Antioch University Academic Catalog 2020-2021

2020-2021 Antioch University Academic Catalog

Use of This Catalog

The fees, programs and policies contained in this catalog are effective for July 1, 2020 through June 30, 2021. This Catalog is provided, in part, to summarize current curricula, course offerings, tuition rates, fees, and the university policies affecting your rights and responsibilities as a student. Full policy details may be found on the University website at www.antioch.edu/policies. (Throughout this catalog, individual University policies are referenced by number.)

The University reserves the right, in its sole discretion, to amend or remove current policies, to adopt new policies as it deems necessary or appropriate, or to update the academic calendar, the tuition refund policy, the curriculum or course offerings during the current catalog year. Any change will be published with 30 calendar days' notice prior to the effective date. Students are encouraged to review the online catalog periodically for future amendments and to monitor their Antioch email account for notification of changes.

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Welcome to Antioch University!

Congratulations on joining our community of innovators, freethinkers, and activists, all determined to make a lasting and positive impact on the world.

Antioch University is a special place with a rich history of social justice, a heritage of socially engaged learning, and a commitment to academic excellence. We educate to advance social justice, the common good, and to improve humanity at home and abroad.

We were founded upon a great historical legacy. Our first president, well-known abolitionist and social reformer Horace Mann, understood that without democracy there can be no social justice, and that without education there could be no viable democracy. A well-educated populace is essential to a strong democracy, which we need today more than ever.

Your time here will be filled with tremendous opportunities and new challenges. You will study with faculty who are renowned scholars and highly regarded as leaders in their fields. Through our in-person, online, hybrid, and low-residency programs, you will experience academic excellence and student-centered learning within a diverse community.

In this catalog, you will find answers to your questions regarding admissions, curriculum, university policies, and procedures. We offer an inspiring range of academic programs, including certificates, undergraduate, master's, and doctoral degrees. You will find information on degree requirements, courses, and the academic calendar. Included are the resources available to help you flourish, including library services, tutoring assistance, and support services. The catalog is a roadmap for your journey to acquire the skills and knowledge you need to be successful during your time at Antioch University.

We have accomplished so much in our 168 years. Our students, alumni, and faculty are engaged in important and critical efforts in advancing democracy, social justice, and achieving victories for humanity. But there is still more work to be done.

As a university, we have a moral obligation to stand up for our values and to advocate for change. Our work must extend beyond our classrooms and into our communities through engaged scholarship, advocacy, and service. We are working toward becoming a genuinely anti-racist University, both internally and externally. We support peaceful protesters and demonstrators in the Black Lives Matter movement who have raised their collective voices against racial injustice, systemic racism, and white supremacy. We are engaging in honest self-assessment, and are taking corrective action and affirmative steps toward becoming the anti-racist and pro-inclusive institution we all want it to be.

Each of you has a different story regarding what brought you here. It is these individual stories that create our community of motivated doers and creative thinkers who are challenging the status quo and working to advance social, racial, environmental, and economic justice.

The world needs you more than ever.

We are glad you are here.

With all best wishes,

Bill Groves
Chancellor, Antioch University

About Antioch University

Overview

Antioch University was founded in 1852 in Yellow Springs, Ohio as a private, liberal arts college. Horace Mann, known as the founder of the American public school system and the first president of Antioch, pioneered the introduction of coeducation, non-sectarianism, and non-segregation in order to educate "minds free from prejudice and yearning after truth."

With locations in Keene, New Hampshire; Yellow Springs, Ohio; Seattle, Washington and Los Angeles and Santa Barbara, California, Antioch University stands stronger than ever. As a private, nonprofit, comprehensive institution, Antioch University is a singly accredited, highly integrated University. Antioch offers face-to-face, hybrid and fully online coursework, and bachelor's, master's and doctoral degree programs in the following academic areas: Counseling, Therapy & Wellness; Creative Writing & Communication Studies; Education; Environmental Studies and Sustainability; Interdisciplinary Studies; Leadership, Management, and Business; Psychology, and Undergraduate Studies.

Location and Unit Information

Antioch University Graduate School of Leadership and Change

900 Dayton Street
Yellow Springs, OH 45387
877-800-9466
https://www.antioch.edu/gslc/

Antioch University Los Angeles

400 Corporate Pointe
Culver City, CA 90230
310-758-1080
https://www.antioch.edu/los-angeles/

Antioch University New England

40 Avon Street
Keene, NH 03431
800-553-8920
https://www.antioch.edu/new-england/

Antioch University Online and Extended Programs

900 Dayton Street
Yellow Springs, OH 45387
800-874-7986
https://www.antioch.edu/auonline/

Antioch University Santa Barbara

602 Anacapa Street
Santa Barbara, CA 93101
805-962-8179

https://www.antioch.edu/santa-barbara/

Antioch University Seattle

2400 3rd Ave, Suite 200
Seattle, WA 98121
206-441-5352
https://www.antioch.edu/seattle/

Mission, Vision, Values and Core Attributes

Our Mission

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

Our Vision

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

Our Core Values

Excellence in Teaching and Learning

The University offers quality academic programs relevant to the needs of today's learners and embraces experiential learning by bridging academic outcomes with the real-world experience of all members of its learning community.

Nurturing Student Achievement

The University educates the whole person by cultivating personal growth, pragmatic idealism, and the achievement of professional goals.

Supporting Scholarship and Service

The University supports the active engagement of students and faculty in both scholarship and service. Antioch values the creative and deliberative application of teaching and learning to 'further social, economic and environmental justice.'

A Commitment to Social Engagement

The University maintains a historic commitment to promoting social justice and the common good. Students graduate from Antioch University with a heightened sense of their power and purpose as scholars, practitioners, and global citizens.

Building and Serving Inclusive Communities

The University nurtures inclusive communities of learners, inspiring diversity of thought and action. Antioch University engages and supports the educational, cultural, and environmental vitality of the diverse regional, national, and international communities that it serves.

Our Core Attributes

An Antioch University education inspires our students to engage in a transformative educational experience, collaborate with others, and harness their talents to win victories for humanity. With this vision in mind, faculty have identified three core curricular attributes that embody an Antiochian education:

Self

Antioch University students attain the knowledge and critical skills of their disciplines to develop themselves personally and professionally. Students actively reflect upon those acquired knowledge and skills, as well as their own and others' values, biases, and behaviors.

Community

Antioch University students develop social and cultural responsiveness through participation in academic, civic, and professional communities. Students recognize the diverse perspectives and relational dynamics necessary to be effective community members.

Action

Antioch University students apply the knowledge, skills, and habits of mind acquired through their studies. By anchoring their professional goals in social responsibility, students take actions that advance justice and lead to positive change.

Statement of Commitment, Inclusion & Diversity

In radical recognition of our mission and purpose, we pledge to actively engage in ongoing development as a wholly inclusive community. To this end we will consistently, deliberately and systematically strive to be appropriately responsive to the myriad dimensions of human diversity, such that none are marginalized and all experience justice and empowerment. Moving beyond tolerance toward inclusion and the celebration of our differences, we will courageously embrace any resulting challenges as they arise, recognizing that the responsibility for this rests with each and every member of the community. We assert that we will move expeditiously toward our goals through an ongoing commitment to courageous self-examination and respectful

and honest interactions, which will lead us to the creation of formal and informal structures, policies, programs, and services that will give life to these ideals on our campuses and as we touch the world around us.

Accreditation

University Accreditation

Antioch University is accredited by the Higher Learning Commission (HLC). The Higher Learning Commission is an independent corporation that was founded in 1895 as one of six institutional accreditors in the United States. HLC accredits degree-granting postsecondary educational institutions in the North Central region. Antioch University has had continuous accreditation by the Higher Learning Commission since 1927.

The Higher Learning Commission

230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1413
(800) 621-7440
http://hlcommission.org/

State Approvals

Antioch University is authorized for operation by the Ohio Department of Higher Education, 25 South Front Street, Columbus OH 43215, 614-466-6000. It is also authorized to operate physical locations in Washington, New Hampshire, and California, respectively, by these agencies:

Washington Student Achievement Council

917 Lakeridge Way SW, Olympia WA 98502, 360-753-7800

New Hampshire Department Education - Division of Higher Education

101 Pleasant Street, Concord NH 03301, 603-271-2494

California Bureau of Private and Postsecondary Education

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 -or-
P.O. Box 980810, West Sacramento, CA 95798-0818
(888) 370-7589 or by fax (916) 263-1897
(916) 431-6959 or by fax (916) 263-1897
www.bppe.ca.gov

Antioch University New England is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

For additional information and required disclosures specific to these bodies, see State-Specific Information, as well as notices throughout the catalog identified by the state to which they pertain.

Antioch University's accreditation further includes federal government recognition, making Antioch University's students fully eligible for a variety of financial aid assistance, including grants, scholarships, and loans. Antioch University is an Affirmative Action/Equal Opportunity Employer. It is the policy of the University not to discriminate against and to provide equal employment opportunity to all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability and veteran status.

Antioch University is a member of National Council for State Authorization Reciprocity Agreements (NC-SARA). See http://nc-sara.org/sara-states-institutions for more information.

Antioch University is a private, non-profit 501(c)(3) institution.

Specialized Program Accreditation and Approvals

In addition to maintaining our accreditation through HLC and adhering to each of our individual location's state requirements, Antioch University (AU) has many academic programs that are accredited or approved by programmatic/specialized accreditors. These bodies conduct their own processes for ensuring that their member programs meet defined standards specific to that particular academic discipline or professional practice.

These external approvals require a range of activities that focus on the assurance of quality. Activities vary depending on the body but can include self-studies, assessment and reflection, peer reviews, and/or site visits. Programs may be reviewed for curricular currency, course content preparation of graduates with necessary professional competencies, and student satisfaction levels, as well as other types of student outcomes like retention and graduation as well as internship placement rates. Most accreditors provide manuals or guides to their own requirements.

Also, all programs that lead to teacher certification/licensure must meet standards in the state in which they operate and are subject to that state's oversight and regular review. Many other AU programs belong to professional associations. While not rising to the level of accreditation, these affiliations contribute to fostering best practices and honing the currency of academic offerings.

Approvals for Programs in Psychology and Counseling

The following programs in Couple and Family Therapy are accredited by the **Commission on Accreditation for Couple and Family Therapy Education** (COAMFTE):

- PhD in Couple and Family Therapy **New England**
- Master of Arts in Couple and Family Therapy **New England**
- Master of Arts in Couple and Family Therapy **Seattle**

The following doctoral programs in Clinical Psychology are accredited by the **American Psychological Association (APA)**:

- Doctor of Psychology in Clinical Psychology **New England**
- Doctor of Psychology in Clinical Psychology **Seattle**

The following master's programs in clinical mental health counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs** (CACREP):

- Master of Arts in Clinical Mental Health Counseling **New England**
- Master of Arts in Counseling: Clinical Mental Health Counseling **Seattle**

Other approvals in Psychology and Counseling

- Master of Arts in Dance/Movement Therapy & Counseling in **New England** is approved by **American Dance Therapy Association** (ADTA)
- The master's concentration and certificate in Sex Therapy in **Seattle** meets the requirements for certification by American Association of Sex Educators, Counselors, and Therapists (AASECT)
- The master's concentration and certificate in Play Therapy in **Seattle** is accredited by Association for Play Therapy (APT)
- The master's concentration in Drama Therapy in **Seattle** is accredited by North American Drama Therapy Association (NADTA)
- The master's concentration in Art Therapy in **Seattle** is accredited by the Accreditation Council for Art Therapy Education (ACATE)

Approvals for Programs in Environmental Studies

The following Master of Science programs at Antioch University New England are designated as Professional Science Master's degrees by the Council of Graduate Schools and National Professional Science Master's Association:

- Master of Science in Resource Management and Administration
- Master of Science in Resource Management and Administration with a concentration in
    - International Sustainable Development and Climate Change
- Master of Science in Environmental Studies with concentrations in
    - Conservation Biology
    - Environmental Education
    - Sustainable Development and Climate Change
    - Advocacy for Social Justice and Sustainability
    - Science Teacher Certification
    - Self-designed Studies

Approvals for Programs in Education and Educator Preparation

Education programs that lead to licensure or certification by a state must meet that state's requirements in order to receive approval.

Washington Professional Educator Standards Board

Washington Professional Educator Standards Board approves these educator preparation programs at **Antioch University Seattle** in Washington State:

Master of Arts in Education

with Environmental and Sustainability Endorsement

with Library Media
with Teacher Preparation: K-8
with Alternative Route to Teacher Certification

Certificate

Alternative Route to Teacher Certification

Endorsements

Elementary Education (K-8)
English Language Learners
Environmental and Sustainability Education
Library Media
Middle-Level Humanities
Middle-Level Mathematics
Middle-Level Science

California Commission on Teacher Credentialing

California Commission on Teacher Credentialing (CTC) has approved these educator preparation programs:

Master of Arts

Education/Leadership and Change **Los Angeles**
Education w/Mild/Moderate Credential **Los Angeles**
Education w/Mild/Moderate Credential **Santa Barbara**
Education w/Social Justice and Educational Leadership **Santa Barbara**
Education w/Teacher Credentialing **Los Angeles**
Education w/Teacher Credentialing **Santa Barbara**

Credentials

Teacher Induction **Los Angeles**
Teacher Induction **Santa Barbara**
Education Specialist Mild/Moderate Credential **Los Angeles**
Education Specialist Mild/Moderate Credential **Santa Barbara**
Multiple Subject Credential **Los Angeles**

New Hampshire Department of Education – Division of Higher Education – Higher Education Commission

New Hampshire Department of Education – Division of Higher Education – Higher Education Commission approves these professional educator preparation programs at Antioch University New England:

Master of Education

Elementary Education (K-6)
Elementary Education; Elementary and Early Childhood (K-6)
Elementary and Special Education (K-6)
Elementary, Early Childhood, and Special Education (K-6)
Digital Learning Specialist
Library Media Specialist, Digital Learning Specialist
Education Leadership/Administration; Principal Certification

Master of Science

Environmental Studies with Life Sciences (grade 7-12)
Environmental Studies with Middle Level Science (grade 5-8)

Graduate Certificates

Educational Leadership; Principal
Library Media & Digital Learning Specialist

Student Consumer Information

Antioch University provides an array of consumer information in support of its accreditation, state approvals, participation in federal financial aid programs, and more. Please see our Consumer Information website at https://www.antioch.edu/resources/general-information/consumer-information/ for a comprehensive set of required and recommended disclosures. Any questions about this information may be directed to consumerinfo@antioch.edu.

Governance & Leadership

Antioch University is led by a dynamic team of experienced leaders with decades of experience in higher education, as well as in industries and disciplines of key significance to Antioch's educational scope.

Executive Team

William R. Groves, Chancellor. JD, The Ohio State University
Allan Gozum, Vice Chancellor for Finance and Chief Financial Officer. EdD, University of Pennsylvania
Chet Haskell, Vice Chancellor of Academic Affairs & University Provost. DPA, University of Southern California

Craig Maslowsky, Vice Chancellor for Enrollment Management. MBA, Clarkson University
Rebecca Todd, General Counsel. JD, Cornell Law School

Provosts and Chief Executive Officers

Laurien Alexandre, Provost, Graduate School of Leadership & Change. PhD, University of California, Irvine
Shawn Fitzgerald, Provost, Antioch University New England. PhD, University of Toledo
Mark Hower, Provost, Antioch University Los Angeles. PhD, Antioch University
Barbara Lipinski, Provost, Antioch University Santa Barbara. PhD, University of Southern California; JD, Southern California Institute of Law
Ben Pryor, Provost, Antioch University Seattle. PhD, Pennsylvania State University
Terry Ratcliff, Provost, Distance, and Extended Education. Ed.D., University of California, Berkeley

University Administrative Leadership

Mensima Biney, Director, University Campus Admissions. MBA, Nova Southeastern University
Suzette Castonguay, Chief Human Resources Officer. MA, Antioch University
Karen Crist, University Director of Student Services. MA, Antioch University
Zephyr Ethier, University Director of Enrollment Services. MBA, Marlboro College
Christine Forte, University Librarian. Ed.D., Pepperdine University
Rodney Fowlkes, Director of Information Technology and Chief Information Officer. MDiv, Virginia Union University
Melinda Garland, Executive Director of University Marketing. MBA, Antioch University
Michael Greitzer, Director of Strategic Business Alliances. BA, Wittenberg University
Maureen Heacock, University Registrar. PhD, University of Minnesota
Tom Julius, University Coordinator, Academic Assessment and Program Review. EdD, University of Massachusetts, Amherst
Teresa Kaldor, University Director, Office of Institutional Effectiveness. PhD, Pardee RAND Graduate School
Melissa Kirk, Associate Vice Chancellor for Academic Affairs. MA, Fairfield University
Michelle Koppitz, Associate Vice Chancellor of Strategic Partnerships & Expansion Sites. MA, Olivet Nazarene University
Rebecca Kreill University Controller. BSB, Wright State University
Anne Maxham, Director of Writing Support. PhD, University of Idaho
Leatrice Oram, University Director for Academic Affairs. PhD, Antioch University
Katy Stahl, Interim University Director of Financial Aid. BA, Central Washington University
Michelle Ward, Manager, Strategic Operations and Initiatives. MA, Antioch University
Jessica Wiltgen, Executive Director of University Admissions. MS, St. Cloud State University
Tony Urban, University Communication Center / Admissions Operations Manager. MA, University of La Verne

Board of Governors

Chair: **Paul Mutty**,, Seattle, WA
Vice-Chair: **William (Bill) Plater**, Indianapolis, IN
Chancellor and Corporate Secretary: **Bill Groves**, *(ex-officio)*

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Governors
Bruce Bedford, St. Michaels, MD
Steve Crandall, Seattle, WA
Katrin Dambrot, Bonita Springs, FL
Lance Dublin., San Francisco, CA
Carole Isom-Barnes, Huntersville, NC
Elsa Luna, Los Angeles, CA
Holiday (Holly) Hart McKiernan, Indianapolis, IN
James (Jim) McGill, Portland, OH
Rich Preyer, III., Asheville, NC
Kiko Suarez, Zionsville, IN
Martha Summerville, New Haven, CT
Eugene (Gene) R. Tempel, Indianapolis, IN
Lillian Pierson Lovelace *(governor emerita)*, Santa Barbara, CA

Academic Programs

This Academic Catalog details all courses and degree requirements for every program offered at Antioch University. Colorful details, student, faculty, and alumni profiles, and vibrant artifacts of our learning and teaching community can be found on our website. **We invite you to visit and further explore Antioch University at https://www.antioch.edu.**

Counseling, Therapy & Wellness

Degrees in Counseling, Therapy & Wellness

Creative Writing & Communication Studies

Degrees in Creative Writing & Communication Studies

Education

Degrees in Education

Environmental Studies & Sustainability

Degrees in Environmental Studies & Sustainability

Interdisciplinary Studies

Degrees in Interdisciplinary Studies

Leadership, Management & Business

Degrees in Leadership, Management & Business

Psychology

Degrees in Psychology

Undergraduate Studies

Degrees in Undergraduate Studies

2020-2021 Academic Calendar

Antioch University offers courses and programs across a wide range of calendars, credit types and modalities to best suit the needs of adult learners and the academic content being provided. For courses and terms of varying lengths, different dates and deadlines are established to maintain comparable access. Details of each calendar are found on the university website here. The following abbreviated calendar provides an overview of the terms used by various programs or locations, and their overall start/end dates.

Quarters

Used by: Antioch University Seattle, Antioch University Santa Barbara (except MFA), Antioch University Los Angeles (except MFA and Urban Sustainability)

Term	Start Date	End Date
2020 Summer Quarter	7/1/20	9/27/20
2020 Fall Quarter	9/28/19	12/18/20
2021 Winter Quarter	1/2/21	3/28/21
2021 Spring Quarter	3/29/21	6/30/21

Standard Semester

Used by: Antioch University New England, Antioch University Online Individualized MA (TLC concentration), Antioch University Los Angeles Urban Sustainability, Antioch University Ed.D.

Term	Start Date	End Date
2020 Summer Semester	5/2/20	8/21/20
2020 Fall Semester	8/22/20	12/18/20
2021 Spring Semester	1/2/21	5/7/21

Short Semesters (Sessions)

Used by: Antioch University Online and Extended Programs, including Undergraduate, MBA, Masters in Human Services Administration, MA Nonprofit Management, and Individualized MA Humanities and Social Sciences

Term	Start Date	End Date
2020 Summer Session A	5/2/20	6/21/20
2020 Summer Session B	6/29/20	8/21/20
2020 Fall Session A	8/24/20	10/11/20
2020 Fall Session B	10/19/20	12/18/20
2021 Spring Session A	1/11/21	2/28/21
2021 Spring Session B	3/8/21	5/7/21

Extended Semester

Used by: MFA at Antioch University Los Angeles and Antioch University Santa Barbara

Term	Start Date	End Date
2020 Summer/Fall Semester	6/1/20	11/30/20
2021 Winter/Spring Semester	12/1/20	5/31/21

Trimester

Used by: Antioch University Master in Leadership Practice, and for administrative processing for Antioch University PhD in Leadership & Change (registration, billing, financial aid, enrollment)

Term	Start Date	End Date
Summer 2020 Trimester	7/1/20	10/31/20
Fall 2020 Trimester	11/1/20	2/28/21
Spring 2021 Trimester	3/1/21	6/30/21

Annual

Used by Antioch University PhD in Leadership and Change for all credited learning achievements

Term	Start Date	End Date
2021 Annual Term	7/1/20	6/30/21

Admissions

Welcome from Vice Chancellor of Enrollment Management

Welcome to Antioch University and thank you for exploring the unique and exciting variety of educational experiences delivered across our AU campuses and programs. We encourage you to engage with us to learn all that our community has to offer and determine the path that fits you best here at AU.

Antioch University celebrates a rich history of providing social justice-focused curriculum, experiential learning, collaborative coursework and individualized attention to our students. Whether you are considering a program at AU in New England, Los Angeles, Santa Barbara, Seattle, Online, or our Graduate School of Leadership & Change, you will find an experience rooted in progressive values and a mission to educate the next generation of those determined to win victories for humanity.

