test/s at or above the minimum level established by the Ohio Department of Education (if applying for an Ohio Principal's License).
- 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)

## **Maximum Enrollment Time**

All coursework must be completed 5 years from entry into the program. Candidates have 1 year after completing all coursework to apply for any license that is aligned to that coursework or additional course or content may be required for application.

The enrollment limits do not include leave of absence and withdrawal terms. Financial aid is only available at full- and half-time enrollment status.

**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**

In order to be recommended for an Ohio Principal's License the following must be verified: required teaching experience in the grade band of licensure; a current Ohio teaching certificate/license; a copy of required state licensure test results at, or above, the State of Ohio pass rate and all program coursework is completed. 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. 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.

For Second License candidates only: an applicant'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 for second license that follow are typical pathways to graduation but each individual candidate's contract may vary.*

#### **Areas of Concentration:**

1. Educational Leadership - Coaching/Mentoring (MED-CM)
2. Dyslexia (MED-DYS)
3. Reggio Emilia (MED-REGEM)
4. Reading (MED-RE)
5. Trauma Informed Education (MED-TIE)
6. 2<sup>nd</sup> license / M.Ed in Early Childhood Education (MED-ECE2)
7. 2<sup>nd</sup> license / M.Ed. in Intervention Specialist – Mild to Moderate (MED-EDS2)
8. 2<sup>nd</sup> license / M.Ed. in Middle Childhood Education (MED-MCE2)

#### **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.
- Successfully complete all required coursework.

- Complete and document 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).
- Pay all financial debts to Antioch University.

### **Required Courses**

#### **M.Ed. in Educational Leadership: 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)

#### **M.Ed. in Educational Leadership: 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 and Applied Field Study (3)
RLE-5355	Diagnosis and Assessment of Students with Dyslexia (3)
RLE-5455	Current Topics in Dyslexia Studies (1)
RLE-6155	Structured Language Teaching I (3)
RLE-6255	Structured Language Teaching II (3)

#### **M.Ed. in Educational Leadership: Reggio Emilia Concentration (33 credits)**

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)
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)

**M.Ed. in Educational Leadership: Reading 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-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)

**M.Ed. in Educational Leadership: Trauma Informed Education (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)
EDL-6810	School and Community Relations in Pluralistic Society (3)
EDU-5010	Becoming a Trauma Informed Educator (3)
EDU-5020	Physiological, Psychological and Developmental Effects of Childhood Trauma (3)
EDU-5030	Connecting the Community with Those Affected by Childhood Trauma (3)
EDU-5040	Trauma Sensitive Learning Environments (3)
EDU-6500	Practicum (3)

**2<sup>nd</sup> 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:

EDU-5100	Foundations of Education (3)
EDU-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)

**2<sup>nd</sup> 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)

### **2<sup>nd</sup> License / M.Ed. Middle Childhood Education (30 credits)**

EDL-6250	Research for School Improvement (3)
EDL-6350	Ethical Issues in Educational Administration (3)
EDU-6510	Second License Practicum (4)
MCE-5300	Planning and Assessment for Student Learning (6)
MCE-5400	Learning Environments (4)
MCE-5500	Integrated Instructional methods (4)

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)

### **Maximum Enrollment Time**

All coursework must be completed 5 years from entry into the program. Candidates have 1 year after completing all coursework to apply for any license that is aligned to that coursework or additional content or coursework may be required.

The enrollment limits do not include leave of absence and withdrawal terms. Financial aid is only available at full- and half-time enrollment status.

### ***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 graduate program is offered throughout the year, with entry during the fall and summer semesters. Coursework is offered in a blended format to meet the needs of K-12 classroom educators and other interested individuals. Candidates receive the highest quality of instruction from faculty with a rich background of work in K-12 reading environments.

**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. 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.

- 18 semester credits
- Blended delivery model

**Program Completion Requirements**

- 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)

**Coaching and Mentoring Certificate Program**

As educators, we value being lifelong learners, constantly adjusting our teaching techniques to adhere to the latest best practices. If you work within an education related organization, you can be a catalyst of change for your colleagues, supporting them in refining their instructional and administrative techniques. Help build your school's community, assess and coach effective classroom skills, and use a systems approach to curriculum and instruction.

**Program Features**

The Certificate in Coaching and Mentoring is for education professionals seeking to deepen their ability to work with others in educational settings. The certificate allows the practitioner to explore their original teaching area or other area of interest more specifically and strengthen their ability to work with others in the field. It is designed for practitioners who want to remain in the field but not add another area of licensure.

The Educational Leadership-Coaching and Mentoring Certificate is designed for professionals who currently work in or with education related organizations. This certificate will prepare students to play a leadership role in an educational setting and to support colleagues in refining their instructional and administrative techniques. Throughout this coursework students will learn skills to help build community, assess and coach effective classroom skills, and use a systems approach to curriculum and instruction.

**Required Courses**

EDL-6120 Current Theories and Practices in Assessment (3)  
EDL-6220 Current Instructional Practices in Content Area (3)  
EDL-6470 Curriculum (3)  
EDL-6540 Visionary School Restructuring (3)  
EDL-6810 School and Community Relations (3)  
EDU-6500 Coaching and Mentoring Practicum (3)

### **Program Completion Requirements**

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

### **Trauma Informed Education Certificate**

This four-class certificate examines trauma in the context of the learning environment. The classes have been developed to instruct practitioners in the overall impact of trauma in the school setting, the community, and the child's home. The developmental effects of trauma and the ramifications of those effects on the academic setting of the child and their peers and teachers are explored in the second class. The interaction of the child within the community is the focus of the third class. In the final class, practitioners learn to apply the knowledge they have acquired to their individual child, classroom, and school.

### **Required Courses**

EDU-5010	Becoming a Trauma Informed Educator (3)
EDU-5020	Physiological, Psychological and Developmental Effects of Childhood Trauma (3)
EDU-5030	Connecting the Community with Those Affected by Childhood Trauma (3)
EDU-5040	Trauma Sensitive Learning Environments (3)

### **Program Completion Requirements**

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

### **Education Department General Information & Policies**

*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 a statement of understanding regarding this policy and commitment prior to beginning the program.



## **GRADUATE COURSE DESCRIPTIONS**

### **Communication (COM)**

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

This course is comprised of a study of theory and models, skill building and reflective field experience. 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. In the theoretical phase of the course students review 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 phases: a study of theory and models, and field experience with reporting thereon. Students engage in the theoretical phase of the course, which reviews the developmental theory of action logics and the action inquiry framework after some skill development. 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, including conflicted ones. It examines how and why communicating with transparency, integrity, and accountability benefits individuals, groups, and organizations. One basis for understanding how such quality communications have transformative power is behavioral development theory. It 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. In this course, students learn the developmental 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-5420 Academic Writing and Research (3 cr)**

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

### **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-5200 Social Research Methods (3 cr)**

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

#### **CAE-5300 Crucial Communication (3 cr)**

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

**CAE-5400 Action Inquiry (3 cr)**

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

**CAE-5500 Integral Approach to Foundations In Conflict (3 cr)**

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

**CAE-5600 Integral Conflict & Organization (3 cr)**

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

**CAE-5700 Negotiations and Mediation Theory (3 cr)**

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

**CAE-5800 Identity & Conflict (3 cr)**

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

**CAE-6050 Introduction to International Relations (3 cr)**

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

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

This course builds upon the previous course by offering a more in-depth and focused examination of the specific challenges of peacemaking at the international level. It covers three main topics: 1) intervention design, 2) intervention implementation, and 3) intervention monitoring and evaluation. The specific skills and knowledge associated with this course include the Fundamentals of Basic Intervention Design, Writing a Project Proposal, The Role of Culture/Working Under Fire, Basic Project Management, Leadership & Team building, Managing Media Relations, Different Tools/Approaches for Project Monitoring and Evaluation, and lastly how to Design Formative and Summative Project Evaluations.

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

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

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

In this course, students will be introduced to consensus building decision processes, group process theories, and the skills needed to facilitate groups of all sizes in a wide variety of settings. Characteristics of consensus decision-making and effective groups will be identified,

and the role and function of a group facilitator will be defined. Consensus building processes, group development and formation will be examined, as will several group task and maintenance functions. Throughout this course there will be an emphasis on applying collaborative conflict management theory, strategies and processes.

### **CAE-6150 The Structures and Systems of Conflict (3 cr)**

This course takes an integrative psychological, social, and cultural approach to structures and systems of conflict. It examines the roles of structures and systems of conflict within individuals and collectives. These include obvious and not-so-obvious system dynamics in all phases of conflict. The course develops empathy and reduces biased judgments, clearing the way for the critical thinking skills needed for conflict analysis. Students learn to identify visible and invisible systems (e.g., roles of beliefs, identity, and -ism's), formal and informal structures (e.g., institutions, dependencies, power), and to analyze their actions and interactions. Using concepts drawn from multiple fields of study, students build systems thinking skills to analyze situations and cases. Course outcomes include skills to analyze if not also predict the roles of structures and systems in the who, where, and why of conflicts.

### **CAE-6160 History/Evolution of Field of Developmental Psychology (3 cr)**

Experience is not what happens to you, it's what you do with what happens to you. (Aldous Huxley) This course will trace the evolution of thought and knowledge-construction within the field of Developmental Psychology, particularly as it attends to the development of human meaning-making - what Kegan calls the essential motion of human being - and the what you do with what happens to you. The origins of this field can be found in the works of James Mark Baldwin, John Dewey, George Herbert Meade, and most centrally, Jean Piaget. We will look at the work of all of these theorists, along with many others in the lineage, as we follow the development of the thinkers and their thoughts through this field of making sense of our human experience. We will also look at present-day knowledge construction through the lens of our Integral perspective, to explore the continuing evolution of the field and where it might lead us, and how it can help illuminate and clarify our understanding of the meaning and evolution of conflict engagement and analysis.

### **CAE-6170 Self in Conflict--Construct-Develop Theory (3 cr)**

This course explores the evolutionary trajectory of meaning-making in adulthood and the ways that we understand, experience, and engage the conflicts, from the banal to the profound, that inevitably show up along our journey. Conflicts and the meaning they hold for us have a powerful impact on our sense of identity, membership in our communities, and our constructions of our world. Without conflict, we do not grow. With too much conflict, we wither and retreat. This course will take an in-depth look at the evolution of the self and it's meaning-making across the lifespan, focusing primarily on the journey through adulthood. We explore this time called adulthood not as a single, last phase of human development, but as part of an evolutionary journey involving significantly different eras and transformations. Within the context of conflict analysis and engagement, we will use conceptual and literary readings, group discussions via conference calls, self-reflective practice, and online dialogue to plumb the depths of the evolution of meaning-making in adulthood. The complexity of one's

meaning-making holds significant implications for the ways in which individuals understand, relate to, and experience conflict. In this course students will attend to understanding their own meaning-making around conflict while also attending to the meaning-making of conflict of their clients, colleagues, family and friends.

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

This course will apply the theory and methodology of constructive-developmental psychology to leadership and mediation practice. We will focus on the methodologies of Kegan & Lahey's Immunity to Change, Torbert's Action Inquiry, Goodman's Developmental Coaching, and engage in 1st, 2nd, and 3rd person investigations of the theoretical and conceptual foundations for each methodology as well as the administration and practical application of each. Students will be expected to engage with these methodologies in their own reflective practice throughout the course, and to keep a reflective practice journal. At the beginning of the course, students will, in consultation with the instructor, create their own individual learning goals for the course and develop an individualized trajectory and strategies and to enhance and support their own evolutionary journey. These goals and strategies will be based on each student's own current complexity of meaning-making as assessed by an initial Subject-Object Interview and an Immunity to Change Map.

### **CAE-6200 Culture and 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-6250 Social Design & Systemic Transformation (3 cr)**

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

### **CAE-6260 Civic Development & Complexity (3 cr)**

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

and collective actions and systems, including public issue talk and implications for policy development.

### **CAE-6270 Design Planned Processes of Social Intervention (3 cr)**

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

### **CAE-6350 Environmental Conflict & Collaborative Problem Solving (3 cr)**

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

### **CAE-6360 Managing Sci/Tech Info in Environmental Conflicts (3 cr)**

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

### **CAE-6450 Health Care Sector as 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 generate conflict in the healthcare sector.