Our goal in Enrollment Management is to provide you with informative and personal support at every step of your journey. Feel free to reach out to us at any time. We welcome the opportunity to share our incredible institution and vibrant community with all of those interested in learning more.

Sincerely,

Craig Maslowsky
Vice Chancellor for Enrollment Management

Application Process

Prospective students are encouraged to attend an information session, to communicate with an Admissions Counselor (by email, telephone, in person), and to refer to the AU website for current application deadlines and requirements.

To apply to any of the degree or certificate programs at Antioch University, prospective students follow these steps:

1. Complete the Application. This includes submission of the application, application fee, and the Admissions Essay, Dialogue or Self-Reflective Statement. The application can be completed online and is available on the university website at https://www.antioch.edu/apply-to-au/
2. Request official transcripts of every accredited institution from which college credit was earned. Official transcripts from previous institutions should be sent directly to the AU campus you are applying to, in a sealed envelope by standard mail or electronically to the campus admissions email address available at antioch.edu. It is the general policy of Antioch University that an applicant must have earned a bachelor's degree from an accredited U.S. institution or international equivalent to be admitted to an Antioch University master's program. However, the campus Chief Academic Officer may waive this requirement. Consideration of such applicants, if allowed by the campus, is the purview of the program based on guidelines established by the campus and program. See Admissions Policy 5.607.
3. Submit the required supplemental application materials for a specific degree or certificate programs; such as resume, or writing samples as specified in the application. Specific degree and certificate programs will have their own material requirements that are unique to that program.

All materials should be sent to the Admissions Office on or before the application deadline. Application files are not complete until all required documents are submitted to the appropriate AU campus Admissions Office. Application files that do not meet required deadlines may be considered for a subsequent term. All submitted application materials become part of an applicant's file and cannot be returned.

Alternate Admission Policy

In highly exceptional circumstances, Antioch University graduate programs may consider applications from individuals who do not have an undergraduate degree. At a minimum, applicants who have not completed their undergraduate degrees must have at least two years (90 quarter credits or 60 semester credits) of transcripted, transferrable, undergraduate credits plus significant educational and professional training to be considered for admission. Applicants must demonstrate that they have the skills, knowledge, and experience to complete graduate-level work.

If a program chooses to consider alternative admissions applicants, the specifics of each program's expectation shall be clearly stated and must be made readily available to all students and the general public. Specifically, the guidelines will include the following:

1. The minimum number of required years of academic achievement, as demonstrated in college-level transcripted undergraduate credits with a grade of C or better (or equivalent), as well as any specific required coursework.
2. The minimum number of required years of sustained professional experience as well as the specific fields in which the experience must have been acquired.
3. Required knowledge of the professional field of proposed graduate study.
4. Required academic skills, such as written and oral communication and critical thinking.

In addition to satisfying the above Alternative Admissions requirements, Alternative Admissions applicants are expected to meet any regular admissions criteria beyond educational requirements.

Accelerated Admission to Graduate Programs

Some Antioch University graduate programs offer accelerated admission to Antioch undergraduates who are well-prepared to start their graduate work early. Under certain circumstances, students may start a graduate program before finishing their undergraduate program, and may use the first set of graduate courses to complete undergraduate requirements. Not all graduate programs offer accelerated admission, and those that do vary in how many credits may be applied in this way. Information on programs that offer these pathways are detailed in program information later in the catalog.

Full and Provisional Acceptance

Offers of provisional or full admissions are sent out via email and are also available to applicants in their application portal. Full admission means that the applicant is admitted into the program without any conditions or provisions. Provisional admission is granted for applicants who lack one or more elements of preparation or who need to fulfill particular academic or administrative requirements for full admission.

If a student is provisionally admitted, provisional requirements are specified in the admissions letter and the student must satisfy these by the stated deadlines and/or prior to registering for a second term. A provisional admission often is contingent upon successful completion of the first term, with no incompletes or no-credits or fulfillment of outstanding admission requirements such as receipt of final transcripts. Students are responsible for working closely with a faculty advisor and with either the Admissions Office or the Student Services to ensure that provisions are satisfied within the assigned time frame. Once outstanding provisions are satisfied, the student will be fully admitted.

Denial of Admission

If an applicant does not meet Antioch University's criteria for admission, the applicant will be notified by letter. Admissions decisions may not be appealed. The University does not provide information about the reasons for denial of admission. An applicant who has been denied admission may reapply for the same program after one year.

Deferring Admission

Students newly admitted to programs who wish to defer admission to a future term should notify the Office of Admissions in writing prior to or during the first week of classes for the term, or prior to the deadline specified for semester programs. Entering students who register for classes and do not follow this procedure will remain enrolled in classes and incur administrative and tuition costs for the term.

International Student Admission

The U.S. Department of Justice has approved Antioch University as an institution of higher education in which non-immigrant students may enroll. A student from another country who wishes to study at AU on a student visa must comply with all applicable U.S. Citizenship and Immigration Services (USCIS) rules and regulations in order to be considered for admission. Applicants from outside the United States are required to apply at least twelve weeks before the start of term. All application materials must be submitted by the International Application deadline. If materials are received after the deadline, then, upon completion, an application may be reviewed for consideration for admission in a subsequent term.

Applicants to all Antioch University undergraduate and graduate programs must be able to understand and communicate in English with a high level of proficiency in order to succeed in coursework.

Although a writing lab is available, Antioch University does not have ESL courses as part of the curriculum.

An international student applicant who wishes to attend Antioch University on an F-1 student visa must furnish the following when applying:

- Demonstration of English language proficiency — International Applicants must submit official Test of English as a Foreign Language (TOEFL), IELTS, or CELSA exam results. A minimum TOEFL score of 550 (paper-based), or 214 (computer-based), or 79 (internet test) is required; a minimum IELTS score or 6.5 is required; or a minimum CELSA score of 70 is required. If an applicant has completed at least one year of education in the United States or Canada, demonstration of English language proficiency requirement may be waived
- Academic credentials - Academic credentials received outside of the United States must be formally evaluated for equivalency by an approved foreign credentials evaluation agency and by AU. Foreign credentials evaluation providers generally charge a fee for this service. Applicants with foreign credentials not provided in English will be required to provide an Official English Translation through an approved secondary agency
- Demonstration of sufficient financial support for a minimum of one year of study at the University
- Applicants are required to complete and submit any required forms documenting an applicant's ability to pay the educational and living expenses for an AU educational program, and providing Antioch with the information required to process an I-20
- For applicants already in the United States on a visa – Applicants already in the United States must provide evidence of student status and eligibility to transfer to AU on a student visa. An international

student on an F-1 visa transferring from another U.S. school must submit the "Transfer In" form for F-1 Students after having been admitted in writing to Antioch University
- Valid passport and visa information
- Upon arrival in the U.S. a copy of the F1 Visa and a copy of the passport page with D/S stamped to the Principal Designated School Official (PDSO) or Designated School Official (DSO)
- Any additional information that may be required by federal, state, and/or local governments
- If an international student is accepted for enrollment in one of the degree or certificate programs at Antioch University, the AU designated school official will provide guidelines on U.S. immigration forms and steps to apply for a student visa through the U.S. consulate in the applicant's home country. Admission to Antioch University does not guarantee that an admitted international student will receive a student visa. If a student visa is not issued in time for the program start, admission may be deferred until the following term.

Designated School Officials at Antioch University are empowered to issue and sign I-20's for admission and for travel outside the United States. AU does not provide visa services, but will vouch for student status.

Federal and/or State financial aid is not available for F-1 visa students. However, various private lending institutions offer private or alternative educational loans to international students. Most lending institutions require a student to have a co-signee who is a U.S. citizen or permanent resident with a valid social security number in order to qualify. Some information on funding available to international students may be found at https://educationusa.state.gov/.

Evaluation of Transfer Credit

Antioch University seeks to maximize your previous academic achievements through its transfer credit policy. As a degree completion program, all undergraduate programs require a minimum amount of transfer credit. Transfer of graduate-level coursework is based on faculty determination of equivalency with Antioch coursework. Credits used to earn degrees at the same academic level at other institutions are generally not eligible for transfer to Antioch. Protocols regarding the acceptability and applicability of transfer credit are detailed in Antioch's Transfer and Intra-University Credit Policy.

Return from Leave, Re-enrollment and Readmission

Students returning from an approved Leave of Absence may register and resume their studies without additional approval.

Students who have withdrawn or who have been withdrawn due to non-attendance for three years or less may request re-enrollment through the Registrar's office. Students gone for three or more years, or who wish to change to a new academic program after an absence of any length must submit a new application through the Admissions Office. Neither re-enrollment nor re-admission are automatic, and both require approval of administrative offices as well as the academic program. Applicants may be required to submit new application materials or schedule an interview. Students may need to adhere to changes in academic program requirements, and previous coursework (both Antioch credit and credit previously accepted in transfer) is not guaranteed to be applicable.

Visiting or Non-Matriculated Students

Visiting or "non-matriculated" students may enroll in some courses for credit without intending to pursue a degree, or in courses to fulfill degree program prerequisites. Visiting students generally register after matriculated students. Class admission is limited to selected courses and is based on space availability and instructor or program approval. Visiting students are not eligible for financial aid or loan deferments. Limits may be placed on the applicability of credits earned as a visiting student to degrees or certificates. If visiting students subsequently wish to enroll in a degree program, regular application procedures apply.

Antioch University Admissions Leadership and Contact Information

Jessica Wiltgen
Executive Director of University Admissions
jwiltgen@antioch.edu

Primary Admissions email contact: admissions@antioch.edu
Primary Admissions phone contact: 937-769-1340

Student Financial Services

Student Financial Services includes the offices of **Financial Aid** and **Student Accounts** and can assist with questions about tuition, financial aid, student refunds, book vouchers, Veterans benefits, federal work study and scholarships. They are also available to assist with any financial questions when there is a change in a registration or change in a program. To protect privacy and ensure authenticity of communications from students, email from outside email accounts cannot be accepted.

Student Accounts

Student Accounts is responsible for the accurate calculation of your tuition and fees and the collection of such *(current and past due),* for prompt crediting of payments and financial aid to your student account, and for issuing timely refunds of excess aid funds. Student Accounts staff are available when you need special statements and billing services, book vouchers, 1098T Tax Reports and when you want access to additional services.

Tuition and Fees

Students are expected to register before the term begins, follow the course curriculum outlined in their programs, and pay tuition plus applicable fees each term they are enrolled. Registration after the beginning of the term will incur a Late Registration Fee.

Tuition and fee charges are based both on the program and on the number of credits a student registers for. Total degree program costs will vary depending on the length of time spent in a program and whether the program requires a Master's Project, Master's Thesis or Dissertation.

Registering for classes obligates the student for payment of applicable tuition, fees, and other charges. Failure to attend classes does not constitute withdrawal from Antioch or exemption from tuition payment.

Only students in 'good financial standing' are permitted to register. No balance will be permitted to be carried over from one term to the next. All balances must be paid in full before the next term's registration deadline.

Individualized tuition bills are not forwarded to students but rather, once registration is completed, students can view their itemized registration costs online. Once the registration has been submitted, the student should proceed online to remit any necessary payment. Financial aid recipients should only pay the balance not covered by their finalized net aid award. If acceptable payment arrangements are not in place, students could be assessed a Late Payment Fee.

Tuition and fees are subject to change in an Academic Year.

Acceptable financing options of outstanding balances are:

- Payment by check, echeck or credit card online
- Payment deferment based on pending student loans to cover the total balance due (be sure to verify online that all steps have been completed for aid to be processed);
- Enrollment in tuition payment plan; or
- Approved payment from a qualified third-party payor
- Confirmation of Veteran's Benefits to be paid directly to Antioch University *(Certificate of Eligibility required)*

In most cases, tuition reimbursement from employers is not an acceptable financing option. However, tuition reimbursement paid on the student's behalf directly to Antioch can be a financing option, as noted in the *Third Party Payor* section.

Tuition Payment Plan

Students can request to utilize an interest-free monthly installment payment plan to pay all or a portion of registration costs during a term. Payments are spread over the course of the current term. There is a $40 non-refundable set-up fee each term a payment plan is utilized and a payment plan authorization form needs to be on file. The plan incurs a Late Payment Fee of $50 for each month that payment is not rendered by the due date.

Upon approval of your application, students will be notified and the payment schedule will be available to view online.

Third Party Payor

It is the policy that all tuition/fee costs be paid in full by the Tuition Payment Deadline for each term. However, if a Third Party Payor has agreed to pay all or a portion of the students tuition and fees, payment of the covered tuition/fee costs may be deferred. The Student Accounts Office requires the student to submit a letter from the Third Party Payor authorizing all or part of their tuition and fees and stipulating:

- Amount that is the responsibility of the Third Party and what remains the student responsibility. Any portion that is the responsibility of the student must be paid in full by the Registration Deadline for each term.
- Verification that this payment will be made directly to Antioch University within the first 6 weeks of the term unless other contingencies are specifically defined and accepted.

The letter must also include:

- Third Party Payor address, contact and phone number
- Student's name/program
- Tuition/fees amounts covered by Third Party

- Reimbursement to Antioch procedure (ie: Company PO required, Tuition bill required, etc.)
- Additional requirements for reimbursement to Antioch *(ie: Course descriptions, Final grades, etc.)*

Participation in the Third Party Payment Program constitutes authorization for the Student Accounts Office to discuss a student's account with their designated Third Party Payor.

Third Party reimbursement is accepted only if the payments are made directly to Antioch University in a timely manner. No balance will be permitted to be carried over from one term to the next. All balances must be paid in full before the next term's registration deadline.

For International Students: Antioch University has partnered with PayMyTuition for international tuition payments. With PayMyTuition, students can make payments from any bank - in any country – in any currency. PayMyTuition is fast, simple and cost effective.

When remitting payment online via credit card, from the Drop down box on *Payment Method,* choose "International Payment" and continue with instruction noted on the PayMyTuition website.

Veterans Benefits

At Antioch University, you can use your past experiences as a leader to work on behalf of others to promote a more just and sustainable world. Veterans should forward a current Certificate of Eligibility or Statement of Benefits and their DD214 form *(obtained online from the US Department of Veterans Affairs at va.gov)* to the School Certifying Official at their campus. Upon review of such documents, the School Certifying Official will be able determine what portion of tuition / fees will be paid by Veterans Affairs and what portion of tuition / fees – if any – needs to be remitted from the student.

Student Refunds

All Federal Direct loans are disbursed early in the term and any institutional grants and scholarships are disbursed after the Add/Drop deadline. Students will receive notification of loans disbursed on their account. Once loans are disbursed, refunds of excess funds are subsequently processed and remitted to the student. If a student is enrolled in Direct Deposit, students will be notified of deposits to their bank account.

Any refunds not processed via Direct Deposit will be subject to processing delays as all refunds are processed from Antioch University in Ohio.

Dropping a course after a refund is processed? Adding a course after a refund is processed? Withdrawing from the term after a refund is processed? Any registration change can have a financial impact *(aid awarded and/or refunds issued).* The Student Accounts office is available to assist with all financial decisions.

Direct Deposit

Antioch University offers direct deposit of student refunds for the safest, fastest access for financial aid and other refunds. Students are expected to receive their refund in this format. Students can enroll in Direct Deposit online under *Non-Payroll Direct Deposit*.

Once a student is signed up, all student **non-payroll** payments processed through their student account will be electronically deposited to their bank account.

It is the student's responsibility for maintaining up-to-date bank account information. Students can add, change or delete banking information online at any time.

Annual Tax Statements

Students may be able to reduce their tax liability if they can claim educational tax credits, such as the Hope or Lifetime Learning tax credits established by the Taxpayer Relief Act of 1997, thereby further reducing their cost of attendance at Antioch. Antioch University provides the Internal Revenue Service (IRS) form 1098-T Tuition Statement to students each January if eligible education expenses were billed during the previous calendar year and also reports this information to the IRS.

Students can go online and elect to receive their 1098-T Tuition Statement electronically. If electronic consent is not indicated, paper forms will be mailed from the University in Ohio by January 31 to the student address on file.

Antioch University does not provide a 1098-T to students who did not report a social security number to the university nor do they provide a 1098-T to visiting students.

The IRS Tax Benefits for Education: Information Center contains information about tax credits for education and other topics pertaining to tax-paying students.

The IRS Education Credits page contains informative publications and forms you may need when preparing your taxes.

Student Accounts cannot provide tax advice. Contact your personal tax adviser or the IRS with any tax questions.

Student Health Insurance

Antioch University does not provide health insurance for students. It is the responsibility of the student to arrange private health insurance through an outside carrier.

Alternative student health insurance providers can be found online and at healthcare.gov

Collection of Outstanding Balances

Antioch University will use all reasonable and customary means to collect past due balances on student accounts. This includes but is not limited to: phone calls from Student Accounts Office staff, letters, e-mails, third party collection agencies, and legal actions as may be necessary under certain circumstances.

Antioch University will withhold diplomas and/or prohibit registration for any student with a past due balance. The University may, but is not required to, permit registration for a student with a past due balance if such student has agreed to acceptable payment arrangements with the Student Accounts Office.

Antioch University reserves the right to charge interest, past due service charges, or any other charges allowable by law in the collection of past due accounts.

Key Points to Remember

- Take note of all term deadlines and due dates
- Register early
- Register in accordance with course selection instructions

Financial Aid

Antioch University offers a full range of financial aid services to help students who need financial assistance in order to pursue their studies. The Financial Aid Office (FAO) provides application information and materials, evaluation of student eligibility for the available financial aid programs, and budget and debt management counseling.

Students receive assistance in the form of grants, scholarships, student loans and part-time employment. Funds are available from federal and state sources, private sponsors, and University resources. Most financial aid awards are based on the applicant's demonstration of need. This is calculated on the Free Application for Federal Student Aid (FAFSA) which produces a number called the Expected Family Contribution (EFC).

One of the fundamental principles of financial aid is that the student and his/her family have the primary responsibility to pay for the cost of their education, to the extent of their ability. Therefore, students are asked to contribute a portion of their resources to pay the costs of tuition, fees, books, supplies, and living expenses. The amount that each student is expected to pay toward these costs varies and depends upon the specific financial circumstances of each student.

Eligibility Criteria

To receive financial aid through a need-based grant, loan and/or the work-study programs, students must:

1. complete the Free Application for Federal Student Aid (FAFSA)
2. demonstrate financial need
3. have a high school diploma, GED or an equivalent (as determined by the Department of Education)
4. be enrolled at least half time as a regular student working towards a degree or certificate in an eligible program. Check academic load policies here: (https://aura.antioch.edu/policies_500_6x/9/)
5. be a U.S. citizen or eligible noncitizen
6. have a Social Security number
7. maintain satisfactory academic progress
8. not be in default on a previous student loan or owe an overpayment of aid
9. be registered with the Selective Service (if required)
10. loan borrowers may need to complete a Master Promissory Note or Entrance Loan Counseling

Types of Aid

Institutional Aid

AU campuses offer limited scholarships and grants. Students are encouraged to explore the specific campus and program websites for information on what is available and how to apply.

Federal Aid

AU participates in all the Title IV federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Teacher Education Assistance for College and Higher Education Grants (TEACH), Direct Student Loans (both subsidized and unsubsidized), Parent PLUS and Graduate PLUS Loans, and Work-Study. The Free Application for Federal Student Aid (FAFSA) is the application that must be completed annually

to be considered for federal aid. The awarding is done according to federal rules and regulations that are determined by Congress and interpreted and regulated by the Department of Education.

Pell Grants and Federal Direct Subsidized and Unsubsidized Loans are entitlement programs – if the student applies for and meets the eligibility criteria, they will receive the aid. SEOG and Federal Work- Study are called "campus-based aid". AU receives an annual allocation of funds in each of these programs and it is divided among our campuses and programs based on enrollment. Students are offered campus- based aid according to specific rules, and on a first-come, first-served basis. Additional information about aid eligibility and awarding can be found on each campus and program website.

State Aid

AU campuses in the states of California, Ohio and Washington participate in their respective state grant programs. Applications processes vary by state, as do amounts and eligibility criteria. Washington also offers state work-study.

Private Aid

Private organizations and companies offer aid opportunities including loans and grants and scholarships. Our website offers information about sources that require special applications. One word of caution: do not pay for scholarship searches: companies and organizations that require a fee to identify aid should be avoided.

Veterans' Benefits

These benefits are designed to assist veterans and their dependents in reaching their educational goals. AU is approved as an institution for higher learning for veterans and veterans' dependents entitled to educational assistance. For more information related to the Montgomery GI Bill® (Chapter 30), U.S. Department of Veterans' Affairs Vocational Rehabilitation Program (Chapter 31), Veterans' Educational Assistance Program (Chapter 32), Post 9/11 GI Bill®/Yellow Ribbon (Chapter 33), Vietnam Era GI Bill® (Chapter 34/30), Dependents GI Bill® (Chapter 35), the Reservists Montgomery GI Bill® (Chapter 106), Montgomery GI Bill® Reserve Education Assistance Program (Chapter 1607), or the Harry W. Colmery Veterans Educational Assistance Act of 2017 The "Forever GI Bill®," please call the Veterans' Affairs Toll Free telephone number at 1.888.442.4551 (1.888.GI Bill1) or visit the following web sites:

- Veteran's Benefits Administration web site: (https://benefits.va.gov/benefits/)
- Department of Veterans Affairs web site: (https://www.vets.gov/)

Additional Information for Residents of the State of Washington

PL 115-407 VA Payment Addendum

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;

- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.
    - However, to qualify for this provision, such students may be required to:
- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Financial Aid Award

Once the Financial Aid Office (FAO) 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.

Aid Disbursements

All federal and institutional funds are disbursed on a quarterly or semester basis, and are posted directly to the individual student accounts. Notification of disbursement is provided by the Student Accounts office. All other aid sources are typically credited to a student's account after the Add/Drop period. The funds are sent directly to the institution from the US Treasury through the Department of Education.