**CAE-6460 Healthcare & Conflicting Professional Culture (3 cr)**

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

**CAE-6470 Healthcare Conflict w/ Broader Community Culture (3 cr)**

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

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

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

**CAE-6560 Leading Change in a Complex Workplace (3 cr)**

With adult development and social and emotional intelligence principles as a backdrop, and shared leadership, resonant leadership and discursive leadership concepts as a foundation, this course critically explores the strengths and limitations, as well as the appropriate use of 7 approaches to leadership: commanding, affiliative, democratic, team, servant, mentoring, and visionary. While outlining ways to empower others, this exploration includes analyzing the power that comes with leadership, discussing the ethical use of power by leaders when managing employees, making complex decisions, delegating responsibilities, creating



organizational alliances, and making changes. This course's instructional process also enables students to identify their own professional leadership style, and their ability to lead and foster change, as well as address the conflict it creates.

### **CAE-6570 Organizational Communication, Collaboration & Team Development (3 CR)**

Focusing on developing participatory and team-oriented work environments, this course uses various communication and organizing theories as analytical lenses to a) discern how to develop an organizational culture that fosters dialogue and collaboration, b) establish a cohesive, motivated organizational community, and c) develop effective organizational communication and collaboration in a multicultural workplace. This course's instructional process enables students to develop their own organizational communication perspective and team development process, as well as methods for addressing organizational conflict related to disharmony, inadequate networking, miscommunication, and dysfunctional teams.

### **CAE-6600 Practicum (3 CR)**

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

### **CAE-6610 Practicum Proposal and Field Placement (1 CR)**

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

### **CAE-6620 Practicum Experience (1 CR)**

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

their field placements and in at least weekly constructive contact with their field supervisors. Students maintain reflective journals on learnings and challenges and discuss their linkages of theory and practice with practicum faculty on a regular agreed schedule.

### **CAE-6630 Practicum Experience and Essay (1 CR)**

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

### **CAE-6910 CAE 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 CAE Thesis B (3 CR)**

This course is the second 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-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-5400 Action Inquiry (3 cr)**

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

**CFL-5410 Communication, Action Inquiry & Behavior 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, including conflicted ones. It examines how and why communicating with transparency, integrity, and accountability benefits individuals, groups, and organizations. One basis for understanding how such quality communications have transformative power is behavioral development theory. It 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. In this course, students learn the developmental 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.

### **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, 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 written 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 summer program. Students focus their work in one of the following genres: poetry, short fiction, creative nonfiction, or memoir. After the AWW, students refine their writing based on feedback from faculty and peers.

**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 CRW 6700 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.

**CRW-6910 Creative Writing Thesis A (3 CR)**

This course is the first of two courses through which students complete a master's thesis. Students will draft, polish, and prepare their creative work toward submission of the thesis. Generally, the thesis will be a completed work of fiction (novel or story collection), creative nonfiction (memoir or essay collection). This work will be based upon writing the student has been doing in the preceding course work. Working with the mentor, the student will draft and edit the manuscript as needed until it is acceptable as a thesis. This work will place heavy

emphasis on the twin arts of revision and generating new material. (Note: Students should keep in mind that the thesis is an evolving document, that is: the thesis, when submitted for binding, might not be ready for external publication, but it should be complete, polished, and strong. After graduation, students will almost always need to revise and edit manuscripts, sometimes significantly, toward seeking publication.)

### **CRW-6920 Creative Writing Thesis B (3 cr)**

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

### **Early Childhood Education (ECE)**

*See Undergraduate Curriculum for undergraduate Early Childhood course listings.*

### **ECE-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, and professional codes of conduct.

### **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.

### **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.

### **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.

#### **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.

#### **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 Introduction 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 Introduction 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 and 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 3-5 consecutive days at AUM showcasing their final research project and presenting their work.

#### **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-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-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 and 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 and 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 and Community Relations (3 cr)**

Emphasizes the understanding of the diverse nature of communities necessary for building effective school-community relationships. Focus will be on forming linkages to communities including strategies for establishing access for understanding changing demographics, conditions and needs. Candidates will learn how to communicate effectively with a variety of stakeholders and groups within the community.

**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-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 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.

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

#### **EDU-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)

**EDU-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)

**EDU-5800 Clinical I – Internship (2 cr)**

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

**EDU-6000 Clinical II – Student Teaching (12 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. Student teaching provides practical learning experiences for candidates in actual teaching conditions with professional guidance from a mentor teacher.

**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.

## **Healthcare Administration (HCA)**

### **HCA-5190 Health Insurance and Reimbursement (3 cr)**

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

## **Health and Wellness (HWL)**

### **HWL-5000 Multicultural Competencies in Healthcare Administration (3 cr)**

Multicultural Competent leadership is better equipped to engage and transform communities, and establish the network of partnerships necessary for optimal population healthcare for individuals, families, communities and organizations. This course will provide students with the knowledge, awareness and skills of multicultural competency within the context of the allied healthcare professions. Students will explore the ethical standards of best practices within physical health, behavioral health and the complementary holistic health professions. This course will provide the context and knowledge for professionals to approach their practice with an understanding of how the intersection of forms of oppression, discrimination, race and ethnicity, immigration and refugee status, religion and spirituality, sexual orientation and gender identity and expression, social class, ability and other cultural factors can impact the health of individuals. Students will learn how to recognize, respect, and integrate patients' cultural beliefs and values into service delivery to eliminate or mitigate healthcare disparities and provide effective and long lasting care for patients.

## **Integrated Health Studies (IHS)**

### **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.

### **Individualized Masters of Arts (IMA)**

#### **IMA-5150 Foundations of the Field 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 interdisciplinary. 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 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-6070 Spirituality for the Healing Professions (3 cr)**

This course is designed to help complementary and preventive healers, and mental health and other medical professionals explore and examine various issues surrounding spirituality and religion in their professional setting. Students will explore their own spiritual and religious beliefs, influences and experiences in order to develop an empathetic and compassionate understanding to work with their clients in a non-judgmental and constructive way.

### **IMA-6090 Meditation: Theory and Techniques (3 cr)**

This course will help the student acquire the necessary theoretical as well as experiential learning required to develop a personal balanced and sustainable meditation practice, as well as to understand the role that meditation plays in the spiritual traditions studied. Through a mix of various learning opportunities, the student will gain a broad overview of meditation traditions with special focus on Yogic and Buddhist traditions. The other focus of the class will be on learning essential meditation principles and developing skills such as focusing the mind, purification of mind and enhancing awareness of the present moment. Time will also be spent on researching the benefits of mindfulness practices such as meditation for psychological and emotional well being in modern times.

### **IMA-6130 Integral Education (3 cr)**

This course covers the basics of Integral Education as developed by Sri Aurobindo and Mirra Alfassa (known as The Mother). This educational philosophy and approach aims to develop the whole person, including the spiritual part, by bringing out what is latent in the being and seeking to emerge. Thus, it is a learner-centered approach, grounded in the individual student's unique personality, capacities, and style and rhythm of progress. The focus of this course is on the nature and training of the spiritual, psychic, mental, vital, and physical parts of the being. It also covers various practical insights into the educational process. Towards the latter part of the course, the student will also learn briefly about the educational philosophies of two other Indian thinkers??? Mahatma Gandhi and Rabindranath Tagore. This will be done primarily for developing a broader understanding and appreciation of holistic approaches to education as emerging from within Indian thought.

### **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 explores the idea that sustainability rests in a restructuring of consciousness that geologist 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. This course explores contemplative traditions including Daoism and Neo-Confucian thinking, the self-organizing creativity-optimization described by systems theory, co-evolutionary theory, quantum connectedness, narrative, consciousness studies, myth and paradigm theory, and the psychology of flow and intrinsic rewards.

### **IMA-6450 Mindful Entrepreneurial Design (3 cr)**

In this course we integrate perspectives from systems theory, psychology and education with contemplative inquiry practices, such as mindfulness, with the goal of challenging students to design their own sustainable entrepreneurial enterprise. We will introduce the design prototype process model (DPPM), which guides students into the design realm. Students who think of themselves as change agents and are interested in entrepreneurship, the creation of self-employment or intra-preneurship as it is often called, are invited to take risks, and test ideas in the context of our course practice lab. This course is experiential, collaborative, original, practical and serious fun. An intentionally vast array of perspectives, activities and information will be presented ranging from mainstream traditional to radically edgy.

### **IMA-6910 Social Science Thesis A (3 cr)**

The thesis is the culminating and integrating effort for master's students. It involves the original investigation of research question of limited scope and contributes to the body of knowledge in the student's field. Through the thesis process, students become and feel more expert in a focused field of inquiry. Students produce a written product that documents a synthesis of the appropriate literature in the field, the methodology used, their research findings, and an analysis and discussion of those findings.

### **IMA-6920 Capstone Project (3 cr)**

The culminating and integrating effort for masters' students. Students design and conduct a research project under the guidance of the instructor. This research topic is established through a collaborative process involving the students and their graduate committees. The research may not be applied to a master's thesis.

### **IMA-6950 Integrative Seminar (3 cr)**

This capstone seminar is designed to complete the integration of the foundation and individualized course experiences and learning in 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 learning and demonstration of achievement of IMA learning outcomes through a variety of projects.

### **IMA-6960 Auto-ethnography, 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 auto-ethnography. 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 auto-ethnography, 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 Capstone (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-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-5500 Integrated Instructional 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 for middle school students. Candidates examine, design, and practice integration of content in relationship to academic standards and real life experiences.

**Management (MGT)****MGT-5200 Social Research Methods (3cr)**

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

**MGT-5300 Crucial Communication (3cr)**

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

**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 leader 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-5400 Action Inquiry (3cr)**

Effective intervention in today's complex environments, requires of interveners heightened capacities for integration, collaboration, and creativity. In working with difficult and intractable situations we believe that interveners are leaders, both formal and informal, and they must have advanced capacities of perspective-taking in order to navigate the multifaceted challenges these real-life situations present. This course is an introduction to the approach of Action Inquiry developed by Donald Schoen, Chris Argyris and William Torbert. Action inquiry is an approach that enables professionals to understand how they use their knowledge in practical situations and how they combine action and learning in a more effective way. Through greater awareness and reflection, professionals are able to identify the knowledge that is embedded in the experience of their work so that they can improve their actions in a timely way, and achieve greater flexibility and conceptual innovation. The objective of the course is to introduce students to the approach and methods of action inquiry by raising their awareness between intention, strategy and outcomes in their practice.

### **MGT-5410.MW Communication, Action Inquiry & Behavior Development (3cr)**

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, including conflicted ones. It examines how and why communicating with transparency, integrity, and accountability benefits individuals, groups, and organizations. One basis for understanding how such quality communications have transformative power is behavioral development theory. It 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. In this course, students learn the developmental 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.

### **MGT-5500 The Integral Organization (3cr)**

The application of the Integral Model in organizations has been described as the most relevant new paradigm for organizational development in the 21st century. An integral approach provides a thorough and comprehensive way of understanding the interconnectedness of people and cultures in organizations and the importance they place on the work they undertake and the systems they prefer to undertake that work. This course provides a broad overview of Integral theory and its application in organizational development. The integral approach provides a useful and comprehensive map that can be invaluable in understanding the territory of the internal and external environments an organization and its people operate in and how

change processes This approach model can be used to understand the many “realities” of the modern enterprise and the experience of the employees in it and how to support change at each scale, individual, social and cultural.

#### **MGT-5650 Financial & Managerial Accounting (3cr)**

This course is a study of financial and managerial accounting from a context of tactical and strategic decision making and organizational performance evaluation. Financial accounting concepts, processes and transactions are applied to the Income Statement, Balance Sheet and Cash Flow Statement with an emphasis on financial statement analysis. The application of managerial accounting information for planning, decision-making, organizational evaluation and operational financial risk assessment is emphasized. Linkages between organizational culture, business ethics, and financial and managerial accounting system designs are studied.

#### **MGT-5750 Strategic Marketing Management (3cr)**

Presents current theories, practices, and cases in strategic marketing management. The course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision-making; the determination of the organization's products, prices, channels and communication strategies; and the organization's system for planning and controlling its marketing effort.