Federal Direct Loans will not be released until Entrance Counseling and the Master Promissory Note (MPN) have been completed.

Funds in excess of institutional costs are either deposited directly into a student’s bank account, or a check is mailed to the student’s address within 14 days of the credit balance occurring.

The institution will not disburse any aid to a student who has not yet registered for classes for that payment period. The responsibility for confirming a student’s registration for classes before disbursement rests in the FAO. Funds received for unregistered students are returned to the Department of Education within 14 days.

If the student withdraws, drops out, or is expelled before the first day of classes, the institution will restore to the program accounts any aid funds that were disbursed or credited to that student's account for that payment period.

Satisfactory Academic Progress (SAP) Policy and Process

Federal regulations require that Antioch University establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for the purpose of authorizing receipt of financial aid under the programs authorized by Title IV of the Higher Education Act. In compliance with regulations, the institution’s SAP policy and procedures are defined in the University Academic Policies section of this Catalog (For more information, including the SAP Appeal Process, see University SAP Policy (https://www.antioch.edu/resources/students/student-policies/)).

The University Registrar’s office reviews student records each term to verify that students are maintaining a satisfactory rate of progress toward completion of their degree. Students are evaluated on the basis of the

completion rate for units for which they are officially registered. The FAO reviews students' Satisfactory Academic Progress (SAP) reports from the University Registrar's office to validate financial aid disbursements.

In calculating the rate of academic progress, units completed are compared to units attempted on a per term basis, as well as on a cumulative basis (PACE). Units attempted are defined as the total number of units for which a student was officially enrolled on or after the end of the Add/Drop period. Learning activities are considered complete only if all course requirements have been met, the evaluation form is present in the Office of the University Registrar, and the student has received Credit Awarded for the course or other learning activity.

Financial Aid Consequences of SAP Warning and Probation

Students must meet minimum credit standards to satisfy the Satisfactory Academic Progress policy. In addition to receiving written notification from the Office of the University Registrar of SAP Warning, students receiving Title IV federal aid will receive a Financial Aid Warning letter from the FAO, with an explanation of the consequences of not meeting the SAP Warning requirements. Generally, students have the balance of the term and/or the following term to remedy the problems that resulted in SAP Warning. This student will be permitted to continue to participate in the Federal student aid program for a subsequent term.

If the student does not meet minimum credit standards in the subsequent term, the student will receive a letter stating their status is recommended for Academic Withdrawal, and would forfeit eligibility for all financial aid programs unless the following occurs within five working days:

- The student must submit a written appeal petition to the unit head of the student's academic program within 5 business days of receiving notification of recommendation for withdrawal. The written appeal must containing the following information:
    - Why the student failed to meet SAP; and
    - What has changed that will allow the student to meet SAP in the future.

The written appeal should be accompanied by any relevant documentation that would verify the extenuating circumstances

The academic unit head or campus appeal committee, if one is established, will review the appeal petition within five business days of receipt and the student, the Registrar, and the Financial Aid office will be notified of the decision. If the appeal is granted, the student will be placed on Academic Progress Probation and will be eligible for financial aid.

Loss of Title IV Eligibility

If a student's Financial Aid Appeal is not approved, or if they do not make the progress necessary to be removed from Financial Aid Probation, the student will lose Title IV eligibility.

Title IV eligibility will also be lost if the student reaches the maximum time frame allowed for completion of their program of study. The Office of the University Registrar will determine if it is possible for a student to meet minimum credit standards within the maximum time allowed to complete the program. If it is determined to be impossible, the student will be withdrawn immediately.

Re-establishing Title IV Eligibility

If a student seeks to re-establish eligibility for financial aid, they may do so by achieving minimum SAP standards, thereby removing them from Probation. If the student wishes to continue attempting to meet the minimum credit standards by attending classes, payment arrangements would need to be made with the Student Accounts office. However, neither paying for one's classes nor sitting out a term affects a student's SAP standing, so neither is sufficient to re-establish aid eligibility.

Leave of Absence Status and Financial Aid

Students who go on Leave of Absence, either by choice or as required by an academic department or the Degree Review Committee, will not receive financial aid during the Leave. If a loan is disbursed before students go on leave, students are responsible for refunding that money to the lender (the federal government). Note: If students are not enrolled for a period of six months, for any reason, including being on Leave, repayment on Direct Loans will begin.

Financial Aid Repayment on Withdrawal

Recipients of federal aid programs are subject to federal, state and institutional regulations regarding the return of Title IV funds. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds they have received. Students who withdraw from all their classes prior to completing more than 60% of the term will have their financial aid eligibility recalculated based on the percentage of the term completed and will be required to repay any unearned financial aid they have received.

At AU, a student's withdrawal date is:

- The date the student officially notifies the Office of the University Registrar in writing of their intent to withdraw, or
- The student's last date of attendance at a documented academically-related activity, or
- The date posted by the instructor indicating last day of attendance, or
- The date the student is withdrawn by the University.

Return of Title IV Funds

Institutions must provide for a "fair and equitable" refund of the largest amount calculated under either the state or institutional refund policy, or the requirements that are applicable by using the Federal Return of Title IV Funds Policy for students who receive Title IV financial aid, whichever is most beneficial to the student.

Students who receive federal financial aid (in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Teacher Education Assistance for College and Higher Education Grant, Direct Stafford, Parent PLUS, and Grad PLUS) and withdraw from their classes are subject to the Federal Return of Title IV Funds policy. Federal financial aid regulations have defined that a student who withdraws or stops attending prior to completing 60% of a term has not earned 100% of the federal financial aid that was received.

The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the term divided by the total number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded. A student may be required to return a portion of their federal aid.

Funds are returned to the following Title IV sources in order of priority:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct Grad PLUS Loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Teacher Education Assistance for College and Higher Education Grants
8. Other Title IV assistance
9. State Grants
10. Institutional Aid
11. Private Aid
12. Vocational Rehabilitation
13. Money paid on Student Account
14. Other

Students' Financial Aid Rights and Responsibilities

As a recipient of financial aid, students should be aware of their rights and responsibilities. Students have the right to know the:

- Financial aid programs available at Antioch University
- Application process which must be followed to be considered for aid
- Criteria used to select recipients and calculate need
- Antioch University refund and repayment policy
- FAO policies surrounding satisfactory academic progress
- Special facilities and services available for the disabled

Students are responsible for:

- Completing all forms accurately and by the published deadlines
- Submitting information requested by FAO staff in a timely manner
- Keeping the FAO informed of any changes in address, name, marital status, financial situation, or any change in student status
- Reporting to the FAO any additional assistance from non-University sources such as scholarships, loans, fellowships, and educational benefits
- Notifying the FAO of a change in enrollment status
- Maintaining satisfactory academic progress

Exit Counseling

Prior to students dropping below half-time for any reason (LOA, EMS, graduating, withdrawal, enrollment below half-time), they must log in via https://studentloans.gov with their FSA ID to complete the required Exit Counseling.

The exit information includes:

- The anticipated average monthly repayment obligation, repayment regulations, and the consolidation process.
- Update holder of their loan(s) if a change of permanent address, expected employer and address, Driver's License number, and two references if different from original information on loan applications.

- Provide information of the lender/servicer addresses and telephone numbers.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

Additional Information for Residents of the State of Washington

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

California and Washington State residents should also consult State-Specific Information for required disclosure information.

Washington State Grant Repayment Policy Requirements

General

Washington State grant recipients who withdraw from the institution, are expelled or otherwise complete zero credits in any given term must repay Washington State grants on a prorated basis.

For the purposes of this policy, "Award" is the amount of the Washington State grant for which the student was eligible during the enrollment period, after the school made any required adjustments for need and enrollment level. All monies, whether disbursed to the student account or directly to the student, shall be included in the repayment calculation.

Known Last Date of Attendance

If a student's last date of attendance can be verified and is prior to or on 50% of the term, the Washington State grant repayment will be based on the percent of the term not completed.

If the last date of attendance occurs after 50% of the term, the Washington State grant award is considered 100% earned and no state grant repayment is due.

Washington State grant repayment formula: Known last date of attendance, prior to or on 50% of term.

1. The percent of Washington State grant earned is calculated by dividing days in attendance by calendar days in term. Scheduled breaks of five or more days should be excluded from the calculation.
2. Subtract the percent of Washington State grant earned from 100%; this equals the percent of unearned state grant.
3. Multiply the percent of unearned Washington State grant by the grant amount.
4. Multiply the amount from step 3 by 50% to determine state grant repayment due.

Example: Known last date of attendance, prior to or on 50% of the term:

A student is awarded $400 for a Washington State grant and completed 20% of the term prior to withdrawal. The Washington State grant repayment is calculated as follows:

1. The unearned percentage equals 80% (100% less 20% completed).
2. Unearned aid equals $320 (80% of $400 Washington State grant award).
3. The repayment equals $160 ($320 x 50% reduction).

Unknown Last Date of Attendance

If a student attends a portion of a term and withdraws with no verified last date of attendance, the Washington State grant repayment will be 50% of the grant amount with no additional adjustments.

No-Show Repayments

If a Washington State grant recipient never attends courses in the term for which he or she received an award, the Washington State grant repayment is 100% of the award. If a school is unable to distinguish between a no-show and an unofficial withdrawal, the no-show policy shall apply.

General repayment policies

1. Repayments are based on the Washington State grant award amount, including enrollment and packaging adjustments.
2. Verified withdrawal dates after 50% of the term equate to 100% earned Washington State grant.
3. Unofficial withdrawals/no known last date of attendance equate to repayment of 50% of the Washington State grant award.
4. No shows are 0% earned and equate to repayment of 100% of the Washington State grant.
5. Official withdrawals or verified last date of attendance repayment calculation: Washington State grant award amount multiplied by the percent of unearned state grant multiplied by the 50% reduction equals the state grant repayment due.
6. The 50% reduction applied at the end of the repayment computation addresses non-reimbursable start-up education costs and reduces the barrier for students who intend to return to school.
7. Repayments of less than $50 should not be returned to the Washington Student Achievement Council (WSAC).

Tuition Credit for Dropped Courses

If a student remains registered for the term, 100% tuition credit is granted for courses dropped by 20% of the instructional period for that course. No tuition credit is given after 20% of the instructional period for that course. Exception for courses that run for less than 10 days: 100% tuition credit is granted prior to the scheduled start date.

Please note that in programs that charge tuition based on the total number of units registered for the term, a change in tuition charges will only occur when the course drop moves the student to the lower tuition unit load.

Withdraw Refund Policies by Location

When students withdraw after the term begins, Antioch University refunds a portion of the tuition and other fees charged, based on the schedule noted below. In addition, if students received any financial aid prior to their withdrawal, they may be liable to Antioch for a portion of the aid received. Withdrawals received after the first day of the term become effective on the day the written notification is received by the University and are subject to the following applicable tuition refund schedule:

NOTE: Calculation of tuition and fees to be refunded is based on the registration of students at the time of withdrawal. **The Enrollment Deposit fee is non-refundable.**

All Locations

Date Change of Status Form is received by Student Services Office	Amount of Tuition and Fees Refunded
Prior to first day of the campus term (as defined by the academic calendar)	100%

Standard Semester (Antioch University New England, AULA Master of Arts in Urban Sustainability)

After the first day of the campus term in accordance with the following schedule:

Week #	Percentage
Week 1	100%
Week 2	93%
Week 3	87%
Week 4	82%
Week 5	76%
Week 6	70%
Week 7	65%
Week 8	59%
Week 9	53%
Week 10	47%
Week 11	0%

Abbreviated Semester / Session Schedule (Antioch University Online)

After the first day of each 7-week session in accordance with the following schedule:

Week #	Percentage
Week 1	100%
Week 2	85%

Week #	Percentage
Week 3	70%
Week 4	55%
Week 5	40%
Week 6	0%

Antioch University Seattle

After the first day of the campus term in accordance with the following schedule:

Week #	Percentage
Week 1	100%
Week 2	89%
Week 3	79%
Week 4	69%
Week 5	59%
Week 6	49%
Week 7	0%

Additional Information for Residents of California

Cancellation of Enrollment Agreement

Antioch University is authorized to operate in the State of California by the Bureau for Private Postsecondary Education (BPPE), which is a state agency that serves California consumers by providing oversight of colleges and universities.

As part of our authorization, before enrollment, Antioch University provides students with an Enrollment Agreement, a document that outlines general information about academic program costs and refund policies. BPPE requires AU to collect a student's signature (either electronic or on paper) on the Enrollment Agreement.

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student defaults on a federal or state loan, both the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

2. The student may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

If the student is cancelling the enrollment agreement or withdrawing from the institution, the student must follow procedures to do so and obtain a refund.

California-based Withdraw Refund Schedule

For quarter-based programs at AULA and AUSB:

The refund schedule for all quarter programs, as shown below, applies in cases of withdrawal from the University.

- First 2 weeks (14 days) = 100%
- Week 3 (21 days) = 70%
- Week 4 (28 days) = 60%
- Week 5 (35 days) = 50%
- Week 6 (42 days) = 40%
- Week 7 (49 days) = 30%
- Week 8 (56 days) = 20%, drops to 0% after Week 8

New and continuing students in any of the quarter programs who withdraw from a class after the add/drop period are not entitled to the pro-rated tuition refund.

For semester-based programs (AULA USMA, AUSB MBA)

- First 14 days of semester = 100%
- 15-29 days of semester = 75%
- 30-58 days of semester = 50%
- 59-87 days of semester = 25%
- After = 0%

The MFA in Creative Writing program refund schedule is as follows:

- Prior to the third day of residency = 100% refund of the semester's tuition
- After the third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75% of the term
- On Friday of the 5th week of class, a 75% refund will be applied
- On Friday of the 11th week of class, a 50% refund will be applied 5) On Friday of the 17th week of class, a 25% refund will be applied; and thereafter no refund

All students receiving federal financial aid funds who fully withdraw from the university after the 100% refund period are subject to the "Federal Return of Title IV Funds" policy which determines the amount of Federal Title IV aid that must be returned to the Federal government by the school and the student. Refer to the Withdrawal and Return of Title IV Funds Policy in this catalog (see above). If a student withdraws after the 100% refund period, any Title IV funds disbursed will be returned to the sources so that the student may use these funds elsewhere.

Additional Information for Residents of California

California Student Tuition Recovery Fund Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Tuition

Tuition rates vary by academic program, and are detailed below in each program area, as well as on the university website. Tuition fees are charged per credit or by the term. Some programs offer "banded tuition," in which a single charge is assessed for registrations in a single term that range between two set credit amounts.

University-Level Fees

Programs charge program-specific fees related to their offerings. Information about fees are available on the university website, as well as from the admissions office and the academic program office. In addition to program fees, there are fees established at the university level. Not all fees will be applicable to all students.

Antioch University-Level Fees	
Fee type	Amount
Application Fee (may be waived by campus)	$50
Diploma Replacement	$30
Enrollment Deposit - low residency doctoral programs	$500
International Student Fee	$100/quarter; $150/semester
Late Payment Fee	$50
Late Registration Fee	$100
Returned Check Fee	$50
Transcript Fee with narratives - (1st Class Mail)	$17.25
Transcript Fee without narratives - (1st Class Mail)	$12.25
Transcript Fee – International or Expedited Delivery	$35 minimum (additional surcharge as needed to cover delivery costs)
Tuition Payment Plan Fee	$40

Financial Aid & Student Accounts Leadership & Contact Information

Katy Stahl, Interim Director of Financial Aid

206-268-4004

kstahl@antioch.edu

Financial Aid primary email contacts

AU Distance & Extended Education: financialaid.auo@antioch.edu

AU Graduate School in Leadership & Change: kstahl@antioch.edu

AU Los Angeles: financialaid.aula@antioch.edu

AU New England: financialaid.ane@antioch.edu

AU Santa Barbara: financialaid.ausb@antioch.edu

AU Seattle: financialaid.aus@antioch.edu

Rebecca Kreill, Regional Controller

937-769-1368

rkreill@antioch.edu

Student Accounts primary email contacts

AU Distance & Extended Education studentaccounts.auo@antioch.edu

AU Graduate School in Leadership & Change: jdailey1@antioch.edu

AU Los Angeles: studentaccounts.aula@antioch.edu

AU New England: studentaccounts.ane@antioch.edu

AU Santa Barbara: studentaccounts.ausb@antioch.edu

AU Seattle: studentaccounts.aus@antioch.edu

Registration & Records

The Antioch University Registrar's office is a virtual office that serves the entire university system. The Registrar's office oversees registration, grading, transfer credit processing, changes in academic programs or student status, degree audit support, the academic standing (SAP) review process, degree conferral, and transcript production, as well as many other key functions. The Registrar's office works closely with the Student Services office for each academic unit to ensure personalized, accurate and timely assistance. The best way to contact the Registrar's office is through email: registrar@antioch.edu.

Registration

With some exceptions, students at Antioch register themselves using an online registration system. Students access registration through AUView within the Antioch portal.

Priority Registration

Continuing students are assigned registration times based on their academic program's procedures. Students may register at their starting time, or at any time following until the first day of the campus term. New students register either during orientation, or with continuing students at a later start date, in accordance with their academic program's procedures.

Late Registration

Students are expected to be registered no later than the first day of each term. Students who do not register until the first day of the term or later will be charged a late registration fee of $100.

Registration and Holds

Students may be prevented from registering if there are pending issues. Pending issues may include: financial obligations, submission of required materials, advisor contact, or other matters. Information about resolving holds may be obtained through your Student Services office.

Waitlist

Most Antioch classes will maintain an electronic waitlist if the class fills to capacity. Students are placed on the waitlist in order of their attempts to register for the class. If a seat opens on the waitlist during the registration and the add-drop period, you will receive an email through your Antioch email account. You will have a designated period of time to register for the available seat. If you do not register in that time, the seat becomes available to the next person on the waitlist. On occasion, department or program chairs may override the waitlist at their professional discretion.

Deregistration

Students must attend or participate in class regularly from the start. Students who have not attended or participated at all by the end of the add/drop period will be de-registered from that class, which may also affect financial aid awards and enrollment reporting.

Add/Drop/Withdraw

Students have approximately the first 20% of the length of each registered class to make add/drop decisions. Classes may be added or dropped using online registration during this period. No charges are assessed for add/drop activity. Classes dropped during the add/drop period do not appear on transcripts, and generally receive 100% refund, unless all classes for the term are being dropped (in which case a proportional refund calculation is assessed).

If your classes start later than a week after the term begins, or end earlier than a week before the term ends, the add/drop and refund period for the class may differ from the full-term dates. Detail into each section record for specific add/drop information (example below):

Section Registration Dates

Example:

Deadline	Date
Registration Deadline	4/13/2020
Add Deadline	4/20/2020
Drop Deadline w/100% tuition refund	4/20/2020
Late Drop Period w/0% tuition refund (W grade)	4/21/2020 to 4/20/2020
Term Withdrawal (drop all courses for term)	Based on the campus term withdrawal refund schedule

Classes dropped during the “Late Drop Period” appear on the transcript with a grade of W, and no refund is issued (unless all classes for the term are being dropped, in which case a proportional refund calculation is assessed). Once the Late Drop Period has ended for a class, it may no longer be dropped.

Short courses: Courses lasting 10 days or fewer use a common add/drop schedule: Courses may be added until the day before the class begins. A short course may be dropped up to one week (7 days) before the class starts for a full refund and no transcript notation. If dropped in the week before the class starts (1-6 days prior), no refund is available and no transcript notation. If a student fails to attend, no refund is available and a grade of No Credit is awarded.

If all classes for a term are being dropped (due to withdrawing from the university, taking a leave of absence, or just dropping the only class for which you are registered), your refund, if any, will be calculated on a proportional basis. Contact your Student Services office for more information.

Concurrent Enrollment

With prior approval, Antioch students may register for classes elsewhere while enrolled at Antioch, and may have their registration elsewhere included in their enrollment reporting and their financial aid calculations. Students must receive prior approval from their advisor and home location. Only courses determined in advance as transferable and applicable to the student’s degree requirements are guaranteed to be accepted.

Grading Systems

Since 1968, Antioch University has rejected the use of letter grades as an insufficient assessment of student learning. All learning activities at Antioch receive either Credit or No Credit, and a narrative evaluation that provides a qualitative overview of the learning achievements for the course, and the student’s success in attaining those achievements.

Faculty written evaluation of student work is at the core of Antioch University's historic educational philosophy and is a foundation of its pedagogy. All AU undergraduate and graduate courses and other learning activities that take place outside of the classroom, such as clinical training, field-based work, and prior learning, are evaluated in the Student Learning Evaluation (SLE) written by instructors and submitted electronically at the end of the academic term. The SLE summarizes the student’s achievement of the learning objectives of the course and the degree program as they are listed on the SLE form. The instructor will indicate Credit Awarded, No Credit, Incomplete, or In-progress (if applicable) for the learning activity on the SLE.

The AU system of evaluating student performance is non-letter graded. A graduate-level SLE with Credit Awarded indicates that the student would have earned a minimum of a “B”, if grades were given. An undergraduate SLE with Credit Awarded indicates that the student would have earned a minimum of a “C”, if grades were given.

SLEs are part of a student’s official academic record maintained by the Office of the University Registrar. A student may specify that the Registrar attach a copy of these evaluations to the student’s official transcript when the student requests a transcript be sent to parties outside of the University.

Courses receive “grades” as follows

- CR (Credit)
- NC (No Credit)
- INC (Incomplete. Convert to No Credit if not completed by their deadline, or by the end of the subsequent term at the latest)
- INP (In progress--course has not yet concluded)
- W (Withdraw)
- AU (Audit)

All grades except INP and AU factor into the calculation of a student’s academic standing status. All grades appear on the official transcript.

Under certain circumstances, letter grade equivalents may be issued for courses, and if so, the Registrar’s office may be able to provide confirmation of these equivalents, or to calculate a GPA equivalent. The decision to issue letter grade equivalents or not is made by each academic program or department. Letter grade equivalents or GPA equivalents do not appear on official transcripts.