#### **MGT-5800 Professional Inquiry Seminar (1 cr)**

This course introduces the new graduate student to the importance of critical thinking and the strategies for independent inquiry necessary for master level study. This course is an introduction to the elements of thought and the logic of critical thinking. Measurement theory and principles are studied. The role of the research in professional practice is examined. Principles and application of scientific inquiry are emphasized. Career patterns and pathways are investigated with emphasis on goal setting.

#### **MGT-5810 Professional Writing Seminar (1 cr)**

This course is a discussion centered learning experience in which special topics in the area of professional Education are considered. Literature is identified and discussed with a recognized expert in the area. This course provides students with the tools to craft scholarly papers as well as conduct a literature review.

#### **MGT-5820 Professional Practice Seminar (1 cr)**

This course covers descriptive and inferential statistical procedures with examples of use in the research of professional practice. This course provides an opportunity to explore, analyze and interrogate contemporary topics in professional practice through review of pertinent literature under the guidance of an expert in the area. Students will develop their thesis or Practicum proposals in this class.

#### **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-6025 Negotiation & Dispute Resolution (3 cr)**

Conflict is neither good nor bad - it is what the organization creates. In this course we develop and sharpen skills in negotiation and dispute resolution. Topics covered include integrative and distributive negotiation, legal and ethical frameworks for negotiation, third-party-assisted negotiation, dispute systems design and decision tools that enhance negotiation effectiveness.

### **MGT-6035 Leadership, Identity & Development (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.

### **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 The Practice of Managing and Leading Change (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-6600 Practicum-Managing and Leading Change (3 cr)**

This is a practicum in the intervention process. It examines the range of strategic choices available for managing conflict, including techniques that have proven most constructive in the field of conflict management and resolution: consensus-based processes. In this practicum students are introduced to differing approaches to managing and resolving conflict, how various intervention processes works and variety of contexts in which they are likely to be used

with success. Students prepare a learning contract with their supervisors and the Program Chair in order to determine their learning goals, resources and means of evaluation

#### **MGT-6610 Practicum Proposal and Field Placement (1 cr)**

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

#### **MGT-6620 Practicum Experience (1 cr)**

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

#### **MGT-6630 Practicum Experience and Essay (1 cr)**

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

#### **MGT-6910 MCL 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 MCL Thesis B (3 cr)**

This course is the second 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-6950 Integrative 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.

## **Philosophy (PHIL)**

### **PHIL-5200 Topics in Metaphysics and Epistemology (3 cr)**

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

### **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 and 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 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 transcribed upon registration. Requires prior consultation with the student's mentor, and a signature from the student's advisor.

#### **PHIL-6500 Elective Individualized Course V (optional) (3 CR)**

#### **PHIL-6600 Elective Individualized Course VI (optional) (3 CR)**

#### **PHIL-6700 Elective Individualized Course V II (optional) (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.

#### **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 a student plans and executes the master's thesis, which 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. Students must have completed a sufficient amount of the work of the thesis to be allowed to register for PHIL-6920 to complete the thesis.

**PHIL-6920 Philosophy Thesis B (3 cr)**

This is the second of two courses through which a student plans and executes the master's thesis, which 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. Students build on the work begun in PHIL-6910 to complete the thesis.

**Reading Courses (RLE)**

*(See Undergraduate curriculum for undergraduate-level Reading 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 and 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 and 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-5000 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.

**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-5720 Ways of Knowing: Systematic Inquiry (3 cr)**

In this trans-disciplinary course students will investigate the different genres of research and the various issues in designing research studies. They will become familiar with the ontological, epistemological and methodological assumptions within both qualitative and quantitative paradigms. Emphasis will be given to qualitative and transpersonal methodologies, with an aim to help them select an appropriate methodology for their particular application project.

Students will also conduct practical fieldwork with the goal of understanding some of the real-world challenges that are presented to researchers.

### **RSH-5750 Women's Ways of Knowing: Systematic Inquiry (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. This includes the discussion of 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 in a discussion of the political and philosophical choices that researchers make and, more importantly, the ethical and epistemological questions of feminist research (methodology). The mechanics of conducting research will also be discussed as learners work on their own mini-research projects (method).

### **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.

### **Social Sciences (SSC)**

#### **SSC-5530 Foundations of the Field (3 cr)**

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

#### **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-Theory to Practice (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-5780 Theories & Research in the Field (3 cr)**

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

### **SSC-5840 Systems Thinking for a Changing World (3 cr)**

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

### **SSC-6100 Elective Individualized Course I (3 cr)**

### **SSC-6200 Elective Individualized Course II (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-6205 RDLN Field Project II (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-6300 Elective Individualized Course III (3 cr)**

### **SSC-6400 Elective Individualized Course IV (3 cr)**

### **SSC-6500 Elective Individualized Course V (3 cr)**

### **SSC-6600 Elective Individualized Course VI (optional) (3 cr)**

### **SSC-6700 Elective Individualized Course VII (optional) (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 course is the first of two courses through which students complete a master's thesis. The thesis is the culminating and integrating effort for master's students. It involves the original investigation of research question of limited scope and contributes to the body of knowledge in the student's field. Through the thesis process, students become and feel more expert in a focused field of inquiry. Students produce a written product that documents a synthesis of the appropriate literature in the field, the methodology used, their research findings, and an analysis and discussion of those findings.

**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.

**SSC-6950 Professional Seminar (3 cr)**

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

**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-6250 Critical Systems Thinking (3 cr)**

This course introduces and applies key concepts and practices of critical systems thinking to personal, organizational, and public contexts. Applicable to all human endeavors, such thinking is essential to inform strategies and interventions meant to initiate change, address issues, and manage conflicts and resources. Course topics include pattern analysis, properties of complex adaptive systems, and leverage points for action on small and larger scales of social and environmental concerns. Course methods develop students' competency to apply critical system thinking practices, understand prior and current experience, meet professional challenges and career needs, and serve as effective change agents.

### **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](http://www.antiochmidwest.edu). Also see *Antioch University Admissions Policy 5.607* at [http://aura.antioch.edu/policies\\_500\\_6x/7/](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.