Audit option

Students interested in attending Antioch classes without earning credit may register on an audit basis. Decisions about attending on a credit or audit basis must be made by the end of the add/drop period for the class, and may not be changed subsequently. Individual instructors determine the participation requirements for auditing students. Audited classes appear on the transcript with a grade of AU.

Academic Standing Review

At the end of every term, students are evaluated in accordance with Antioch University’s Academic Standing policy (https://aura.antioch.edu/policies_600_1x/9/) based on their percentage of completion of attempted credit. Students may be placed on Warning, Probation, or may be Recommended for Withdrawal. Students are also evaluated for their time to completion of their program. Communications about academic standing status are sent through Antioch email, and are shared with advisors. Other than withdrawals, academic standing statuses may be appealed only on the basis of error. The University’s Financial Aid Office bases their evaluation of students’ Satisfactory Academic Standing on the Academic Standing review conducted by the Registrar’s office.

Student Record Updates

The Registrar's office processes changes in academic program or concentrations, name or contact info changes, and requests for leaves of absence or withdrawals. It is the student's responsibility to maintain accurate information by notifying the Registrar's office of any changes.

Continuous Enrollment Policy

Antioch students are expected to remain continuously enrolled in coursework for the duration of their academic programs. Students therefore should always fall into one of three categories: **Enrolled, on Hiatus, or Withdrawn**. These categories are defined as follows:

Enrolled

If a student is registered for credit-bearing coursework, or registered for 0-credit courses that are created for purposes of thesis or dissertation work, or other work that represents continued new learning as defined by the student's academic program, the student is considered "enrolled." Tuition and fees are charged, may be eligible for federal financial aid, enrollment status is reported to the National Student Clearinghouse, enrollment activity appears on transcript and is evaluated for academic standing status and Satisfactory Academic Progress.

Hiatus

A student who is not registered but has neither completed their program nor withdrawn will be on **"**hiatus" (or leave of absence). A student on "hiatus" may request a leave, or may be placed on leave by the student's academic program or by the university. If requesting a leave, the request must be reviewed by the student's advisor to ensure that the student is aware of the potential impact of a leave. If a student requests a leave during a term, the student's current registration will be dropped, with refunds and grades being granted according to university policy. Outstanding incompletes may be completed, but without access to significant instructional resources. If a student does not register for a term but has not requested a leave of absence, the student will be placed on an Administrative leave for one term. If the student does not register the term following an administrative leave, the student will be administratively withdrawn. Administrative leaves may also be applied as a result of a pending disciplinary action.

While on hiatus, students are not charged (some exceptions for Enrollment Maintenance terms for the completion of outstanding work), are not eligible for financial aid, have no enrollment activity reported to the Clearinghouse or on transcript, and have limited access to instructors, advisors and academic resources. Hiatus status is for one term. Students may request to be placed on leave for more than one consecutive term. Per federal guidelines, if leave exceeds 180 days in any 12-month period (leaves which extend into a second semester or a third quarter), the National Student Clearinghouse converts the leave status to a withdrawal status, which may have implications for loan repayment. Students should contact Financial Aid to review these implications. If on an approved leave from Antioch, however, students are still considered on leave for purposes of resuming their studies.

Academic programs may establish a maximum limit to the total number of leaves allowed for the duration of the program. If the plan of study for an academic program does not require registration in a given term, students will be placed on a vacation leave, which does not count against the maximum limit on leaves of absence. Academic programs may also establish practices regarding when students are and are not eligible for leaves.

Student's existing academic standing status carries over to the next term of enrollment. Time on approved leave does not count toward a graduate student's calculated time to completion for academic standing. (Leaves of absence do not affect academic standing for undergraduates.)

Withdrawn

If a student is not enrolled or on hiatus, the student will be withdrawn. A student may request withdrawal, or may be withdrawn by the academic program or by the university. If a student requests withdrawal, the request must be made at the end of a term or during a term. If a student withdraws during a term, current registration will be dropped, with refunds and grades according to standard university policy. A student's academic program or the university may withdraw a student for the following reasons:

- Failure to meet mandatory progress standards as defined by the academic program
- Failure to register following an administrative leave
- Exceeding maximum number of student leaves of absence as defined by academic program
- Failure to attend (students reported as not attending any classes for a term will have classes for the term dropped before the end of the add/drop period, will have all charges reversed and all financial aid cancelled, and will be withdrawn)
- Failure to meet Academic Standing probation requirements
- Outcome of a disciplinary procedure

The following conditions apply to withdrawn students: electronic services are terminated, outstanding grades from previous terms updated to No Credit, withdrawal status and date appear on transcript, withdrawal status reported to the Clearinghouse, and substantive contact with Antioch faculty and staff ended. Withdrawn students may request readmission to original program or admission to another Antioch program in accordance with program policy. Re-admission requires application (may be expedited) and approval from the academic program, and is not guaranteed.

Students who are withdrawn pursuant to some disciplinary matters may have a status of dismissed. If dismissed, students may not seek readmission to the original program or to other Antioch programs. Dismissed status appears on transcript as "Withdrawn."

Enrollment Reporting & Degree Verifications

Antioch University submits monthly enrollment data and data for degree verification to the National Student Loan Clearinghouse. Requests for enrollment verification should be directed to this organization via their website: www.studentclearinghouse.org. 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. Please contact the Registrar's office for clarification of this process.

Self-Service Enrollment Verification

Students who wish to obtain their own verification may do so with free enrollment verification documentation services via Student Self-Service℠ from the National Student Clearinghouse. Student Self-Service℠ is an online service that enables students to obtain their enrollment information, including enrollment verification certificates, at no charge. For access to this service, using your 7-digit student ID number, please follow this link.

Degree Completion

In consultation with academic program offices and advisors, the Registrar's office reviews students for the completion of all requirements for their academic programs. Students who have completed all requirements have graduation dates that are the final day of the term in which all requirements have been met.

Updating Anticipated Completion Date

Students should update their anticipated completion date through AUView to assist with planning and to maintain accurate information regarding loan repayment. Students may use their Degree Audit Report (DAR), as well as consultation with their advisor, to assist with the determination of their Anticipated Completion Date.

Degree Audit Report

Students have access to a planning tool called a Degree Audit Report (DAR) through AUView. This tool assesses a student's credit history against their degree program requirements, and indicates a student's progress toward the completion of the degree. Students and advisors have access to this tool, which is updated in real-time with registration activity. If an exception to a program requirement is approved, a request may be sent to the Registrar's office to be used to update the DAR. A student's DAR must show as complete before a student may be graduated.

Graduation Application

With some exceptions, Antioch University requires students in all academic programs to submit a graduation application. This ensures that the student's intent to complete their program is conveyed to the program office and to the Registrar's office, and so that that Registrar's office can assist in confirming that all requirements are met. It is recommended that students submit the graduation application in the term prior to the last term of registration. This allows for timely review of degree progress and advising to ensure that all degree requirements are met.

Conferral & Diploma Procedures

Following the end of a term, the Registrar's office will review all pending completers. Once all requirements are verified, degrees will be conferred. The Records office will send a complimentary official transcript and a diploma or certificate to each completer. This process may take up to 6 weeks following the end of a term, or longer if the student's DAR is not complete.

Commencement

Each academic unit holds an annual commencement ceremony. This ceremony is separate from the degree conferral process. Participation in the commencement ceremony does not ensure that the degree has been conferred. Academic units establish guidelines for eligibility to participate in commencement ceremonies.

Transcripts

Official

The Antioch University Office of Records Administration issues transcripts for students and alumni of all campuses. Official transcripts may be ordered online through the **National Student Clearinghouse**. Transcripts may be delivered in paper or electronic format, and are official with or without narratives. Requests are completed within 3-5 business days.

Unofficial

Students may request unofficial transcripts by emailing records@antioch.edu if using an Antioch email account. Unofficial transcript requests sent to the records account are returned as a PDF document to the student's Antioch email account. Unofficial transcripts do not include narratives and may not be sent directly to third parties. An official transcript must be requested if a student no longer has access to their Antioch email, needs narratives as part of the transcript, or needs the transcript sent directly to a third party.

Please call the Office of Records Administration at 937-769-1087 or email records@antioch.edu with any questions.

University Student Resources

In order to assist students in achieving their academic and professional goals the university provides several resources. These are described below under the categories of:

- Learning Resources (Library Services, Virtual Writing Center, Institutional Review Board);
- Academic Services (Bookstore, Computing Services); and
- Advising and Support Resources (Academic Advising, Integrated Student Services, Disability Support Services, Career Services, Veteran Affairs, International Student Services, and Student Organizations.

Learning Resources

Library Services

Antioch University Library is a network of libraries, librarians, and staff supporting programs and research across our five campus locations as well as in online and low residency programs. The Library provides a strong, central core of services and resources while preserving remarkable and distinct local collections. Antioch University students are welcome to study, browse, or borrow materials at any of our five campus locations (Keene, NH; Yellow Springs, OH; Seattle, WA; Santa Barbara, CA; Los Angeles, CA).

Click here to view the location, hours and website resources for library services at each campus.

University Library Services Leadership

Christine Forte, University Librarian
cforte@antioch.edu
805-962-8179 x 5177

Writing Support at Antioch University

At Antioch University, we believe that writers learn from conversations with other writers; and as a result, all students are encouraged to seek writing support throughout their academic program. Students at Antioch University have access to free writing support and resources at the four campuses (Keene, NH; Los Angeles, CA; Santa Barbara, CA; and Seattle, WA) as well as online at the Virtual Writing Center.

Campus Writing Center

Writing Center directors and their teams are dedicated to offering students assistance with their academic work and writing development. At all campuses, students may schedule appointments and come during drop-in hours for conversations about their writing. Writing workshops and special programs are also offered at these centers. Resources are easily accessed through the center website.

The peer writing consultants are predominantly graduate students at Antioch University and deeply understand the type of writing done at that campus. They receive ongoing training to evolve as reviewers of student writing. At AULA & GSLC, students have access to faculty tutors who specialize in the teaching of writing. Below are the direct links to each campus center and its email contact information:

Centers & E-mails

- AULA Teaching & Learning Center — tlc.aula@antioch.edu
- AUNE Writing Center — writingcenter.AUNE@antioch.edu
- AUSB Writing Center — writingcenter.ausb@antioch.edu
- AUSE Writing Lab — writinglab.aus@antioch.edu

The campus centers are committed to maintaining students' access to writing support, even during this time of remote learning due to the COVID pandemic. As long as remote learning continues, Writing Center sessions and workshops will be conducted via Zoom.

Virtual Writing Center (VWC)

The VWC is the Antioch University Online "center" for writing support and is located online at www.antioch.edu/vwc or on AU Direct. The VWC allows AU students to get quality feedback on their writing from AU graduate students who are trained to be responsive and effective peer consultants. As AU students, the peer writing consultants also have an intimate understanding of the types of writing assigned at AU.

Students may submit a variety of assignments and papers for peer feedback as well as schedule live conversations with peer e-tutors. The turnaround period for submissions is 48 hours although the VWC typically has an average response time below 20 hours. The VWC also has live consultations should you prefer to talk with someone about your writing. To request a live conversation or contact the VWC by calling 937-769-1355 or by emailing vwc@antioch.edu and include your student ID, writing needs, and availability.

Professional Writing Support

AU students have access to *professional* editing, proofreading, and coaching services at reduced hourly rates at the AU Writers' Exchange (wex.antioch.edu). The **Writers' Exchange** (AU-WEX) was developed at Antioch

University in direct response to the increased demand of graduate students' need for specialized writing and editing support that exceeded the free peer support available at the Campus Writing Centers and Virtual Writing Center.

At the Writers' Exchange (wex.antioch.edu), students will find a robust menu of writing services: format & style editing, copy editing, substantive editing, and writing coaching. All WEX PhD coaches and professional editors have been selected for their range of editing experience and the breadth of their expertise. AU-WEX fees are competitive and discounted for the entire AU community, including alumni and faculty. Students may also send direct inquiries to wex@antioch.edu.

University Writing Center Leadership

Anne Maxham, Director of Writing Support
amaxham@antioch.edu

206-941-6684

Institutional Review Board (IRB)

It is University policy to reasonably ensure that the rights and welfare of human participants are adequately protected in research conducted under its auspices. In addition, both federal and state laws require this protection. In order for the University to fulfill its responsibility, all human participants research conducted under University auspices must receive appropriate review and approval. The University has authorized the Institutional Review Board (IRB) to review and approve human participants' research.

Visit the Antioch University IRB Application homepage for complete details, including the University policies, online application process and CITI modules.

Academic Services

Bookstores

In order to provide students with a simple, cost-effective method of purchasing textbooks, Antioch University takes advantage of an online bookstore format. Students may purchase books from the vendor of their choice or may take advantage of AU's partnership with the company MBS Direct, which has the nation's largest inventory of used books at discounted prices.

Benefits

Some of the benefits of purchasing books through AU's online bookstore through MBS Direct are:

- Fast shipping
- Free shipping offers on most retail orders over $49 (Does not include orders placed on the Marketplace)
- Reasonably priced – an average of **60% off** list price when shopping on the Marketplace – these prices are comparable to those on Amazon
- Order forms customized to AUNE courses' required reading lists
- Multiple payment options, including Financial Aid Vouchers

- 100% return policy (Course materials must be returned within two weeks after class start date or within 21 days of date shipped, whichever is later)
- Excellent, U.S.-based customer service by phone or email
- A quarterly Customer Loyalty Program that increases the amount you receive when selling back your books

Antioch works with MBS Direct to provide book vouchers for those students that have excess financial aid in a term. A Bookstore Voucher is available to request such and can be submitted to the Student Accounts office for processing. Note that Book Vouchers are not permitted once student refunds have been processed.

Visit campus online bookstores through MBS Direct:

- Los Angeles
- New England
- Online
- Santa Barbara
- Seattle

Computing Services

Internet Connectivity

Consistent and reliable access to a high-speed (i.e. cable/DSL/fiber) Internet connection with a minimum of 1.5Mbps up/down is strongly recommended, particularly for distance, hybrid, and heavily computer-mediated courses. Dial-up connections have insufficient bandwidth and are not supported. Satellite connections may provide enough bandwidth but often suffer from excessive latency and may not work well for real-time applications such as Zoom meetings.

Computer Hardware / Operating System

- Mac or Windows PC
- PC Operating System - Windows 10 recommended; minimum Windows 8
- Mac Operating System - MacOS 10.14 recommended; minimum Mac OS 10.12
- Dual-core processor or better
- 8GB of RAM recommended; minimum 4GB
- Hard drive capacity 250GB or higher
- Ethernet or WiFi card/adapter
- Computer speakers or headphones, microphone, and a webcam. Some suggested options are listed here: https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux

Additional suggested hardware includes a printer/scanner, USB flash drive, and an external hard drive or cloud storage subscription for backup.

Older operating systems and computers with less memory (RAM) and processing power may function and meet your basic needs for computing. However, they may not be adequate to access Antioch's online resources.

Most handheld and tablet devices (i.e. Samsung Galaxy, Apple iPad) capable of displaying web pages will allow you to view the content of AU websites. Capabilities of these devices vary widely; particularly in their ability to interface with some AU content.

Office Productivity Software

Antioch requires a word processing program that saves and opens text files in multiple file formats (DOCX is recommended). We suggest an office suite that includes word processing, presentation, spreadsheet, and other useful software. Some new computer purchases have this software already installed. Microsoft Office suites are currently used at AU campuses.

Here are a few options:

- Google Apps: online document creation capabilities which also allows you to create, store, and share a variety of file types is available by clicking 'Drive' icon in AUDirect, or by clicking the 'Google Apps' icon near the top of the page of your Antioch Email account.
- Open Office 4: The free and open productivity suite, available at: http://www.openoffice.org
- LibreOffice: Another free and open productivity suite, available at: http://www.libreoffice.org
- Apple Pages, Numbers, and Keynote (Free for Apple computers, also available online at www.icloud.com)

Internet Browsers

Most of Antioch University'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:

- Firefox 65.0 or higher
- Google Chrome Version 70 or higher
- Safari 8.0 or higher
- Microsoft Edge 44.1 or higher
- Opera 60.0 or higher

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

Browser Plugins / Players:

There are many freely-available adjunct programs that enhance the home computing environment, especially when using the Internet for academic work. It is important that you keep these programs up to a current level in order to view material that faculty and students may be producing this year. Some free software you may want to install:

- Adobe Acrobat: For viewing PDF documents, and available for free download on the internet at: http://get.adobe.com/reader/
- VLC media player https://www.videolan.org/vlc/index.html

Anti-Malware / Computer Protection

AU urges you to take steps to prevent viruses and other malware from infecting your educational home computing environment. It is critical that you keep your anti-malware software up to date. Free programs provide basic protection but may fall short against more advanced attacks. Paid programs have more robust protection at different price tiers, with the more expensive packages offering options that go beyond traditional malware detection. Examples of these features include blocking websites known to host malware, phishing

alerts, spam filtering, password management, and more. AU recommends reading current reviews to help find the best program for your needs. Here are a few that we have read good things about:

Free

- BitDefender Free Antivirus https://www.bitdefender.com/solutions/free.html
- Avast! Free Antivirus https://www.avast.com/en-us/free-antivirus-download
- Kaspersky Free https://usa.kaspersky.com/free-antivirus
- Panda Free Antivirus https://www.pandasecurity.com/usa/homeusers/solutions/free-antivirus/
- Sophos Home Free https://home.sophos.com/download-antivirus-pc
- Windows Defender is included for free with Windows 8 & 10

Paid

- Bitdefender https://www.bitdefender.com/solutions/
- Norton by Symantec https://us.norton.com/student-discount
- Webroot https://www.webroot.com/us/en/home
- ESET https://www.eset.com/us/
- F-Secure https://www.f-secure.com/en_US/web/home_us/home
- Kaspersky https://usa.kaspersky.com/home-security#all
- Panda https://www.pandasecurity.com/usa/homeusers/

Academic Support

Academic Advising

Each student is assigned to an Academic Advisor. This faculty or staff member is available to assist with such issues as program planning, internship placements, graduate and post-graduate study options, academic progress, career paths, and, when necessary, problem-solving. Advisors assist students in meeting University academic requirements and understanding University and program procedures, although students are responsible as individuals for reading and following procedures and policies published in this Catalog and in additional publications referred to in this Catalog. Students are encouraged to meet with their Advisor at least once per term for pre-registration advising.

Integrated Student Services (ISS)

As many student services have become virtual centers to provide timely and consistent support to all Antioch students at our physical locations as well as our low-residency and online students, we recognize that many issues may best be resolved through face-to-face interaction. Each Antioch campus maintains an Office of Integrated Student Services. Each ISS office varies somewhat in organization and scope to best meet the needs of that location. However, all are staffed in person, and all are able to provide direct assistance to students with issues related to admissions, student accounts, financial aid and records and registration. These offices work closely with university-level services to provide information, clarification and assistance in any of these areas.

Integrated Student Services Resources

Graduate School of Leadership & Change

937-769-1360
gslc@antioch.edu

Los Angeles

AULA Student Services Office
2nd floor, Suite 2060

310-578-1080 x216
studentservices.aula@antioch.edu

New England

AUNE Student Services Office
1st floor Administrative Wing

603-283-2490
studentservices.aune@antioch.edu

Online

937-769-1352
studentservices.auo@antioch.edu

Santa Barbara

AUSB Student Services Office
1st floor, Student Services Suite

805-962-8179 x5302
studentservices.ausb@antioch.edu

Seattle

AUS Student Services Office:
2nd floor
206-268-4202
studentservices.aus@antioch.edu

Disability Support Services

Antioch University supports the full participation of qualified individuals with disabilities in its classes, programs, facilities, and events. Antioch University complies with disability nondiscrimination laws including the Americans with Disabilities Act of 1990, as amended and §504 of the Rehabilitation Act of 1973. Providing reasonable accommodation of disabilities is a major component of ensuring accessible participation. Antioch University will reasonably accommodate the known functional limitations of an otherwise qualified student with a disability.

A reasonable accommodation is an adjustment to instructional methods and/or a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly- situated student without a disability. Reasonable accommodations are intended to ensure access and do not in themselves guarantee course completion or credit.

Disability Support Services Across the University

Antioch University maintains a Disability Support Services (DSS) Office on each campus and for university-wide programs to coordinate accommodations for students with disabilities. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability or health impairment from a health care professional. All accommodations are determined on a case-by-case basis, through an interactive process between the student and the DSS coordinator. .

If you are a student with disabilities and would like to request reasonable accommodation(s), please contact the DSS Office listed below at the earliest opportunity.

The university will provide reasonable accommodation for students with disabilities only upon arrangement through the DSS Office. Faculty and staff members should not attempt to arrange reasonable accommodation of disability independent of the DSS Office.

Please click the link to read Antioch University policy 6.101 Disability Support Services for more detail.

Office of Disability Support Services Coordinators

Graduate School of Leadership and Change and Antioch University Online and Extended Programs

Karen Crist
937-769-1335
kcrist@antioch.edu

Los Angeles

Yaru Wang
310-578-1080 ext. 209
ywang@antioch.edu

New England

Francine Ziperstein
603-283-2438
fziperstein@antioch.edu

Santa Barbara

Ryan Kasmier
805-962-8179 ext. 5105
rkasmier@antioch.edu

Seattle

Jill Haddaway
206-268-4151
dss.aus@antioch.edu

Veterans' Services

Antioch University welcomes military veterans and military-connected students to our campus. We are deeply grateful to those who have served our country in war and peace, and honored to have them join our Antioch community.

At Antioch, veterans and military-connected students can use their past experiences as a leader to work on behalf of others to promote a more just and sustainable world. We are dedicated to making education more accessible for our nation's veterans and their dependents. We have a rich history of providing educational opportunities to veterans through undergraduate and graduate degree programs in Business, Education, and Healthcare.

At Antioch, veterans and military-connected students

- May earn credit for military experience
- Transfer up to 100% of undergraduate credits earned through the military
- Learn in an environment that honors your experience
- Are an active participant in the design of their degree
- Enjoy interactive classes with dedicated faculty
- Benefit from flexible class offerings that work around their schedule and location

AU is committed to working with veterans to ensure they find the program that will be the best fit for their educational goals and aspirations.

Commitment to Military-Connected Students

We provide full-spectrum (military-to-civilian) career navigation and offer individual, flexible, and relationship-centered services.

- **Assist with transition to college environment**
  We provide one-on-one counseling to discuss your career goals, connect you with necessary tutoring services to help you prepare for placement exams, and assist you with program selection based on your specific needs.
- **VA Benefits, tuition assistance and financial aid counseling**
  We provide one-on-one GI Bill® assistance to student veterans and tuition assistance guidance for active duty military. We are subject matter experts in all of your financial aid benefits and needs.
- **Acceptance of credits for Joint Services Transcript**
  We ensure students are getting the maximum amount of college credits for military training and occupations. In addition, we offer other credit for prior learning as well as easy transfer of credits earned at other accredited institutions.
- **Alumni Mentor and Networking**
  We help build connections between current military-connected students and military alumni through publications, mentoring programs, and our nationwide network of alumni. In collaboration with career offices on campus and non-profit organizations in the area, we work towards creating meaningful connections as a stepping-stone for the next career goal.

- **Career Counseling and Employment Services**
  We offer a broad range of assistance designed to provide the best opportunity for career employment upon graduation. We help research and match labor market indicators that best correspond with learned academic skills, work experience, and personal attributes; resume writing; and developing interview techniques. This resource may be especially lucrative for veterans seeking to translate military job experience to the civilian workforce.

Covered Programs

- CHAPTER 30 – Montgomery GI Bill® for Active Duty
- CHAPTER 31 – Voc Rehab
- CHAPTER 32 – VEAP (Post-Vietnam Era Veterans Educational Assistance Program)
- CHAPTER 33 – Post 9/11 GI Bill®
- CHAPTER 35 – Survivors' and Dependents' Educational Assistance Program

VA Resource Information

Graduate School of Leadership and Change and Antioch University Online and Extended Programs

877-800-946
jdailey1@antioch.edu

Los Angeles

310-578-1080 ext. 440
vro.aula@antioch.edu

New England

603-283-2490
studentservices.aune@antioch.edu

Santa Barbara

805-962-8179 ext. 5105
rkasmier@antioch.edu

Seattle

206-268-4232
veteransservices.aus@antioch.edu

International Student Services

International students are valued members of the Antioch student body. The Department of Justice provides approval to Antioch University campuses for attendance of non-immigrant students. Students from other countries who are studying at Antioch University on F-1 student visas are obligated to follow designated federal requirements in order to stay in compliance status with the United States Department of Homeland Security.

A select group of staff members at each campus serve as Designated School Officials (DSOs) who are empowered to issue and sign I-20s for admission and for travel outside the United States. Visa services are not provided, but the institution will verify student status. F-1 visa students are not eligible to apply for financial aid through state and federal government agencies. However, F-1 visa students are able to research external grants and scholarship programs that may be available through privately funded sources outside of and independent of the University.

F-1 visa students must consult a DSO in several important instances:

- After initial admission or readmission to the University;
- Before considering any registration status other than full-time;
- When seeking assistance and information in cases of financial or medical emergency;
- When contemplating travel outside the United States;
- After the conclusion of the student's program of study;
- Regarding any questions about visas, extensions of stay, curricular or post-degree completion practical training, transfer of school academic programs, or change of immigration status; and,
- For change of address.

Primary Designated School Officials (PDSOs)

Los Angeles & Santa Barbara

Emee Dacanay
310-578-1080 ext. 211
edacanay@antioch.edu

New England
Laura Andrews

603-283-2165
landrews@antioch.edu

Seattle
Heather Howell

206-268-4033
hhowell1@antioch.edu

Career Services

We are excited to offer students myCareer Planner, an innovative, online career-planning site. This powerful tool is accessible to students through their AUDirect login.

myCareer Planner features career planning, networking, and job search tools that can help students leverage educational and professional accomplishments whether they are seeking to enhance an existing career or change careers entirely.

Within this online tool, students can explore on their own a variety of content-rich modules including:

- Assessments and Exercises: Learn how skills, personality and values can influence career choice
- Resume Tools: Receive tips on resume writing, interviewing and social networking
- Career Research: Search for jobs, manage lists of job postings, and research potential employers
- My Organizer: Manage job opportunities, contacts and a job search calendar
- Job Talk: Network and chat with other students at Antioch University who are seeking job opportunities

In addition, students have up to one hour of telephone advising with an experienced career-planning advisor. Whether to help interpret assessment results, or provide feedback on a resume, the career planning advisor is there to guide and assist. For more information on career planning services, please contact mycareerplanner@antioch.edu.

Student Organizations

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 through the establishment of student organizations. Each program and location has a range of professional interest associations available to students in those departments. Organizations and groups focused on cross-cutting topics with social and professional interest to all are available at locations and university wide for all members of the AU community. Please contact campus Student Services for listings of active student organizations, or to discuss procedures for initiating a new organization.

Campus Safety & Security

Overview

Each year, Antioch University publishes a campus security report for each of its locations (Antioch University Los Angeles, Antioch University New England, Antioch University Santa Barbara, and Antioch University Seattle) in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or the Clery Act. This federal law requires institutions to publish an annual report that includes crime statistics for the prior three years, policy statements regarding campus safety and security measures, crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sex offenses. As the annual reports show, all campuses of Antioch University have extremely low crime rates. The Clery Act also requires colleges and universities to keep an up-to-date crime log, to issue warnings in the event of a crime that may threaten the safety of students or employees, and to keep accurate crime statistics.

The United States Department of Education's Office of Postsecondary Education provides a rapid customized report for public inquiries relating to all campus crime data, called the Campus Safety and Security Data Analysis Cutting Tool. All Antioch University campus crime data can be found on the Campus Safety and Security Data Analysis Cutting tool website at **http://ope.ed.gov/security/** Antioch University encourages strongly all students and employees to report accurately and promptly any suspected crime to security personnel and appropriate law enforcement agencies.

Clery Reports

You may view the current Clery Reports for Antioch University below:

Antioch University Los Angeles

Antioch University New England

Antioch University Santa Barbara

Antioch University Seattle

University Policies

Antioch University maintains a wide range of university-level policies that apply consistently to students, faculty, staff and academic programs on all campuses to promote fair and equitable treatment. All Antioch campuses abide by these university policies. In addition to the following University policies, campuses may adhere to additional campus-specific policies as long as these policies do not abridge or constrain University policy in the designated area.

Below are some of the policies most relevant to Antioch students. A complete listing of policies may be found on the Antioch University Repository and Archive (AURA).

General Policy information

https://aura.antioch.edu/au_policies/

Academic Policies

Attendance Policy

See ***Antioch University Attendance Policy, 5.615***.

This policy outlines initial attendance requirements applicable to all Antioch students in all delivery modes, and defines the consequences of failure to meet these requirements.

Degree & Academic Certificate Conferral Policy

See Antioch University Degree and Academic Certificate Conferral Policy, 5.705.

Although degree and certificate requirements vary from program to program, all students must meet certain criteria and deadlines to have their academic degree or certificate conferred and to receive official documentation (transcript and diploma/certificate).

Grade Equivalency Policy

*See **Antioch University Grade Equivalency Policy, 5.229**.*

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

Grading System and Transcript Recording Policy

See Antioch University Grading System and Transcript Recording Policy, 5.227.

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.

Intra-University Registration Policy

*See **Antioch University Intra-University Registration Policy, 5.621**.*

Antioch University has campuses in Los Angeles, California; Seattle, Washington; Keene, New Hampshire; and Yellow Springs, Ohio, as well as the PhD in Leadership and Change, a distance program, and AU Online and Extended Programs, an online/remote division. Students enrolled at a specific campus may wish to enroll in academic courses offered at another Antioch campus or AU Online and Extended Programs.

Students enrolled at a specific Antioch campus interested in registering for courses at another Antioch campus or AU Online and Extended Programs must complete the Intra-University Registration Petition form and receive approval from all indicated departments.

Students who begin an academic program at a specific Antioch campus and wish to transfer to another Antioch campus to complete their course of study are subject to transfer policies and degree requirements at the host campus.

Prior Learning Credit Policy

*See **Antioch University Prior Learning Credit Policy, 5.613**.*

Prior learning credit is university credit that has been granted for this type of learning once it is demonstrated through a portfolio or other documentation process.

Student Academic Load & Class Standing Policy

See Antioch University Student Academic Load & Class Standing Policy, 5.617.

Antioch University maintains a standard set of definitions on student academic load per term that reflect commonly accepted practice in higher education. This consistency is important to ensure that students are appropriately classified as part-time for the purposes of assessing satisfactory academic progress as well as financial aid eligibility.

Student Records (FERPA) Policy

*See **Antioch University Student Records (FERPA) Policy, 5.629**.*

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 may 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.

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

The transferability of credits earned at Antioch University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Antioch University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Antioch University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Antioch University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Student Policies

Academic Appeal Policy

*See **Antioch University Academic Appeal Policy, 6.111**.*

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

Admissions Policy

*See **Antioch University Admission Policy, 5.607**.*

General guidelines govern admission to all University policies, and are supplemented by specific admission requirements to individual academic programs.

Disability Support Services

See **Antioch University Disability Support Services Policy, 6.101**.

It is the policy of Antioch University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other disability non-discrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. Antioch University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students' needs.

Military and Reserve Military Deployment Policy

See Antioch University Military and Reserve Military Deployment Policy, 6.121.

Antioch University honors the sacrifices made by our active military and active reserve military students. In recognition of the disruption that deployment can create, the university has established policies and procedures to ensure that students are not disadvantaged while meeting their military obligations.

Satisfactory Academic Progress Policy

See **Antioch University Satisfactory Academic Progress Policy, 6.119**.

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 Integrity Policy

See **Antioch University Student Academic Integrity Policy, 6.105**.

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

Student Academic Rights and Freedom

See **Antioch University Student Academic Rights and Freedom, 6.102**.

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 Conduct Policy

*See **Antioch University Student Conduct Policy, 6.103**.*

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**.*

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 & Publications Policy

See Antioch University Student Organizations, Speech & Publications Policy, 6.127.

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.

Student Religious Accommodation Policy

See **Antioch University Student Religious Accommodation Policy, 6.117**.

In keeping with Antioch University's commitment to non-discrimination and inclusion, Antioch University upholds the principles of religious freedom and religious diversity. In furtherance of these principles, Antioch University will make good faith efforts to provide reasonable accommodations for students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program requirement.

Institutional Policies

Acceptable Use of Electronic Resources Policy

See Antioch University Acceptable Use of Electronic Resources Policy, 8.101.

Antioch University 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.

Email Policy

*See **Antioch University Email Use Policy, 8.103**.*

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.

International Study & Domestic Field Study Travel Policy

See Antioch University International Study & Domestic Field Study Policy, 5.223.

This policy outlines the steps that Antioch takes in approving international and other travel courses to ensure student safety, security, and learning opportunities.

Title IX Sexual Harassment, Sexual Violence and Sex Discrimination Policy

See Antioch University Sexual Harassment, Sexual Violence and Sex Discrimination Policy, 4.600.

It is the policy of Antioch University 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.

Student Employment Policies

Student Employment Policy

See ***Antioch University Student Employment Policy, 4.209***.

Antioch University is pleased to offer employment to as many students as possible. This policy outlines the definitions, terms and conditions of student employment at Antioch.

Payroll and Time Reporting Policy

See ***Antioch University Payroll and Time Reporting Policy, 4.407***.

The purpose of this policy is to establish the pay frequency, guidelines for all employees, including student employees.

Hours of Work, Breaks and Attendance Policy

See Antioch University Hours of Work, Breaks and Attendance Policy, 4.401.

This policy establishes normal hours of work, as well as standards regarding absenteeism, tardiness, meal and rest periods, nursing mothers break periods.

University Alumni Association & Resources

Antioch University alumni includes graduates from all previous and current Antioch University campuses and programs.

Alumni have access to an online community: alumniandfriends.antioch.edu, where alumni can find various information including ways to stay in touch with fellow graduates, news, requesting transcripts, and career opportunities.

Antioch University publishes an alumni magazine once a year.

We encourage alumni to recommend the University to friends and colleagues, support Antioch University by giving time, talent and treasure, and participating in events sponsored by the programs and campuses.

Academic Units of Antioch University

Antioch University Online and Extended Programs

Welcome to Antioch University Online and Extended Programs!

We are humbled and excited by your decision to join us. Through our online and remote programs, we endeavor to uphold the vision of our founding president, Horace Mann, when he said "Education then, beyond all other devices of human origin, is the great equalizer…, the balance-wheel of the social machinery." While Mann could not have imagined how education would become accessible to the masses through technology, we believe strongly in bringing the great equalizer to those who would not otherwise be able to benefit from it. Whether you seek to enhance your skills, change careers, or pursue personal enrichment, Antioch University is here to facilitate a transformation in your life. And now the journey continues!

Terry D. Ratcliff, EdD
Provost, Distance and Extended Education

Program Leadership

Provost: Terry Ratcliff
Director of Student Services: Liz Carson Murphy
Director of Admission: Nate Ferkovich
Student Accounts Specialist: Jackie Dailey
Director of Financial Aid: Laney Bumagat
Associate University Registrar: Tara Rhinehart
Director of Disability Support Services: Karen Crist
School Certifying Official (VA Benefits): Jackie Dailey
Director of Library Services: Dana Knott

Program Calendar

Please click here to view the Antioch University Online and Extended Programs Academic Calendar.

Technology Competency Requirements

Students in this program participate in online learning activities organized within small- and large-group learning communities. Antioch University Online and Extended programs utilize both 100% online and hybrid learning environments, and therefore, in addition to having the traditional learning skills, students are expected to have the following basic technological skills upon entrance into the program:

- Skill in accessing the Internet and using an internet browser and a search engine
- Skill in basic word processing and spreadsheet application
- Skill in sending and receiving electronic mail
- Skill in sending, receiving, and making changes to a word-processed document

Individuals who have little or no experience with these technologies will benefit from additional skill development in these areas prior to enrollment in our program.

Computing Requirements

All students are required to have a computer and Internet access. For students who need to purchase a computer to meet these requirements, the costs may be covered through your financial aid package. Please contact financialaid.auo@antioch.edu for further information.

Please see the university's recommendations for computing standards. As a fully online division of the university, these recommendations are requirements for students in these programs.

Undergraduate Programs

Required Credits for Degree: 120 semester credits

Standard Mode of Instruction: Online/remote

Program Overview

The Bachelor's degree completion program offered through Antioch University Online and Extended Programs is designed for students at various stages of their degree completion journey, from those who have already earned some college credit by completing an associate's degree, or students who began work on a bachelor's degree in the past, but for whatever reason did not complete the degree. As a degree completion program, the bachelor's curriculum is not designed to provide a full four years of college. There is no attempt to replicate the full portfolio of courses that are typically offered at the associate's degree or lower division levels.

Our student population includes established professionals who have extensive job-related experience and desire completion of the formal degree credential, as well as recent community college graduates seeking to continue their education and take on the work of the next degree – all of whom are seeking an online/remote, flexible, and relevant undergraduate education.

All BA and BS completion students, regardless of chosen major, take our Interdisciplinary Core courses prior to focusing on the major course requirements.

Program Learning Outcomes

This program of study builds on the history and principles that shape Antioch University curricular offerings and reflects a commitment to access to education, helping people learn in their own communities, lifelong learning, social responsibility, teaching adult students, and "whole person" teaching.

The bachelor's degree completion program has six principal curricular goals beyond the major requirements. Upon graduation, students should be able to demonstrate a variety of competencies:

- Engage in **critical inquiry** that employs relevant sources and methods
- Consider **diverse perspectives**, including opposing points of view and marginalized voices
- Connect learning with theories and experience through **reflective practice**
- Analyze power, oppression, and resistance in pursuit of **justice**
- **Communicate effectively** in oral, written, and visual forms
- Examine issues in both local and global contexts

Residency Requirements

There are no on-campus or on-site residency requirements for the bachelor's degree. Students complete their study through 100% online/remote active engagement with their faculty and course colleagues.

Bachelor of Arts and Bachelor of Science Degree Requirements by Major

A Bachelor of Arts or Bachelor of Science degree requires a minimum of 120 semester credits. All majors contain a minimum of 54 semester credits of required upper division coursework within the major. Although some substitutions of required courses may be allowed for credits earned elsewhere, in accordance with University policy, a minimum of 30 semester credits must be completed at AU Online and Extended Programs. All majors contain both Interdisciplinary Core and Major Requirements.

Admission Requirements

Antioch University Online's requirements for candidates to the bachelor completion programs include:

- Complete the Online Application Form
- At least 24 semester credits of transferable undergraduate work completed from a regionally accredited college or university
- Goal statement
- Two letters of recommendation (if requested)
- Completion of an admissions interview with a faculty member (if requested)

2020-2021 Tuition and Fees

Undergraduate Tuition: $375 per semester credit

University Fees

Interdisciplinary Core Requirement for all Undergraduate Degrees

All undergraduate degrees in the Online and Extended division require the completion of a common interdisciplinary core as well as a capstone requirement. Additional professional core curriculum, concentrations and electives are defined in their plans of study below.

Interdisciplinary Core (15 semester credits)

INTD-3000	Empowering Your Purpose and Voice (3 semester credits)
INTD-3211	Experience and Expression (3 semester credits)
INTD-3240	Reading and Writing: the 21st Century (3 semester credits)
INTD-3350	Culture, Conflict, and Social Research (3 semester credits)
INTD-3510	Ecology, Technology, and Society (3 semester credits)

Capstone Requirement (3 semester credits)

PRO 4970	Senior Project (3 semester credits)

Bachelor of Arts in Applied Studies

This Applied Studies major gives students who have earned an associate's degree in a technical area the forum to build upon these skills by developing a broader contextual understanding of their profession while advancing their liberal learning perspective. It is a particularly good choice for individuals currently employed in a technical field but restricted in their ability to grow professionally due to their limited liberal learning skills. Students with an Applied Studies major are encouraged to integrate their career or technical preparation into studies that expand their skills in written and oral communication, consideration of social and ethical issues, and ability to problem solve. Applied Studies students critically examine their professional field and personal learning, moving toward a more systems-thinking approach. Students completing this degree will have a liberal education perspective that will enhance and build upon their employable skills from their careers and technical learning experiences.

Interdisciplinary Core (18 semester credits, see above)

Applied Studies Requirements (24 semester credits)

Transfer Credits- Technical or Professional Courses approved by Antioch Advisor (18 credits included in transfer credits). -

Professional Core Curriculum (choose 3; 9 semester credits)

COM-4320	Social Media and Social Change (3 semester credits)
MGT-3550	Leadership (3 semester credits)
MGT-3830	Project Management Essentials (3 semester credits)
MGT-4840	Ethical Issues in Management (3 semester credits)
SST-3500	Thinking in Systems (3 semester credits)

Professional Seminars (9 semester credits)

COM-3600	Business Communications (3 semester credits)
CRE-3300	Intercultural Conflict (3 semester credits)
HUM-3600	Justice and Equity (3 semester credits)

Applied Learning/Prior Experiential Learning (3 semester credits)

IDS-DAR	Applied Learning Field Work (3 semester credits)

Bachelor of Science in Applied Technology and Business Leadership

The Bachelor of Science in Applied Technology and Business Leadership gives students who have earned an associate's degree in a technical area 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. Because it is an Antioch degree, emphasis will be placed on understanding how business and organizations can benefit from a social lens and considering ethical implications in a practical framework.

Interdisciplinary Core (18 semester credits, see above)

Applied Technology and Business Leadership Requirements (24 semester credits)

Transfer Credits- Technical or Professional Courses approved by Antioch Advisor (18 credits included in transfer credits).

Professional Core Curriculum (choose 3; 9 semester credits)

MGT-3680	Accounting and Budgeting (3 semester credits)
MGT-4840	Ethical Issues in Management (3 semester credits)
MGT-4880	Strategic Marketing (3 semester credits)
MGT-4960	Organizational Behavior (3 semester credits)

Professional Seminars (9 semester credits)

COM-3600	Business Communications (3 semester credits)
CRE-3300	Intercultural Conflict (3 semester credits)
HUM-3600	Justice and Equity (3 semester credits)

Applied Learning/Prior Experiential Learning (3 semester credits)

IDS-DAR	Applied Learning Field Work (3 semester credits

Bachelor of Science in Health Care Administration

Healthcare in the United States is a continuously evolving industry, 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 effective leaders and administrators in hospitals, clinics, and other healthcare organizations. It is best suited for those with an allied health background, such as nursing, respiratory care, physical therapy, occupational therapy, dental hygiene, and medical laboratory technology. The BS in Healthcare Administration major will expand the opportunities at the undergraduate level for AU to recruit students from both Allied Health majors and from other related fields.

Interdisciplinary Core (18 semester credits, see above)

Applied Studies Requirements (21 credits)

Transfer Credits- Technical or Professional Courses approved by Antioch Advisor (18 credits included in transfer credits).