### **Admissions Process**

Admission to Antioch University Midwest degree programs is by written application and interview, where required. All programs in the Education Department 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, 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 or Bachelor of Science 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.

#### ***The Undergraduate Studies Program required documentation:***

- A completed application form and application fee
- Admissions Essay
- Official transcripts from each institution previously attended
- Twenty-four (24) or more transferable semester credit hours
- Prior satisfactory academic achievement (minimum 2.0 GPA). See below for BA Early Childhood Education requirements.



- Admissions and/or faculty interview, if required

**Note:** *Students are accepted into the undergraduate programs each term.*

***Undergraduate Early Childhood Education required documentation:***

- A completed application form and application fee
- Official transcripts from each institution previously attended
- Prior satisfactory academic achievement (minimum 2.75 GPA)
- Résumé
- Letter of Intent
- 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). Copies of background checks carried out by other agencies or school districts must be submitted to the Director of Field and Clinical Experience.
- Faculty interview

**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
- Admissions essay
- Résumé
- Official transcripts from all institutions of higher learning previously attended
- Admissions and/or faculty interview
- Additional program specific information and requirements are listed below

**Note:** *The Graduate Record Examination (GRE) is not required.*

**Master of Arts in Management and Change Leadership Prerequisites:**

- Graduate documentation (see above)
- 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
- Interview with the Program Chair
- 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). Copies of background checks carried out by other agencies or school districts must be submitted to the Director of Field and Clinical Experience.

**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/or 3.0 in all previous relevant graduate work
- A valid and current Ohio teaching license
- Two years' verifiable teaching experience
- Letter of Intent
- Proficiency Profile test (an assessment of math, reading, critical thinking, and literacy skills, administered by AUM Admissions Office)

**Endorsement Prerequisites:**

- Graduate documentation (see above)
- A minimum of 2.75 cumulative GPA in all previous undergraduate work and/or 3.0 in all previous relevant graduate work
- Must hold a valid and current Ohio teaching license
- Letter of Intent
- Internet access (or use campus computer labs)

\*Moderate to Intensive Intervention Specialist applicants may also be required to complete the Proficiency Profile test.

**Provisional Enrollment**

Under special circumstances, individuals may be provisionally enrolled in a program. There are two types of provisional admissions, Administrative and Academic. The category and any specific 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 and student success 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\\_6x10/](http://aura.antioch.edu/policies_500_6x10/)*

### **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 that 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 transcribed college work plus significant educational and professional training. Applicants must demonstrate that they have the skills, knowledge, and experience to do graduate-level work.

Potential candidates for alternative admissions must demonstrate that they meet the following criteria and have acquired the knowledge and skills needed to successfully pursue graduate-level work:

- A minimum of two years of undergraduate credit (60 semester-credit hours) from an accredited institution or the equivalent
- Approximately five years of sustained professional experience in areas closely related to the applicant's field of proposed graduate study
- Knowledge of the professional field of proposed graduate study
- The ability to think critically
- Effective oral and written communication skills
- Research skills and the ability to use appropriate learning resources
- Breadth and depth of knowledge in the humanities, social sciences, and natural sciences outside the applicant's professional field

*For additional admissions information, please contact Enrollment Services at (937) 769-1818.*

### **Disability Support Services**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008, as amended.

Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact DSS Coordinator, Karen Crist, at [kcrist@antioch.edu](mailto:kcrist@antioch.edu), 937-769-1335. The policy may be viewed online at: [http://aura.antioch.edu/policies\\_600\\_1x/1/](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 *AUView*, which may be accessed from the AUM website. Accounts for *AUView* as well as training are provided at orientation, first residency, or during the first term of enrollment. *AUView* 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.

#### *2017-2018 Registration Periods*

Fall 2017: 3/30/17 — 8/25/17

Spring 2018: 11/7/17 — 01/1/18

Summer 2018: 3/22/18 – 5/4/18 (Tentative)

#### *Add/Drop*

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

Antioch students may drop classes during the add/drop period (the first 20% of the instructional period) with no impact on satisfactory academic standing and with no transcript notation. All or some tuition may be refunded after a course drop. Students who fail to attend regularly during the add/drop period may be administratively dropped from the course.

### **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 University Online, and the Ph.D. in Leadership and Change. Students enrolled at Antioch University 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 must complete the Intra-University Registration Petition form and receive approval from all indicated departments.

Once approved 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 University 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/](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/](http://aura.antioch.edu/policies_500_6x/4/)

### ***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 *AUView*. 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](http://www.studentclearinghouse.org)

Please contact the Registrar's Office for clarification of this process.

Reports of enrollment or completed coursework are based upon documentation on file with the Registrar. Only official registrations or official notification of credit earned that is issued by the academic program office will be reflected in this reporting. Enrollment verification cannot be projected beyond the student's current or most recent 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/](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 the list of University policies are policies that are specific to the Antioch University Midwest campus.

### **Antioch University Academic Policies**

#### **Academic Appeal Policy**

*See Antioch University Academic Appeal Policy 6.111 at [http://aura.antioch.edu/policies\\_600\\_1x/4/](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/](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/](http://aura.antioch.edu/policies_500_2x/1/).*

This policy outlines Antioch University's policy on narrative evaluation and letter grade equivalencies.

### **Grading System and Transcript Recording Policy**

*See Grading System and Transcript Recording Policy, 5.227 at [http://aura.antioch.edu/policies\\_500\\_2x/14/](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/](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/](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/](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/](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\\_6x10/](http://aura.antioch.edu/policies_500_6x10/).*

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.

### **Antioch 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/](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\\_5x3/](http://aura.antioch.edu/policies_400_5x3/).*

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\\_5x1/](http://aura.antioch.edu/policies_400_5x1/).*

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/](http://aura.antioch.edu/policies_800/3/) and also 8.101 Acceptable Use of Electronic Resources [http://aura.antioch.edu/policies\\_800/4/](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/](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/](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 that 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/](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/](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/](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.

### **Student Organizations, Speech and Publications Policy**

*See Antioch University Student Organizations, Speech and Publications Policy, at [http://aura.antioch.edu/policies\\_600\\_1x/3/](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/](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/](http://aura.antioch.edu/policies_400_4x/17/).

In the event that weather conditions require us to delay opening or close for the day, the decision will be made and announcements issued before 6am. We alert regional radio and TV stations. However, we have no control over how long a particular station may take to put the information on air. We will also send e-mail and post announcements on the home page of our website – antioch.edu/midwest.

Early closure prompted by deteriorating weather conditions during the day will be made by 3pm, if at all possible. The same communication protocol will be used.

Our students, faculty and staff come from a wide region and weather patterns can differ significantly from one area to another. You should never put your life at risk to travel in conditions you believe to be unsafe.

### **Monday-Friday**

1. The Provost 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 will also be notified.

### **Monday-Thursday, Evening Classes**

1. The Provost or designee will monitor weather conditions and will make the decision to close in the event of severe inclement weather. The decision will be made by 3:00 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.

### **Saturday and Sunday**

1. The Provost or designee will monitor weather conditions and, designee with phone approval of the Provost, will make the decision to close in the event of severe inclement weather. The decision will be made by 6:00 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.

### **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/](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 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 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
  - Books are checked out for 21 days.
  - Non-book materials are checked out for 7 days.
- Antioch University Materials
  - Books are checked out for 21 days.
  - Non-book materials are checked out for 7 days.
  - Reserves are determined on a case-by-case basis.
  - Antioch University journals, theses and reference materials cannot be checked out.

- Faculty, staff and students are responsible for returning items by the due date.

### **Overdue Fines & Fees**

- OhioLINK Materials
  - A \$.50 overdue fine is assessed per item, per day up to 30 days (\$15.00).
- Antioch University Materials
  - A \$.50 overdue fine is assessed per book, per day.
  - A \$1.00 overdue fine is assessed per non-book item, per day.
- If any item (OhioLINK & Antioch University) is overdue for 30 days or more, the patron will receive a replacement bill of \$125 per item, reduced to \$50.00 upon return of the item.
- If a patron incurs \$10.00 or more in fines (OhioLINK & Antioch University), library privileges will be suspended until the fines are resolved.
- If a patron incurs \$125.00 or more in fines (OhioLINK & Antioch University), the librarian will place a library hold on the patron's account, preventing subsequent registration and release of transcripts until the fines are resolved.
- If a patron who is no longer an active student (having withdrawn or graduated) owes any amount of money to the library, further registration and release of transcripts will be prohibited.
- Faculty, staff and students are responsible for lost or damaged items.

### **Renewals**

Books (OhioLINK & Antioch University) can be renewed up to 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](http://www.getmytranscript.com). Transcript requests are normally filled within 3-5 business days of submission of the request, and expedited processing is available.

## **Diplomas**

The degrees conferred by Antioch University Midwest are titled Bachelor of Arts, Bachelor of Science, 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 meet their educational goals. Many options for paying educational expenses exist, and AUM’s Financial Aid office is well-prepared to guide students 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 options which best suit his or her own unique situation.

Students are encouraged to apply for financial aid by starting with completing the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). While federal and state grants

and scholarships are some options- typically most students find that loans form an essential part of all financial aid awards.

To receive consideration for financial aid students must:

- Complete the Free Application for Federal Student Aid (FAFSA)
- Be accepted for enrollment
- Make satisfactory academic progress
- Be a U.S. citizen or an eligible non-citizen
- If male, be registered for Selective Service
- Provide required documentation as requested
- Not be in default on a previous federal 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.
- For first time borrowers- Complete Entrance Loan Counseling and Master Promissory Note

All financial aid forms should be completed at least 30 days before the start of the term. *Financial Aid is not automatically renewed* – the student must complete a new FAFSA each year beginning on October 1<sup>st</sup> for consideration for the upcoming academic year which begins with the Summer term. March 1<sup>st</sup> is the university wide priority date for FAFSA completion for the upcoming academic year.

Along with federal and state financial aid, it is recommended that students check with their employer for possible tuition reimbursement benefits.

Scholarship search sites can also be found on our web site under [External Funding Resources for Scholarships and Grants](#). When the Financial Aid office learns about outside scholarships, this site is updated.

### **Financial Aid Award**

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. Remember to check your Antioch student email often. All subsequent changes during the academic year can be viewed on *AUView* 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 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 for Ohio residents with an EFC of 2190 or less and a household income of no more than \$96,000. The OCOG is to be applied to tuition only. The amount is dependent on enrollment.



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 the neediest Pell eligible students until the funds have been depleted. The Federal SEOG awards range from \$2000 to \$4000 per year depending on enrollment.

The Federal Pell grant is for students with an EFC of less than 5920. Awards range from \$606 to \$5920 per year for the 2017 – 2018 academic year based on enrollment.

### **Graduate Aid Eligibility**

Graduate students who complete the FAFSA are eligible for up to \$20,500 each year in unsubsidized Federal Direct student loans. Graduate students are not eligible for federal or state grants.

### **Federal Work Study**

Both graduate and undergraduate students who are interested in working on the AUM campus under the Federal College Work Study program, should contact the Financial Aid Office to determine eligibility. Funds are awarded on a first-come, first served eligible basis.

### **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 *AUView*.

### **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. 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 Counseling**

When a student withdraws, enrollments falls below ½ time or graduates from any program at Antioch University Midwest, the federal government requires Exit Counseling at which time the student is made aware of his/her loan balance, and payment amounts. The Exit Counseling is

to be completed on-line through [www.studentloans.gov](http://www.studentloans.gov) during the student's last semester of attendance. Students will be emailed by the Financial Aid office during their final term or shortly afterwards, however the responsibility to complete Exit Counseling remains with the student.

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) 769-1833 or by email at [finaid.aum@antioch.edu](mailto:finaid.aum@antioch.edu).