Professional Core Curriculum (choose 3; 9 semester credits)

HAD-4250	Fundamentals of Healthcare Administration (3 semester credits)
HWL-4000	Economics Politics and Access in Healthcare (3 semester credits)
HWL-4040	Gender and Multicultural Issues in Healthcare (3 semester credits)
MGT-3700	Legal Issues Impacting Managers (3 semester credits)
MGT-4840	Ethical Issues in Management (3 semester credits)
MGT-4960	Organizational Behavior (3 semester credits)

Professional Seminars (choose 2; 6 semester credits)

CRE-3100	Understanding Conflict in a Changing World (3 semester credits)
CRE-3200	Interpersonal Conflict (3 semester credits)
CRE-3300	Intercultural Conflict (3 semester credits)
CRE-4300	Politics, Power and Conflict (3 semester credits)
ICC-3200	Intercultural Competence (3 semester credits)

Applied Learning (choose 2; 6 semester credits)

HDV-3900	Caring for the Aging (3 semester credits)
HDV-4195	Dying as a Stage of Life (3 semester credits)
HWL-4030	Health and Nutrition in the Family (3 semester credits)

Bachelor of Arts in Human Development

The Human Development major is specifically designed to address the changing social structures of contemporary society. As traditional roles, lifestyles, and conceptions of identity have evolved, so too has public policy regarding the social concerns and issues experienced by infants, children, adolescents, adults, and elders. Consequently, gaining an ample understanding of the processes that underlie human development is a pivotal factor in the way these issues are addressed and how their attendant problems can be effectively remediated. With growing numbers of older adults, single or working parents, and children of all ages in need of services, the

HD curriculum is for those whose professional concerns will contribute to the development of life skills in the individual.

Interdisciplinary Core (18 semester credits, see above)

Professional Core Curriculum (36 semester credits)

HDV-3900	Caring for the Aging (3 semester credits)
HDV-4020	Child & Adolescent Development (3 semester credits)
HDV-4030	Adult Development (3 semester credits)
HDV-4140	Behavioral Physiology (3 semester credits)
HDV-4210	Contemporary Family Patterns (3 semester credits)
HDV-4195	Dying as a Stage of Life (3 semester credits)
HDV-4210	Contemporary Family Patterns (3 semester credits)
HDV-4200	Lives in Transition (3 semester credits)
HDV-4910	Ecology of Human Development (3 semester credits)
HSA-4200	Human Services Systems and Grants (3 semester credits)
HSA-4300	Issues of Poverty & Hunger in the US (3 semester credits)
HWL-4040	Gender and Multicultural Issues (3 semester credits)

Bachelor of Arts in Human Services Administration

Students majoring in Human Services Administration receive a combination of knowledge and skills in both management and human development, thus providing a strong foundation for administrative and/or managerial roles in human service and nonprofit organizations. Graduates from this program have a breadth of understanding of the workplace that allows them to excel in administration because of their understanding of people. Students who pursue this degree can enter a variety of human service, business, government, and nonprofit careers.

Interdisciplinary Core (18 semester credits, see above)

Professional Core Curriculum (36 semester credits)

HDV-3900	Caring for the Aging (3 semester credits)
HDV-4020	Child and Adolescent Development (3 semester credits)
HDV-4030	Adult Development (3 semester credits)
HDV-4140	Behavioral Physiology (3 semester credits)
HSA-4200	Human Services Systems and Grants (3 semester credits)
HWL-4000	Economics, Politics, and Access in Healthcare (3 semester credits)
HWL-4040	Gender and Multicultural Issues (3 semester credits)
MGT-3550	Leadership (3 semester credits)
MGT-3900	Human Resource Management (3 semester credits)
MGT-4780	Strategic Marketing (3 semester credits)
MGT 4840	Ethical Issues in Management (3 semester credits)
MGT-4960	Organizational Behavior (3 semester credits)

Bachelor of Arts in Management

The Bachelor of Arts in Management program prepares graduates for careers in a global community by developing their capacities to adapt to and influence societal change. The program challenges students to address issues of access and diversity in organizations. While students become knowledgeable about social, political and economic issues that affect the future of business they also become competent in the traditional areas of management (accounting, finance, marketing, economics, and production).

Students complete the Interdisciplinary Core courses, the Professional Core courses, and the four required courses within one area of focus.

Interdisciplinary Core (18 semester credits, see above)

Professional Core Curriculum (21 semester credits)

MGT-3550	Leadership (3 semester credits)
MGT-3680	Accounting/Budgeting (3 semester credits)
MGT-3720	Business Law (3 semester credits)
MGT-4780	Strategic Marketing (3 semester credits)
MGT-4840	Ethical Issues in Management (3 semester credits)
MGT-4960	Organizational Behavior (3 semester credits)
SST-3500	Thinking in Systems (3 semester credits)

Major Focus Area: (Select one focus area: 12 semester credits)

Project Management Area of Focus Requirements (12 semester credits)

MGT-3830	Project Management Essentials (3 semester credits)
MGT-3850	Quality Management (3 semester credits)
MGT-3880	Contracting & Purchasing (3 semester credits)
MGT-4410	Economics-Macro and Micro (3 semester credits)

or

Healthcare Administration Area of Focus Requirements (12 semester credits)

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

Bachelor of Arts in Liberal Studies

The objective of the Liberal Studies major is to allow students to creatively combine courses for a breadth of exposure to liberal studies or to probe more deeply into one or two specific areas within our majors. Students work closely with an academic advisor to develop a specific direction for their degree program. Students completing a major in Liberal Studies choose either the Literature and Creative Writing Concentration, or the Leadership for Service and Change Concentration (with a defined focus area).

Bachelor of Arts in Liberal Studies: Literature and Creative Writing Concentration

Students majoring in Liberal Studies with a Literature and Creative Writing Concentration will be able to develop the craft of writing in multiple genres and explore literary expression in order to achieve greater proficiency in their own craft as writers. The major will cultivate students' ability to examine the craft of other writers (both historical and contemporary), looking at formal elements of the work, including the elements of language, character, story, theme, rhythm, and tone. Coursework will call upon students to consider the impact that creative writing has in our world. Students are encouraged to consider the importance of writers in community, society, and culture—to move toward a contextual understanding of one's own voice in a continuum of writers. Students will also be able to apply foundational skills of a creative writer. These skills include the ability to comment on the work of other writers, participate in a writing community, and apply best practices of editing and grammar. Students pursuing the Literature and Creative Writing Concentration complete the interdisciplinary core and then follow the concentration requirements below.

Interdisciplinary Core (18 semester credits, see above)

Literature and Creative Writing Concentration Course Requirements: (36 semester credits)

12 COM or LIT courses, with a minimum of 4 COM and 4 LIT courses

Bachelor of Arts in Liberal Studies: Leadership for Service and Change Concentration

The Bachelor of Arts in Liberal Studies, Leadership for Service & Change concentration prepares committed individuals for lives of engagement in social justice work within local or global contexts. The goal of the interdisciplinary program is to prepare organizers, advocates, and change makers who understand self, their communities and the forces that disadvantage certain groups and individuals within those communities, in order to provide leadership for the common good.

Interdisciplinary Core (18 semester credits, see above)

Leadership for Service and Change Concentration Course Requirements: (36 semester credits)

Professional Core Curriculum (18 semester credits):

COM-4320	Social Media & Social Change (3 semester credits)
CRE-3100	Understanding Conflict in a Changing World (3 semester credits)
LDR-3600	Personal & Professional Development (1 semester credit)
LDR-3700	Reflective Practice (1 semester credit)
LDR-3500	Community Engagement (1 semester credit)
ICC-3200	Intercultural Competence (3 semester credits)
SST-3550	Thinking in Systems (3 semester credits)
MGT-3550	Leadership (3 semester credits)

Focus Areas: (Select one focus area: 18 credits)

Domestic Service Focus Courses (18 semester credits).

*Must include one service learning course:

Select courses from the list below or apply approved transfer credits in the following areas: Area Studies, Criminal Justice, Human Services, Non-profit Management, Political Science, Social Work, Sociology

CRE-3600	Conflict Inside Organizations (3 semester credits)
CRE-4300	Politics, Power and Conflict (3 semester credits)
HSA-4200	Human Service Systems and Grants (3 semester credits)
HSA-4300	Issues of Poverty and Hunger in the U.S. (3 semester credits)
HDV-3900	Caring for the Aging (3 semester credits)
HUM-3600	Justice and Equity (3 semester credits)
HWL-4000	Economics, Politics, and Access in Healthcare (3 semester credits)
HWL-4040	Gender and Multicultural Issues (3 semester credits)
MGT-3680	Accounting/Budgeting (3 semester credits)
MGT-4780	Strategic Marketing for Non-Profit Organizations (3 semester credits)
PLS-4250	Energy & US Environmental Policy (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

International Service Focus Courses (18 semester credits)

ST-3600	Growth & Global Poverty (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Agriculture Focus Courses (18 semester credits). *Must include one service learning course:*

This focus area will be satisfied with transfer courses in the following areas, along with a service learning course: Agricultural Science, Food Science Technologies, Horticulture, Sustainability, Water Resources Management

SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Community Economic Development Focus Courses (18 semester credits). *Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Business Administration, Entrepreneurship, Human Services, International/Global Studies, Management

MGT-3680	Accounting/Budgeting (3 semester credits)
MGT-3720	Business Law (3 semester credits)
MGT-3830	Project Management Essentials (3 semester credits)
MGT-3900	Human Resource Management (3 semester credits)
MGT-4410	Economics—Macro and Micro (3 semester credits)
MGT-4600	Social Enterprise (3 semester credits)
MGT-4780	Strategic Marketing (3 semester credits)
MGT-4840	Ethical Issues in Management (3 semester credits)
MGT-4960	Organizational Behavior (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Education Focus Courses (18 semester credits). *Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Adolescent and Young Adult Education, Early Childhood Education, Education, Human Development, Special Education, TESOL

HSA-4200	Human Service Systems and Grants (3 semester credits)
HDV-4020	Child & Adolescent Development (3 semester credits)
HUM-3600	Justice and Equity (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Environment Focus Courses (18 semester credits). *Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Energy Management or Technology, Engineering, Environmental Science, Environmental Studies, Natural Resources Management, Sustainability, Water Resources Management

SOS-4200	Environmental Economics (3 semester credits)
PHIL-4120	Environmental Ethics (3 semester credits)
SCI-3150	Environmental Science (3 semester credits)
SOS-4220	Environmental Health (3 semester credits)
SST-3700	Culture and Ecology (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Health Focus Courses (18 semester credits). *Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Dietetics, Exercise and Sport Sciences, Family and Consumer Sciences, Health, Healthcare Administration, Medical Assisting, Nursing, Nutrition, Wellness

HAD-4250	Fundamentals of Healthcare Administration (3 semester credits)
HSA-4200	Human Service Systems and Grants (3 semester credits)
HDV-3900	Caring for the Aging (3 semester credits)
HDV-4140	Behavioral Physiology (3 semester credits)
HWL-4000	Economics, Politics, and Access in Healthcare (3 semester credits)
HWL-4030	Health and Nutrition within the Family (3 semester credits)
HWL-4040	Gender and Multicultural Issues (3 semester credits)
SOS-4300	Environmental Health (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

*Youth in Development Focus Courses (18 semester credits). *Must include one service learning course:*

Select courses from the list below or apply approved transfer credits in the following areas: Counseling, Early Childhood Education, Education, Exercise and Sport Sciences, Family and Consumer Sciences, Human Development, Social Work

CRE-3500	Identity and Conflict Analysis (3 semester credits)
HDV-4020	Child & Adolescent Development (3 semester credits)
HSA-4200	Human Service Systems and Grants (3 semester credits)
HWL-4040	Gender and Multicultural Issues in Healthcare (3 semester credits)
HWL-4030	Health and Nutrition within the Family (3 semester credits)
SOS-4525*	Community Engagement and Service Learning (3 semester credits)

Graduate Management Programs

Antioch offers three, inter-related graduate management programs to address varied career interests: Master of Business Administration (MBA), Master of Arts in Nonprofit Management (MANM), and Master of Human Services Administration (MHSA). All share a foundational commitment to equipping individuals for the advancement of social, economic, and environmental justice.

In all three programs, students earn three semester credits for each course completed successfully, including the capstone project. 36 semester credits are required for graduation.

All three programs are offered in an asynchronous, online format, on a split semester calendar. Students take one course at a time for a period of seven weeks, completing two courses within a 15-week semester. With three semesters per year, students can complete their program in two years, balancing life and work along with graduate study. For purposes of financial aid, maintaining this schedule affords the student full-time status.

Residency Requirements: There are no on-campus or on-site residency requirements for the Antioch's graduate management degrees. Students complete their study through 100% online active engagement with their faculty and course colleagues. The program is a 36-semester credit program.

Admission Requirements

Antioch University particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, religious backgrounds, and community experiences.

Application Requirements

- **Online Application** (No Application fee)
- Bachelor's degree from a regionally-accredited college or university. Applicants who have not finished their degree must do so before the first day of their desired start term.
- Current resume
- Admission essays
- Additional requirement for international students:
    - Reading & Writing in English Proficiency Assessment (if applicable) or TOEFL score of 550 "paper-based", 214 "computer-based", and 79 "internet-based or higher.

Antioch does not require scores from the GMAT or the GRE.

Technology Requirements

Students in this program participate in online learning activities organized within small- and large-group learning communities. Antioch University Online is a 100% online learning environment, and therefore, in addition to having the traditional learning skills, students are expected to have basic technological skills, compatible computer hardware, operating system, and internet connectivity upon entrance into the program.

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online

Master of Business Administration

Program Overview

The online MBA program at Antioch University is designed for employed professionals seeking to further their business skills, and advance their career. They can learn to thrive in a dynamic, diverse, and innovative world where business acumen, leadership ability, and practical applications are critically important; and make a positive difference in their community at the same time.

Antioch's MBA emphasizes the mutual importance of people, planet, and profit in building and leading successful organizations and communities in the 21st century — often referred to as a "triple bottom line" approach.

Unlike generic online and place-based business programs, Antioch leverages highly engaged, responsive, and expert faculty to provide innovative, experiential, learner-centered education. Antioch empowers students with the knowledge and skills required to lead forward-thinking businesses and organizations — locally, nationally, and globally — within the context of advancing social, economic, and environmental justice.

Every course offered in Antioch University's MBA program actively demonstrates the University's mission and values, and emphasizes collaboration, hands-on learning, individualized attention and development, and building knowledge and techniques that are directly translatable to the student's field of work.

Upon completion of the Master of Business Administration (MBA) program, each student will effectively demonstrate the following competencies:

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and
4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

2020-2021 Tuition and Fees

MBA Tuition per semester credit: $695

University Fees

Plan of Study

Course Requirements

There are eight core courses, 3 concentration courses, and the capstone project (36 semester credits).

Core Courses (24 semester credits)

MGT-5000	Principles of Triple Bottom Line in Organizations (3 credits)
MGT-5231	Ethical and Legal Issues Facing Leaders 3 semester credits)
MGT-5130	Financial Analysis and ESG Principles (3 semester credits)
MGT-5140	Global Economics and Sustainability (3 semester credits)
MGT-5150	Strategy, Innovation and Resilience (3 semester credits)
MGT-5280	Human Resources Management (3 semester credits)
MGT-5370	Organizational Leadership and Change (3 semester credits)
MKT-5000	Marketing and Communication Strategy (3 semester credits)

Concentration Courses (complete one concentration: 9 semester credits)

Sustainable Business Concentration

MGT-5220 Earth Systems and Climate Change (3 semester credits)
MGT-5222 Diversity and Social Sustainability (3 semester credits)
MGT-5224 Ecological Economics, Public Policy, and Social Change (3 semester credits)

Leadership and Teams Concentration

MGT-5340 Diversity, Inclusion and Leading High Performing Teams (3 semester credits)
MGT-5242 Leader Identity and Development (3 semester credits)
MGT-5380 Developing People and Performance (3 semester credits)

Healthcare Leadership Concentration

MGT-5420 The Healthcare Sector as a Complex System (3 semester credits)
MGT-5422 Multicultural Competencies in Healthcare Administration (3 semester credits)
MGT-5424 Health Insurance and Reimbursement (3 semester credits)

Nonprofit Leadership Concentration

HAS-5210 Program Planning and Evaluation (3 semester credits)
MNM-5110 Nonprofit History, Context, Theories, and Trends (3 semester credits)
MNM-5210 Development and Fundraising (3 semester credits)

Self-Designed Concentration

Select any three courses (9 semester credits) from above concentrations with advisor approval.

Capstone Course

MGT-6000 Integrated Keystone Project (3 semester credits)

Master of Arts in Nonprofit Management

Program Overview

The mission of the Master of Arts in Nonprofit Management (MANM) program is to prepare individuals for exemplary professional leadership in nonprofit organizations through a curriculum informed by best practice standards in the discipline. In pursuit of this mission, MANM students will gain the skills and knowledge necessary to achieve the following:

1. Develop and manage programs to advance an organization's mission,
2. Design and execute effective development strategies for enhanced organizational viability,
3. Manage an organization's operations and infrastructure for optimal effectiveness,
4. Relate the ethics and beliefs that animate nongovernmental organizations across the globe, and
5. Define and develop the leadership qualities necessary for exemplary management and governance.

The structure of the program consists of three main components:

- A core curriculum of eight courses which focus on the major functions involved in nonprofit leadership
- A selection of three courses allows each student to pursue special interests. Students may select from Human & Social Services, Leadership Studies, or Social Justice Advocacy. They also have the option of choosing among elective courses to form a self-directed concentration.
- Upon completion of all other course requirements, students conclude their studies with an individual capstone project which integrates knowledge and skills gained throughout the program.

A sample sequence is illustrated in the table below.

Sample MANM Program Course Sequence			
Year 1, Fall	Courses	Year 2, Fall	Courses
A	Nonprofit History, Context, Theories, and Trends	A	Organizational Leadership & Governance
B	Program Planning & Evaluation	B	Leading High Performance Teams
Year 1, Spring	Courses	Year 2, Spring	Courses
A	Marketing & Communications Strategy	A	Elective
B	Development & Fundraising	B	Elective
Year 1, Summer	Courses	Year 2, Summer	Courses
A	Financial Analysis for Nonprofits	A	Elective
B	Human Resources Management	B	Capstone Project

2020-2021 Tuition and Fees

MANM Tuition per semester credit: $676

University Fees

Plan of Study

Course Requirements

There are eight core courses, 3 elective courses, and a capstone (36 semester credits).

Core Courses (24 semester credits):

FIN-5100 Financial Analysis for Nonprofits (3 semester credits)
HSA-5113 Organizational Leadership and Governance (3 semester credits)

HSA-5210 Program Planning and Evaluation (3 semester credits)
MGT-5280 Human Resources Management (3 semester credits)
MKT-5000 Marketing and Communication Strategy (3 semester credits)
MNM-5110 Nonprofit History, Context, Theories, and Trends (3 semester credits)
MNM-5210 Development and Fundraising (3 semester credits)
MGT-5340 Diversity, Inclusion, and Leading High-Performing Teams (3 semester credits)

Elective Courses (3 courses, 9 semester credits)

HSA-5100 Public Policy and Advocacy (3 semester credits)
HSA-5200 Grant Writing and Resource Development (3 semester credits)
MGT-5242 LeaderIdentity and Development (3 semester credits)
MGT-5370 Organizational Leadership and Change (3 semester credits)
MGT-5380 Developing People and Performance (3 semester credits)
MNM-6100 Social Movements and the Work of Advocacy (3 semester credits)
MNM-6200 Community Organizing (3 semester credits)

Capstone Course (3 semester credits)

MGT-6520 Capstone Project: Integrating Knowledge and Skills (3 semester credits)

Master of Human Services Administration

Program Overview

Founded on the principles of helping others, our Master of Human Services Administration prepares service-minded practitioners looking to put their talents to use by improving the lives of others. Classes challenge students to think creatively about leading a human services agency or organization. Students examine topics of leadership, management, board governance, program planning and grant writing all through the lens to improve and expand quality of services in a variety of social service organizations.

2020-2021 Tuition and Fees

MHSA Tuition per semester credit: $676

University Fees

Plan of Study

Course Requirements

There are eight core courses, 3 elective courses, and a capstone (36 semester credits).

Core Courses (24 semester credits):

FIN-5100 Financial Analysis for Nonprofits (3 semester credits)
HSA-5113 Organizational Leadership and Governance (3 semester credits)
HSA-5200 Grant Writing and Resource Development (3 semester credits)

HSA-5210 Program Planning and Evaluation (3 semester credits)
HSA-5230 Human Services Systems and Organizations (3 semester credits)
MGT-5280 Human Resource Management (3 semester credits)
MGT-5380 Developing People and Performance (3 semester credits)
MKT-5000 Marketing & Communication Strategy (3 semester credits)

Elective Courses (3 courses, 9 semester credits)

RSH-5200 Research Methods (3 semester credits)
MGT-5150 Strategy, Innovation & Resilience (3 semester credits)
MGT-5231 Ethical & Legal Issues Facing Leaders (3 semester credits)
Students in the MHSA program can take elective courses from the MHSA, MBA, or MANM programs.

Capstone Course (3 semester credits)

HSA-5800 Capstone Project (3 semester credits)

Individualized Master of Arts Program

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Online, Low-Residency

Program Overview

For more than 40 years, students at Antioch University have been individualizing their graduate study in many liberal arts or social science fields, while continuing to live and work in their home communities. The IMA program offers qualified students a unique opportunity to pursue graduate education through an individualized, limited- residency program.

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

What We Do

We create the space for students to individualize their curricula.

Our students are adults with a wide range of professional and personal experiences, whose expectations for graduate learning are not easily met by standardized curricula. With the individualized curriculum, they seek the flexibility to tailor their coursework so that it matches their own unique life circumstances, academic and professional interests, intellectual goals, and learning styles.

We encourage ongoing personal, professional and cultural learning.

We view learning as life practice--as holistic activity that deepens our engagement with the world around us. Rather than drawing rigid boundaries between the personal, political, socio-cultural, and professional, we recognize the integral nature of experience and legitimize inquiry into the knowledge inherent in all those domains.

We encourage creative, artistic and analytic expression.

Our program is decidedly interdisciplinary, drawing from the humanities, the arts and the social sciences. We believe that creative expression is not limited to the arts, nor that analytic expression is limited to the social sciences.

We foster the development of a collaborative learning community.

Pursuing individualized study does not mean our students need to work in isolation. Rather, we believe that a culture of collaboration provides the necessary basis of support, stimulation and challenge from which students are empowered to venture into their individualized endeavors. Learning communities develop during on-campus residencies when interdisciplinary groups of students begin to learn from their Faculty Advisors, Concentration Mentors, and each other. Collaboration continues in the on-line learning environment, which allows students to dialogue with each other and their Faculty Advisor.

We promote an awareness of how our world is divided into what may seem limiting and narrowing dualities such as theory and practice, reflection and application, right and wrong.

We challenge students to develop a more nuanced understanding of complexities to integrate multiple, diverse perspectives, and to use these understandings to affect progressive social, personal, political and cultural change.

IMA Program Design

The IMA offers a graduate program with the following features:

- Three synchronous Colloquia
- Study with Antioch faculty and Mentors the students choose in their area of study
- Flexible schedule to fit your lifestyle
- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students
- Students may transfer up 15 semester credits
- 36 semester credit Master of Arts degree

The IMA program strives to be distinctive in a world of standardization and common denominators by creating the space for students to individualize their curricula. We encourage a commitment to ongoing personal, professional and cultural learning, creative, artistic, and analytic expression, and the engagement in transformational practices. In the context of a supportive, student-centered learning environment, we challenge students to develop a critical and reflective conscience, and to meet high academic expectations. We promote the integration of theory and practice, and study and reflection with application and engagement. We believe

that these aims need to be grounded in an awareness of, sensitivity to, and respect for our shared humanity in a culture that welcomes diverse ways of being and knowing in a variety of contexts.

Students earn an MA with a concentration in their selected area.

Academic Concentrations

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

Note: Students who may be pursuing external professional certification or licensure as part of their individualized curriculum should consult with their Faculty Advisor upon enrollment.

IMA Program Outcomes

By the end of the program students will be able to:

1. Demonstrate critical thinking, writing, and communication skills by developing a specific point of view and defending it clearly with arguments and evidence.
2. Adopt an interdisciplinary, foundational approach to one's program by synthesizing knowledge, perspectives, and research skills from one's field of study and applying them to one's area of focus within one's field.
3. Design and Implement a research-oriented program of study that synthesizes information from one's chosen field of study.
4. Apply and demonstrate appropriate mastery of the relevant content in the disciplinary approaches relevant to one's individualized area of study.
5. Advance social, racial, economic, or environmental justice through a culminating project that integrates theory and practice through written work, a work of art, or work in one's community.
6.

Steps toward Completion of the IMA Degree

Students must choose a broad area of study at the beginning of their journey – they will be able to choose from the Social Sciences, or the Humanities.

Broad Fields of Study and Interdisciplinary Areas of Focus:

Social Sciences Interdisciplinary Areas:

- Educational Studies and Human Development
- Conflict Resolution
- Management of Human and Natural Systems
- Transformative Learning Communities

Humanities Interdisciplinary Areas:

- Creative Writing
- Cultural and Religious Studies
- Art and Letters

Required Elements of the Program Structure

Workload

The program requires a 36-credit semester hour based course load with attendance at three required Colloquia. Students must also complete a Portfolio demonstrating how they have met the program requirements. It is conceivable that a student could finish the entire degree in one year, but that would require taking several classes per session. In general, we can assume students will only take one class per session, or 2 per trimester, for 18 credits per year. At that rate, a student would finish in two years. Colloquia will usually take place the first week of each trimester, in September, January, and May.

Colloquia

This model requires that students attend three Colloquia that are completed using Zoom, so students in the program will need to have video conferencing capability and steady internet connections.

Advisors and Mentors

Each new student will be required to work with a Faculty Advisor from the first day. Students will need to choose a Mentor before the third foundation course. Lists of possible Mentors will be given, but students can find a Mentor who is not on the list with approval of the Advisor and the Program Chair.

In order to graduate from the program, a student must complete the following:

1. Attend three non-credit Colloquia. The Colloquia will be offered on Zoom and will usually take place at the beginning of each trimester. Each Colloquium will take a few hours. At the end of each, students will be required to write a brief critical analysis of the topics presented and discussed.
2. Take three 3-credit Foundation courses. The first two Foundation courses, addressing Foundations of the Field and Research Methods in the Field are required before a student can take the third Foundation course, addressing doing Individualized Study in the Field.
3. Take three seminars in one's Field of Study (either Humanities or Social Sciences).
4. Take five individualized courses, which they can develop once they have completed the third Foundation course.
5. Choose a Mentor before beginning the third Foundation course.
6. Develop an Individualized Plan of Study, which meets the approval of both the student's Advisor and the student's Mentor; this should be completed in the third Foundation course.
7. Complete either a Capstone Project, or a Thesis. (Students who complete a thesis take four individualized courses instead of five.)
8. Complete a Portfolio.
9. Complete 36 credit hours of graduate work.

Admission Requirements

- Complete the Online Application

- Bachelor's degree from a regionally accredited college or university or an institution recognized by regional accreditation. Official transcripts of all academic work.
    - Exceptions may be reviewed on a case-by-case basis using faculty's professional judgment such as cases of international degree. Antioch Online will accept degrees earned under the terms of the Bologna Declaration.
- Two current professional references, at least one of which is from a University professor whom you have worked with and who has evaluated your academic work
- Admissions Essay
- Writing sample (no more than 5 pages) addressing your knowledge or interest in Humanities or Social Sciences
- Additional requirement for international students:
    - Reading & Writing in English Proficiency Assessment (if applicable) or TOEFL score of 550 "paper-based", 214 "computer-based", and 79 "internet-based or higher.

Antioch does not require scores from the GRE or other standardized exams.

2020-2021 Tuition and Fees

IMA Tuition per semester credit: $676

University Fees

Plan of Study

Three Required Foundation Courses from the Field of Study (9 semester credits)

Students must choose either A. Social Sciences, or B. Humanities. They cannot choose both fields.

A. Social Science Foundation Courses:

SSC-5001 Foundations of the Social Sciences (3 semester credits)
SSC-5002 Social Research Methods (3 semester credits)
SSC-5003 Individualized Study in the Social Sciences (3 semester credits)*

B. Humanities Foundation Courses:

HUM-5001 Foundations of the Humanities (3 semester credits)
HUM-5002 Humanities Research Methods (3 semester credits)
HUM-5003 Individualized Study in the Humanities (3 semester credits)*
*The third course requires the first two in the sequence; the first two can be taken in any order.

Foundation Courses

1. (5001 Courses) Foundations of the Field. The first and second foundation courses will be offered in alternating sessions. The goal of the first course is for students to get their feet wet and begin putting a program of study together by first identifying both the history and breadth of knowledge construction in the field; this will also help as they begin the process of identifying a Mentor.
2. (5002 Courses) Developing a research plan, learning to focus, and working with a Mentor. This course addresses how to do effective Social Science or Humanities research. Students will also develop

different assessment skills, so that as they choose a Mentor to work with, they will be ready to begin to research how to develop an individualized plan of study that would include their 4-5 Individualized classes.

3. (5003 Courses) Individualized Learning Plan: The individualized course plan should be finalized and approved, and students should also choose and design the plan for their capstone or thesis. The plan must include both learning outcomes for their program of study, and methods of assessment they and the faculty members they work with will use to evaluate their work. The plan for the thesis or capstone should be developed at least one session before a student begins work on the thesis or capstone.

Three Required Colloquia (0 semester credits)

The colloquia will usually take place during the first week of each trimester, which begin in January, May, and August. Students are required to take three over the course of their tenure in the program, but may take more. The principal reason for the colloquia is developing and supporting a community of individualized learners. Different topics, readings, speakers, and trainings will be introduced at each Colloquium. Students will be required to write a brief, critical assessment of the material covered at the colloquia they attend; these will be required elements of their Portfolios.

Three Seminars from the Field of Study (9 semester credits)

Students need to take a total of 3 courses from their Field of Study. Students can take additional courses from either field of study as individualized courses once they have completed their third foundation course, and have developed appropriate learning outcomes for their courses with their Advisors' and Mentors' permissions.

Four or five Individualized courses (12-15 semester credits)

These can be taken from other fields, from other campuses, from the courses offered, or as Independent Studies. The courses are chosen or created by both the Advisor and the Mentor with an Individualized Plan, and they must be developed after a student has taken the third foundation course.

One 3-credit Capstone (can only be taken in one seven week term) or one 6-credit Thesis (that can be offered over one or two sessions) (3-6 semester credits) .

Capstone

A capstone can be an applied learning project, a creative work, or a written work that is approved by a student's Advisor and Mentor. Both the Advisor and Mentor must consent to approve credit for the Capstone. The capstone must demonstrate the advancement of Social, Economic, or Environmental Justice.

Thesis

A thesis is a significant piece of writing and research in one's field of study. A thesis proposal must be approved by a committee consisting of a student's Advisor, Mentor, and a third Committee member agreed to by the Advisor and Mentor who is an expert in the field. The thesis may take place over two sessions, and is worth 6 credits. The thesis must demonstrate the advancement of Social, Economic, or Environmental Justice.

The Transformative Learning Community (TLC) Concentration

The TLC concentration is offered as a field of study in the Social Sciences. TLC courses take place in 15 week synchronous sessions using Zoom. The schedule for TLC courses follows the same semester schedule that the traditional IMA model follows, and TLC Learners are expected to meet the same graduation requirements as traditional IMA students.

Purpose

The Concentration in Transformative Learning Communities provides a container to nurture each learner's authoring of his/her learning and life within a learning community of scholar-practitioners. Learning as an emergent process is centered on the holistic understanding that we as human beings have the capacity to author our own lives from a place of resourcefulness, creativity, and possibility. At every step in the life cycle from early childhood to elderhood, we can lead and design our own learning through spirals of discovery, introspection, integration, and expression.

Learning as an understanding of human potential leads to a holistic, learner-directed, enthusiasm-based educational methodology, based on curiosity, wonder, joy, and integrity. While learning begins with the individual, it is also centered on the understanding that human beings live within webs of living systems: family; community; ethnic, religious, and national groups; humanity; ecological niche, bioregion, and planet. So both as a philosophical stance and as an educational methodology, this concentration focuses on the individual in the context within all of these living systems as co-author: a Transformative Learning Community.

Delivery mode

The TLC Concentration follows the IMA format, as a low-residency, cohort-based program. The courses will be conducted primarily online via the Sakai learning management system, with modalities including threaded discussions, faculty videos, group and individual written assignments, and synchronous learning sessions via Zoom.

Program Requirements

NOTE: the TLC Concentration follows the same IMA program structure, with content focused on Transformative Learning Communities

Workload

The program involves a 36-credit semester hour based course load with attendance at three required Colloquia. On a full-time basis (two courses per semester), students would finish in two years. Courses are offered synchronously via Zoom, in parallel to asynchronous forums via Sakai, and run in 15 week semesters

Colloquia

This model requires that students attend three Colloquia that are completed using Zoom, so students in the program will need to have video capability and steady internet connections. Colloquia will usually take place the first week of each trimester; learners in the TLC Concentration will be able to substitute an in-person Community Gathering for two of the colloquia.

Advisors and Mentors

Each new student will work with a Faculty Advisor from the first day. Students will need to choose a Mentor before the third foundations course. Lists of possible Mentors will be given, but students can find a Mentor who is not on the list with approval of the Advisor and the Program Chair.

In order to graduate from the TLC program, a student must complete the following:

- Attend three non-credit Colloquia. The Colloquia will be offered on Zoom and will usually take place at the beginning of each Trimester. Each Colloquium will take a few hours. At the end of each, students will be required to write a brief critical analysis of the topics presented and discussed.
- Complete three 3-credit Foundations courses. The first two Foundations courses, addressing Foundations of the Field and Research Methods in the Field are required before a student can take the third Foundations course, addressing doing Individualized Study in the Field.
- Take three Seminars in one's Field of Study.
- Take five individualized courses, which they can develop once they have completed the third Foundations course.
- Choose a Mentor before beginning the third Foundations course.
- Develop an Individualized Plan of Study, which meets the approval of both the student's Advisor and the student's Mentor; this should be completed in the third Foundations course.
- Complete either a Capstone Project, or a Thesis. (Students who complete a thesis take four individualized courses instead of five.)
- Complete a Portfolio. In the TLC concentration, this requirement will support the emergent nature of the pedagogy, incorporating Portfolio mentors (i.e. upper-level learners or grads who walk with the learners as 'Sherpas').
- Complete 36 credit hours of graduate work.

TLC Concentration Plan of Study (full-time, 2 years)

Semester 1 (6 semester credits)

Foundation: SSC-5006 Foundations of the Social Sciences: Principles & Praxis of TLC (3 semester credits)
Seminar: SSC-5011 Natural Learning Relationships/Consciousness (3 semester credits)

Semester 2 (6 semester credits)

Foundation: SSC-5002 Social Research Methods (3 semester credits)
Seminar: SSC-5021 Modes of Inquiry (3 credits)

Semester 3 (6 semester credits)

Foundation: SSC-5004 Individ Study in the Social Sciences/Living in a Learning Community (3 credits)
Seminar: SSC-5005 Epistemological Foundations of Learning/Learning as a Living System (3 credits)

Semester 4 (6 semester credits)

2 Individualized Courses

Semester 5 (6 semester credits)

2 Individualized Courses

Semester 6 (6 semester credits)

SSC-6980 Thesis (6 semester credits) OR
SSC-6970 Capstone Project (3 semester credit) AND 1 Individualized Course (3 semester credits)

Education Programs

EdD in Educational and Professional Practice

Required Credits for Degree: 60 semester credits

Standard Mode of Instruction: Online with 4-day annual residency

Program Overview

The EdD program is designed to prepare change-oriented professionals who use educational practice in the service of more just and inclusive schools, organizations, and communities. Through a transdisciplinary curriculum that includes shared seminars in a diverse learning community, and individualized work within the chosen specialization, students will enhance their ability to address issues of equity, ethics, and social justice.

Students specialize in one of the following transdisciplinary areas of inquiry: Critical Pedagogy; Environmental and Sustainability Education; Humane Education; Multicultural and Anti-Racist Education; Social Justice Leadership; Waldorf Education; or Self-Designed.

The specialization may be composed of seminars and individualized study. Students may also choose to take courses in other Antioch programs and to transfer in credits from previous graduate work, pursuant to program requirements. Each student's dissertation topic will fall within the chosen specialization.

The program's culminating project will be a Practice-Based Dissertation that establishes students' standing among scholar-practitioners who seek workable solutions to complex issues in schools, communities, and national and global settings.

Program Delivery

The EdD program is a 60-semester credit program operated on a trimester schedule. A new cohort enters the program each Summer and Spring term and students who proceed full-time may complete the program in a minimum of three years. The program is low-residency, with one in-person, four-day residency held each July at one of Antioch University's campuses. Additionally, students attend virtual, synchronous sessions the first Saturday of each term and additional, virtual synchronous sessions and workshops throughout the program.

Program Strands

Five pedagogical strands are woven throughout the program. These five strands are core principles of the program with which each student must deeply engage. They link the EdD program to the Antioch mission and legacy of socially engaged citizens who will have the expertise to use education as a means for social change in communities, organizations and schools.

The strands are embedded throughout each of the classes, as well as in the learning experiences that fall outside of official coursework. They are integral to the way the program is structured and the way participants are positioned as learners, scholars, and leaders in their fields. For that reason, rather than house each strand in specific courses or assignments, they are threaded across the program.

Practical Application

A foundation of the EdD in Educational and Professional Practice is its emphasis on the integration of theory and practice. Students will achieve strong theoretical and scholarly foundations and will consistently be expected to apply those foundations to their professional settings and their fields of study. Throughout the program, students will develop the ability to connect literature, theory, and scholarship to the realities of their contexts.

Communities of Practice

Professionals learn best when learning from peers, making meaning of practice and new information together. Educators, like other professionals, are increasingly expected to work in teams in the service of a common goal. Throughout the program, students will be expected to develop communities of practice with their cohort peers.

Social Justice and Ethics

Justice, equity, and ethics undergird all areas of the EdD as leaders in their fields, students will be asked to critically examine issues of educational equity and justice and will be pushed to unearth relations of power, privilege, and oppression that are present in their professional settings. Throughout the program, they will increase their awareness of these tensions and deepen their ability to analyze them, while also developing the knowledge and confidence to combat injustice and become agents of change.

Reflective Practice

Over the course of the EdD program, students will engage in cycles of inquiry and reflection in order to gain insight into their practice and make meaning of their professional contexts. Across their courses and learning experiences, students will investigate current practices and structures in a deep, systematic way in order to better understand those phenomena and to suggest ways in which they might be altered. Students will employ reflective practice to inform action and create meaningful change in their own communities.

Communication and Advocacy

Over the course of the EdD Program, students will become adept at cross-disciplinary communication. They will gain valuable practice articulating their own positions and describing the needs and intricacies of their particular contexts with a variety of constituencies both within and beyond the field of education. Students will have a number of opportunities to take complex issues and communicate them in a concise, clear way through verbal, visual, and technological means. Specifically, they will learn to use these communicative modalities for the

purpose of advocacy on behalf of various stakeholders, including their students, their communities, and their organizations.

Admission Requirements

Antioch's student population is richly diverse, which creates a learning climate unique to the degree. To be successful in this program, you must have a minimum of **five years' professional experience**, either before or after your Master's work. Regardless of your formal position, you must be able to envision yourself as an education change agent in whatever setting you work.

Although you must hold a **Master's degree**, your degree does not need to be in Education. You should have an interest in using your EdD to advance study about educational practice in your field and should be able to identify a specialty focus for your doctoral work. **You may be able to transfer in up to 12 credits of prior Master's or post-Master's graduate study in that specialization**, either from Antioch or another accredited university, if earned in excess of 30 credits applied toward a master's degree and if approved by the program chair.

How to Apply

1. Complete the online admissions Portfolio, which is comprised of the following elements:
    a. Online Application
    b. Official transcripts
    c. Three letters of reference
    d. Resumé/CV
    e. Personal statement
    f. Work sample
2. Submit a non-refundable $50 application fee.
3. If selected, **interview** with an Ed.D. faculty member or director via phone or Skype.

The EdD does not require the GRE or any other standardized test for admissions.

Technology Requirements

Students in this program participate in online learning activities organized within small- and large-group learning communities. The Antioch University EdD is a 100% online learning environment, and therefore, in addition to having the traditional learning skills, students are expected to have basic technological skills, compatible computer hardware, operating system, and internet connectivity upon entrance into the program.

2020-2021 Tuition and Fees

EdD Tuition: $925 per semester credit

University Fees

Plan of Study

The EdD degree requires 60 semester credits. The degree is comprised of 27 semester credits of core coursework, 12 semester credits of specialization coursework, and 21 credits of candidacy and dissertation coursework.

Core Courses (27 semester credits)

EDU-7100	Social, Philosophical, and Historical Contexts of Education (3 semester credits)
EDU-7210	Doctoral Writing Workshop (3 semester credits)
EDU-7500	Leadership for Social Justice (3 semester credits)
EDU-7320	Foundations of Transdisciplinary Inquiry (3 semester credits)
EDU-7400	Pedagogies of Practice (3 semester credits)
EDU-7110	Diversity, Equity, and Inclusion (3 semester credits)
EDU 7310	Methods of Inquiry: Collecting, Interpreting, and Using Data (3 semester credits)
EDU-7600	Designing and Evaluating Education-Based Change Initiatives (3 semester credits)
EDU-7350	Action-Oriented Inquiry (3 semester credits)

Specialization Courses (12 semester credits)

Foundations (Students take the Foundations course for their chosen specialization; 3 semester credits)

EDU-8000	Foundations (Self-Designed) (3 semester credits)
EDU-8010	Foundations of Critical Pedagogy (3 semester credits)
EDU-8020	Foundations of Humane Education (3 semester credits)
EDU-8030	Foundations of Environmental and Sustainability Education (3 semester credits)
EDU-8040	Foundations of Multicultural and Anti-Racist Education (3 semester credits)
EDU-8050	Foundations of Social Justice Leadership (3 semester credits)
EDU-8060	Foundations of Waldorf Education (3 semester credits)

Special Topics (Students take three, 3-credit Special Topics courses within their specialization; 9 semester credits)

EDU-8100, 8200, and 8300	Special Topics (Self-Designed) (9 semester cr)
EDU-8110, 8210, and 8310	Special Topics in Critical Pedagogy (9 semester cr)
EDU-8120, 8220, and 8320	Special Topics in Humane Education (9 semester cr)
EDU-8130, 8230, and 8330	Special Topics in Envt'l and Sustainability Ed (9 cr)
EDU-8140, 8240, and 8340	Special Topics in Multicult'l and Anti-Racist Ed (9 semester cr)
EDU-8150, 8250, and 8350	Special Topics in Social Justice Leadership (9 semester cr)
EDU-8160, 8260, and 8360	Special Topics in Waldorf Education (9 semester cr)

Candidacy and Dissertation Courses (21 semester credits)

EDU-8600	Integrated Essay and Portfolio (2 semester credits)
EDU-8700	Proposal (3 semester credits)
EDU-8800	Pro-Seminar I (2 semester credits)
EDU-8802	Pro-Seminar II (2 semester credits)
EDU-8900	Practice-Based Dissertation I (6 semester credits)
EDU-8902	Practice-Based Dissertation II (6 semester credits)

Antioch University New England

Welcome to Antioch University New England!

The different campuses and programs that comprise this distinctive university are delivered in a variety of formats through our campuses and online. As you look at the offerings of the New England campus you should know a bit more about what makes us unique.

Our programs and community

At Antioch New England we offer a wide range of graduate degrees and certificates delivered in a variety of instructional formats including low residency, online, as well as face-to-face. Our students are adult learners, many with several years of professional experience before they enroll in one of our programs, while some enter directly from their undergraduate program. These various levels of experiences become part of our classrooms and community at large, and faculty see our students as colleagues as well as students. Lifelong relationships, between students and faculty and students with their peers, remains a hallmark of the AUNE experience.

The campus is located in Keene, NH, (population 23,000), the only city in rural Cheshire County. Our students are an important part of the community, completing practica, internships, and offering community service as part of their academic experience. AUNE students and graduates have also had a huge impact on the Monadnock region through their studies at Antioch. The Monadnock Coop in Keene was a master's project of an Environmental Studies student. Numerous others have been deeply involved in local K-12 schools and Keene State College as leaders and teachers. Others have assisted in founding the Monadnock International Film Festival and the recent Walldogs project. Many others are mental health professionals in the area. The AUNE impact on Southwest New Hampshire and Southern Vermont is substantial. And those students who are studying further away through our distance program are also involved in making a difference in their own towns and regions.