### ***Student Accounts***

#### **Tuition and Fee Schedule 2017-2018**

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

#### **Graduate Tuition (& program-specific fees)**

##### **All Graduate Programs**

- \$100 enrollment fee applied toward first semester tuition

##### **Management and Change Leadership**

- \$799/semester credit hour
- Residency Fee: \$100 per residency

##### **Individualized Masters of Arts**

- \$799/semester credit hour
- Residency Fee: \$100 per residency

##### **Education: Teacher Licensure and M.Ed. Programs**

- \$675/semester credit hour
- \$300 edTPA fee

##### **Professional Certificates**

- Contact Admissions 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

Proficiency test (*Education students only*)\_\_\_\_\_ \$75

General fee_____	\$200/sem
(online programs \$75/sem)	
Audit rate (all programs) _____	\$50/credit
Re-enrollment fee_____	\$50
Transcript Fee without Narratives (1st class mail)_____	\$10/ea
Transcript Fee with Narratives (1 <sup>st</sup> class mail) _____	\$15/ea
Transcript Fee – PDF Format _____	\$16.75/ea
Transcript Fee – Expedited Delivery - Domestic_____	\$35/ea
Transcript Fee – Expedited Delivery - International_____	\$45/ea
Late Payment fee_____	\$50
Return check fee (per check)_____	\$50
Payment plan fee_____	\$30
Graduation application fee_____	\$100
Replacement diploma fee_____	\$30

**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 semester 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 beginning and through 20% of the instructional period.

0% refund-drop after 21% of the instructional period.

**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*

**Vicky Cook**, Division Administrator

**Amy Elkins**, Academic Division Specialist

**Luna Running Wolf**, Academic Division Specialist

#### *Faculty*

##### **Julie Biddle**

Chair, Early Childhood Education and Middle Childhood Education Programs

Ph.D., University of Dayton

M.S., George Peabody College

B.S., State University of New York at Geneseo

##### **Sonya Fultz**

Chair, Undergraduate Studies

Teaching Faculty

M.A., University of Cincinnati

B.A., Wilmington College

##### **William Hochstetler**

Teaching Faculty

Ph.D., The Ohio State University

M.S., Pennsylvania State University

B.S., Washington University

##### **Hays Moulton**

Chair, IMA Program and Education Advanced Programs

Teaching Faculty

M.Ed., Antioch University McGregor

M.Ed., Wright State University

B.A., Antioch College

##### **Michele Nobel**

Chair, Special Education Programs

Ph.D., The Ohio State University

M.A., The Ohio State University

B.S., The Ohio State University

##### **Rand Oliver**

Chair, Graduate Management Programs

Ed.D., Oakland City University

M.A., Indiana Wesleyan University

M.B.A., Amberton University

B.S., University of Texas

##### **Denise Sharp**

Director of Field and Clinical Experience

CAEP Coordinator

Ph.D., The Ohio State University

M.S., North Dakota State University

B.S., North Dakota State University

#### *AUM Faculty Emeriti*

##### **Jane Brown**

Ph.D., Pacifica Graduate Institute

M.Div., Earlham College

M.A., Ball State University

B.S., Ball State University

##### **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

#### *Administrative and Support Staff*

##### **Janet Balzer**

Administrative Division Coordinator

**Laura Blake**

Enrollment Advisor  
M.A., Antioch University Midwest  
B.A., Antioch University Midwest

**Jaton Brame**

Director of Admissions  
M.Ed., University of Cincinnati  
B.A., University of Cincinnati

**Paul Bradley**

Director of Institutional Advancement and  
Government Relations  
B.A., University of Dayton

**Demarus Crawford-White**

Associate Director, Financial Aid  
M.A., Park University  
B.A., Urbana University

**Karen Crist**

Disability Support Services Coordinator;  
myCareer Planner Coordinator  
M.A., Antioch University McGregor  
B.A., Earlham College

**Susan Crown**

Registrar Specialist  
B.A., Michigan State University

**Jackie Dailey**

Student Accounts Specialist

**Sarah Klemm**

Enrollment Advisor  
M.B.A., Keller Graduate School of  
Management  
B.S., The Ohio State University

**Rhonda McArthur**

Administrative Assistant/Receptionist  
Commencement Coordinator

**Michael Metcalf**

Marketing Director  
B.S., Ohio University

**Jayne Richeson**

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

**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

**Ray Simonelli**

Director of Facility Management

**Sarah Wallis**

Assistant to the Provost  
Institutional Research Analyst  
Accreditation and Assessment  
M.A., M.Ed., Antioch University McGregor  
B.A., Macalester College

**Antioch University Administration****Chancellor****William R. Groves**

Interim Chancellor  
J.D., The Ohio State University Moritz  
College of Law

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Vice Chancellor and University Provost  
Ed.D., North Carolina State University

**Allan Gozum**

Vice Chancellor and Chief Financial Officer  
Ed.D., University of Pennsylvania

**Mary Beth (MB) Lufkin**

Vice Chancellor for Marketing and Enrollment Management  
Ed.D., Plymouth State University

**Timothy Forbess**

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

**Laurien Alexandre**

Provost, Graduate School of Leadership and Change  
Ph.D., University of California, Irvine

**Suzette Castonguay**

Chief Human Resources Officer  
M.A., Antioch University

**Rebecca Todd**

University General Counsel  
J.D., Cornell Law School

**Campus Provost and Chief Executive Officers****Barbara Lipinski**

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Antioch University Santa Barbara  
J.D., Southern California Institute of Law

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Provost and CEO,  
Antioch University Midwest  
Ph.D., University of Dayton

**Mark Hower**

Interim Provost and CEO,  
Antioch University Los Angeles  
Ph.D., Antioch University

**Benjamin Pryor**

Provost and CEO, Antioch University Seattle  
Ph.D., Pennsylvania State University

**Barbara Andrews**

Interim Provost and CEO,  
Antioch University New England  
Ph.D., University of Northern Colorado

**University Directors****Maureen Heacock**

University Registrar  
Ph.D., University of Minnesota

**Katy Stahl**

University Director of Financial Aid  
B.A., Central Washington University

**Tom Julius**

University Director of Academic Assessment and Support Services  
Ed.D., University of Massachusetts

**Leatrice Oram**

University Director of Accreditation and Academic Compliance  
Ph.D., Antioch University

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Sherrill's Ford, NC

**Paul Muttu, J.D., Vice Chair**

Seattle, WA

**William R. Groves, J.D.**

Interim Chancellor & Corporate Secretary  
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\*\*\*\*\*

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St. Michaels, MD

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Santa Barbara, CA