Our history

Antioch University New England, (AUNE), founded in 1964, was the first campus developed as a satellite of Antioch College, and is an integral part of the Antioch University system. Antioch College was founded in 1852, and Horace Mann, the famous educational reformer, was its first president. The College was among the first to have women as tenured faculty with the same pay and status as their male counterparts, and among the first to admit African Americans and women to a full curriculum. These same tenants of striving for democracy and social justice for all are threads woven through all of the current campuses of Antioch University including AUNE.

AUNE began in Putney, Vermont as the Putney Graduate School and was initially affiliated with the Putney School. It then became known as Antioch Putney, and included a semester in Putney, a semester in an urban school (sites included Washington DC and Baltimore) and a semester in Yellow Springs, OH. Antioch Putney's initial students were mostly returning Peace Corps Volunteers. Many of these early graduates from the Putney years are still alive and well, and recall their experiences of arriving in Putney, Vermont, sometimes in the cloak of night, to a place they had never been before.

Today, we continue to share the values and mission of Antioch University. Horace Mann's famous Antioch quote, "Be ashamed to die until you have done some victory for humanity", lives on through each and every student, faculty and staff member, and it makes me proud to be called a member of the Antioch family.

Thank you for joining us,

Shawn Fitzgerald, PhD
Provost, Antioch University New England

Campus Leadership

Provost: Shawn Fitzgerald
Associate Provost, Chief Student Services Officer: Linda Drake Gobbo
Director of Student Accounts: Dottie Shuteran
Director of Financial Aid: Amy Posner
Associate University Registrar: Suzanne Koulalis
Director of Disability Support Services: Fran Ziperstein
Primary Designated School Official (international student support): Laura Andrews
School Certifying Official (VA Benefits): Dottie Shuteran
Director of Library Services: Abagail Jones

Campus Calendar

Please click here to view the Antioch University New England Academic Calendar.

Department of Applied Psychology

The Department of Applied Psychology programs all have the study of couple and family therapy at the core. Couple and family therapists (CFTs) are mental health professionals trained in psychotherapy and family systems. Through a systemic lens, CFTs approach treatment holistically by focusing on the mind, body, social contexts, and relational systems—partners, coworkers, friends, and family members—of their clients.

The Dance Movement Therapy (DMT) MA program has a concentration in Couple and Family Therapy (CFT), and there are Masters, Doctoral, and Certificate programs in this therapeutic discipline as well. The Master's program in Dance/Movement Therapy at Antioch University New England (AUNE) was one of the first to be accredited by the American Dance Therapy Association (ADTA). Students become registered Dance/Movement Therapists (R-DMT) upon completion of the master's degree requirements. The MA in DMT with a concentration in CFT also meets education requirements in many states for licensure as a Couple and Family Therapist

Students are required to fulfill the set of course, competency area, and internship/practicum requirements in effect for the semester and year they enrolled as a degree student. Please be sure to refer to the correct academic year when consulting these pages. If students have any questions as to which requirements they are governed by, please contact the academic department.

Programs in the Department of Applied Psychology Degree

- MA in Couple and Family Therapy
- PhD in Couple and Family Therapy
- MA in Dance/Movement Therapy with a Concentration in Couple and Family Therapy
- MA in Dance/Movement Therapy with a Concentration in Couple and Family Therapy - Low Residency*
  **NOT ACCEPTING APPLICATIONS FOR 2020-2021 ACADEMIC YEAR*
- Post-Master's Certificate of Respecialization in Dance/Movement Therapy
- Post-Master's Certificate of Respecialization in Couple and Family Therapy
- Post-Master's Certificate in Trans Affirmative Therapy

Special Requirements

Because these are programs of professional preparation, students must meet professional as well as academic standards. The Department of Applied Psychology adheres to the code of ethics of the following organizations: the American Association for Marriage & Family Therapy and the American Dance Therapy Association. Students are required to maintain the ability to function in a professional capacity and seek help, when necessary, in managing their personal issues. Questions about personal/professional competence or ethical conduct will be discussed with students before any administrative action is taken. If resolution is not possible at the departmental level, the issues may be referred for more formal resolution through the Student Grievance Procedure. Policies and procedures employed by the programs in the Department of Applied Psychology for evaluating academic, clinical, interpersonal effectiveness, and professional behavior can be found in the individual program handbooks.

Certification and Licensing

Graduates of Applied Psychology may apply for professional credentials that recognize their level of training and experience. Credentials may be granted by national professional boards/organizations or by the regulatory boards of individual states. Generally, there are three levels:

Licensure

Licensure is a legislatively established form of regulation granted and administered by individual states. It may protect the practice of an occupation as well as regulate the use of a professional title. This makes it the most desirable credential, both for public protection (its primary purpose) as well as for members of that profession. Only states may grant licenses. State licensure establishes standards for insurance payers to use in identifying qualified practitioners. Examples of titles under current usage are marriage and family therapist or creative arts therapist.

Certification

Certification is a process of verifying one's professional qualifications. State laws may establish certification; national professional organizations/boards may also certify. Most often this includes a written examination of one's knowledge in the field. Certifications, memberships, and registries are not generally recognized by insurance payers, but are useful to the public in assessing a practitioner's qualifications.

Registry or Roster

Registry or roster usually refers to a listing of those using a title or providing a service. Registries can be maintained by the profession or by the state. Some states require rostering in order to practice. Clinical Membership in AAMFT and Registry through the American Dance Therapy Association (American Dance Therapists-Registered) are examples of this level of credential. The legislature in each state establishes the criteria for licensure and an appointed board determines an individual's eligibility for licensure.

The Department has designed its programs to be consistent with the standards of the representative professional organizations. Individual states, many of which base their legislation on professional organization standards, vary as to specific coursework, number of hours of supervised practice, supervisor qualification, and other required criteria. The Department of Relational and Embodied Arts and Therapies recognizes the

importance of licensing and certification as part of the preparation for professional practice and offers coursework and internships that allow students to achieve a licensable portfolio. However, because licensure is the sole province of the state regulating bodies, the Department cannot guarantee that students will be licensed or certified. **It is the students' responsibility to obtain their state's regulations and to meet specific state requirements.** This is especially important since some states require that all coursework be completed within the graduate degree program, and will not allow courses to be added at a later date. Additionally, board membership changes and new legislation may alter licensure requirements or interpretation of these requirements during a student's program. **It is the students' responsibility to be aware of and to meet these requirements.** The cost of any coursework over and above that required for the students' program is the responsibility of the students including the cost of meeting any future changing regulations. Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure. Core faculty members in the Department are available for advice and counsel on licensing matters but are not responsible for ensuring students' readiness for licensure.

Changing State Licensing Requirements

AUNE, while not responsible for actions of external licensing agencies, does support both current master's and doctoral degree students and graduates in meeting changing requirements. In doing so, we strive to be fair and consistent to all students. Therefore, if licensing requirements enacted by an external agency exceed the current degree requirements, the following options are available:

1. For current master's or doctoral degree students: additional coursework to satisfy licensing requirements (either existing courses or SIS's). Current students may use elective credits, or if necessary, study an additional semester at the current per-credit rate.
2. For graduates of master's or doctoral degree programs: the opportunity to enroll as a non-matriculated student in either the appropriate course or, as an exception, in an SIS, at the following rate: 50% of the non-matriculated student master's per credit tuition. This charge is less than the current per credit fee for matriculated master's students.

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume
- Essay
- 2 letters of recommendation (only 1 for DMT)
- Official transcripts from degree granting institution
- Interview

Doctorate Admissions requirements:

- Application
- Resume
- Essay
- Work sample
- 3 letters of recommendation
- Official transcripts from degree granting institution

- Interview

2020-2021 Tuition

Applied Psychology Department	Per Credit
Masters of Arts, Masters of Science	$ 1,016
Academic Certificates, Masters and Post-Master's Levels	$ 711

Couple and Family Therapy, PhD	Per Semester
1 Fall/Spring	$ 14,595
2 Summer	$ 11,904
2 Fall/Spring	$ 11,904
3 Summer	$ 9,268
3 Fall/Spring	$ 9,268
4 Summer	$ 6,632
4 Fall/Spring	$ 6,632

University Fees

2020-2021 DEGREE REQUIREMENTS

MA in Couple & Family Therapy

Required Credits for Degree: 61 semester credits

Standard Mode of Instruction: Low-residency

Program Overview

The Couple and Family Therapy (CFT) program utilizes a low-residency format, designed to be completed in just under three years (33 months) of full-time enrollment. Students have one full year of course work before beginning their practicum and internship experiences in years two and three. Face-to-face learning experiences, i.e. residencies, are what distinguish a low-residency format from a traditional online program. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The master's residencies are 4-day intense learning opportunities combining seminars, workshops, guest lectures, advising sessions, peer discussions, and student presentations. Six residencies are required throughout the three-year program: three during the first year, two in the second, and one during the third. The Fall residency (early September) and Summer residency (June) both take place on the Keene, NH campus. The Spring residency (January) takes place on one of the west coast Antioch campuses. Residencies are designed to build life-long learning communities and professional relationships.

Between residencies, students will work on course material both synchronously and asynchronously; i.e. “live” classes via video software, and they will also have assignments that are completed at their own pace (readings, forum postings, papers, etc.). During the practicum and internship experience, students will be required to attend weekly supervision meetings via video and/or voice conferencing software, in addition to attending on-site supervision at their practicum and/or internship site. Students get the best of both worlds: convenient connection to professors and classmates via online and video learning, and face-to-face training during the residencies.

Plan of Study

Core Courses - 36 semester credits

CFT-5180	Human Sexuality and Sex Therapy (3 semester credits)
CFT-5190	CFT Seminar: Family Studies (3 semester credits)
CFT-5260	Human Development: Lifespan & Systems Perspectives (3 semester credits)
CFT-5500	Systemic Assessment and Treatment Planning (3 semester credits)
CFT-5750	CFT Seminar: Special Topics (3 semester credits)
CFT-5760	Postmodern Approaches to Family Therapy (3 semester credits)
CFT-5800	Research & Evaluation in CFT (3 semester credits)
CFT-6000	CFT Identity, Law, and Ethics (3 semester credits)
CFT-6060	Diverse Families and Communities (3 semester credits)
CFT-6420	Foundational Theories of Couple and Family Therapy (3 semester credits)
CFT-6480	Intro to Couples Therapy (3 semester credits)
CFT-6660	Families and Addiction (3 semester credits)

Clinical Courses - 16 semester credits

250 supervised clock hours over eight months in an approved practicum site

CFT-6970	Pre-Practicum (1 semester credits)
CFT-6971	CFT Practicum I (3 semester credits)
CFT-6972	CFT Practicum II (3 semester credits)

Internships consist of 1,000 total supervised clock hours over twelve months in an approved internship site.

CFT-6981	CFT Internship I (3 semester credits)
CFT-6982	CFT Internship II (3 semester credits)
CFT-6983	CFT Internship III (3 semester credits)

Plus Choice of Three Electives - 9 semester credits

(Students may select 3 courses from different focus areas, or all 3 in one focus area)

Addictions Electives Include:

COUN-5632	Psychopharmacology (3 semester credits)
COUN-6132	Process Addictions (3 semester credits)

COUN-6142 Social Justice & Advocacy in Addictions Counseling (3 semester credits)
COUN-6262 Integrative Approaches to Addictions Counseling (3 semester credits)

Trauma Electives Include:

COUN-5322 Counseling Approaches to Trauma, Grief & Loss (3 semester credits)
COUN-5332 Trauma & Resiliency (3 semester credits)
COUN-6102 Creative Approaches to Trauma-Informed Practice (3 semester credits)

Trans Affirmative Therapy Electives Include (see details below in the Trans Affirmative Therapy Certificate):

PY-6210 Trans Experiences: An Introduction (3 semester credits)
PY-6220 Working with TGNC Families (3 semester credits)
PY-6230 Gender in Context: An Intersectional Approach (3 semester credits)
PY-6240 Trans-Affirmative Clinical Practice (3 semester credits)

Note

By the conclusion of the practicum and internship requirements, students must have provided a minimum of 500 therapy hours total including no fewer than 250 supervised relational hours and received no fewer than 100 hours of approved supervision, 50 hours of which must be live video or audio recorded therapy sessions directly observed by the supervisor, and 50 hours of which must be individual supervision (no more than two students present with the supervisor). Students are required to provide video and audio record their sessions using Supervision Assist, a HIPAA compliant software program. All COAMFTE clinical requirements must be adhered to by the sites and supervisors. The Director of Clinical Training will provide current information and will assist CFT students to obtain an appropriate clinical site placement and supervision. In order to obtain a Master of Arts degree in Couple and Family Therapy a 61-credit minimum is required unless courses are waived at time of admission to the program. All approved waivers must be submitted in writing to Student Services to be processed by the Registrar's office.

PhD in Couple & Family Therapy

Required Credits for Degree: 86 semester credits

Standard Mode of Instruction: Low-residency

Program Overview

The PhD in Couple & Family Therapy is an online/low-residency program offered in a 3-year or 4-year delivery model.

In addition to the course requirements, degree requirements include:

- Satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship. Satisfactory performance on the Qualifying Examinations after the end of the second academic year in the doctoral program.
- Students must attend residencies in each year of the program.
    - Three-Year Delivery Model:

        - First Year: 2 total in Fall and Spring
        - Second Year: 3 total in Summer, Fall and Spring
        - Third Year: 2 total, first in Summer, second in Fall, Spring or Summer
    - Four-Year Delivery Model:
        - First Year: 2 total in Fall and Spring
        - Second Year: 3 total in Summer, Fall and Spring
        - Third Year: 3 total in Summer, Fall and Spring
        - Fourth Year: 2 total, first in Summer, second in Fall, Spring or Summer
- The minimum length of time for program completion is three years and the maximum time to completion (with financial aid eligibility) is 6 years from initial enrollment to complete all course requirements, practical experience requirements and dissertation.

Plan of Study

Core Courses - 50 semester credits

CFT-7010 Social Justice Theory and Application (3 semester credits)
CFT-7020 Introduction to Research and Research Ethics (3 semester credits)
CFT-7030 Relational Systemic Theory and Applications (3 semester credits)
CFT-7040 Family Policy and Advocacy (3 semester credits)
CFT-7050 Introduction to Statistics (3 semester credits)
CFT-7090 Supervision in CFT I (3 semester credits)
CFT-7110 Introduction to Quantitative Methods (3 semester credits)
CFT-7120 Grant & Professional Writing in CFT (3 semester credits)
CFT-7150 Introduction to Teaching/Consultation/Leadership (T/C/L) in CFT (2 semester credits)
CFT-7190 Introduction to Qualitative Methods (3 semester credits)
CFT-7200 Teaching/Consultation/Leadership (T/C/L) Applications (2 semester credits)
CFT-7300 Clinical Innovations with Diverse Populations (3 semester credits)
CFT-7500 Advanced Clinical Skills and Clinical Ethics (3 semester credits)
CFT-7510 Advanced Supervision (3 semester credits)
CFT-7920 Advanced Research Methods: Program Evaluation and Applications (3 semester credits)
CFT-7930 Advanced Statistics (1 semester credits)
CFT-7940 Advanced Research Seminar (2 semester credits)
CFT-8000 CFT Dissertation Seminar (2 semester credits)
CFT-8100 Qualifying Examinations (2 semester credits)

Clinical Practice - 9 semester credits

CFT-7401 Doctoral Professional Seminar I (3 semester credits)
CFT-7402 Doctoral Professional Seminar II (3 semester credits)
CFT-7403 Doctoral Professional Seminar III (3 semester credits)

Optional Elective Credits - 3 semester credits

CFT-7404 Doctoral Professional Seminar IV (1 semester credits)
CFT-7405 Doctoral Professional Seminar V (1 semester credits)
CFT-7406 Doctoral Professional Seminar VI (1 semester credits)

Clinical Supervision - 9 semester credits

CFT-7201	T/C/L/S Professional Seminar I (3 semester credits)
CFT-7202	T/C/L/S Professional Seminar II (3 semester credits)
CFT-7203	T/C/L/S Professional Seminar III (3 semester credits)

Candidacy and Dissertation - 18 semester credits

CFT-7990	CFT Doctoral Candidacy Continuation (0 semester credits) (if applicable)
CFT-8981	CFT Dissertation I (6 semester credits)
CFT-8982	CFT Dissertation II (6 semester credits)
CFT-8983	CFT Dissertation III (6 semester credits)
CFT-8990X	CFT Dissertation Continuation (0 semester credits)

Students register in CFTR-8990X (Dissertation Continuation) for each subsequent semester until dissertation is deposited and accepted.

Students are required to select if they intend to complete the 3-year program model or the 4-year model prior to registering for the first semester.

Note

By the conclusion of the advanced practical experience requirements, students must have spent at least one year (3 semesters) engaged in supervised clinical practice and one year (3 semesters) engaged in additional practical experience (teaching, consultation, leadership, and/or supervision). Students may take one additional year of professional seminar courses to continue to receive advanced practical experience supervision. Advanced practical experience placements may require criminal background checks as well as verification of up-to-date vaccinations. Students without a background in CFT will be required to take additional prerequisite coursework.

Trans Affirmative Therapy Certificate

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Low-residency & online

Program Overview

The Trans Affirmative Therapy Certificate is offered through the Couple and Family Therapy program in a combination of low residency and online formats. This program is designed for students who have completed a Clinical Master's degree or are currently enrolled in a Master's or Doctoral program in a clinical mental health related field. The certificate consists of 12 credits over 4 semesters. Fall and second Summer courses include one 2-day residency requirement per course. The first Summer and Spring is solely online.

Providing affirmative therapy for transgender individuals and their families is critical for healthy relationship development and creating a supportive therapeutic environment. There is a lack of mental health professionals trained to meet the unique challenges faced by gender minority, including transgender and gender non-conforming (TGNC) individuals and families, thus many members of this population do not seek mental health services or receive grossly inadequate care. This program focuses on developing culturally sensitive therapists and counselors who are more informed and better trained to work with members of the TGNC population.

Plan of Study

PY-6210 Transgender Experiences: An Introduction (3 semester credits)
PY-6220 Working with TGNC Families (3 semester credits)
PY-6230 Gender in Context: An Intersectional Approach (3 semester credits)
PY-6240 Trans-affirmative Clinical Practice (3 semester credits)

Post-Master's Certificate of Respecialization in Couple and Family Therapy

Required Credits for Degree: 27 semester credits

Standard Mode of Instruction: Low-residency & online

Program Overview

The Post-Master's Respecialization in CFT requires some courses online, practicum experience, and three semesters of internship experience in a clinical placement at an available site in New England. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Students should be prepared to engage in all of these learning modalities.

Plan of Study

Required Coursework - 12-15 semester credits

CFT-5500 Systemic Assessment and Treatment Planning (may be waived if taken in prior degree) (3 semester credits)
CFT-5760 Postmodern Approaches to Family Therapy (3 semester credits)
CFT-6000 CFT Identity, Law and Ethics (3 semester credits)
CFT-6420 Foundational Theories of Couple and Family Therapy (3 semester credits)
CFT-6060 Diverse Families and Communities (3 semester credits) OR
CFT-7010 Social Justice Theory and Application (3 semester credits)

Elective Coursework - 15 credits from list below

Master's Level Courses

CFT-5180 Human Sexuality and Sex Therapy (3 semester credits)
CFT-5190 CFT Seminar: Family Studies (3 semester credits)
CFT-5260 Human Development: Lifespan and Systems Perspectives (3 semester credits)
CFT-5750 CFT Seminar: Special Topics (3 semester credits)
CFT-5800 Research and Evaluation in CFT (Note: May be required for licensure in some states) (3 semester credits)
CFT-6480 Intro to Couples Therapy (3 semester credits)

PhD Level Courses

CFTI-7040 Family Policy and Advocacy (3 semester credits)
CFTS-7090 Supervision in CFT I (3 semester credits)

MA in Dance/Movement Therapy with a Concentration in Couple and Family Therapy

Required Credits for Degree: 63-64 semester credits

Standard Mode of Instruction: Low-residency & online

Program Overview

The Dance/Movement Therapy (DMT) with a Concentration in Couple and Family Therapy (CFT) is a three-year program. The students engage in DMT and CFT courses on campus in Keene in the first two years. (Three of these courses will be offered in the Summer semester as a low residency format in the beginning of June). Additionally, the students will engage in practica and internship fieldwork in a clinical/community placement in the New England area during the first two years, and at a location of the students' choice in their third year. Internship sites range from the local New England area to locations throughout the country; international sites are also a possibility when supervision is available. *The internship must be supervised by a BC-DMT. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations.

The program design is as follows:

1st year

- Core courses in DMT (on campus in Keene)
- Core courses in CFT (on campus and one, 4-day, low-residency online/hybrid in Keene)
- Two (optionally three) semesters of practica at:
    - Infants and their caregivers and/or
    - Adults with intellectual disabilities and/or
    - Older adults with neurocognitive disorders

2nd year

- Core courses in DMT (on campus in Keene)
- Core courses in CFT (on campus in Keene with some online supervision)
- CFT Practicum and Internship (in Keene and greater New England area)

3rd year

- DMT Internship (location of student's choice)
- Online and LR DMT supervision (in Keene)

Graduates of the program are eligible for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). Graduates must apply directly to the ADTA. Graduates are also eligible to apply to be licensed as Marriage and Family Therapists (MFT) or Couple and Family Therapists (CFT) upon completion of postgraduate clinical and supervision hour requirements commensurate with state licensing regulations.

Plan of Study

To earn the MA degree in Dance/Movement Therapy with a Concentration in Couple and Family Therapy, students must successfully complete a minimum of 63 credits:

FALL I (13 semester credits)

CFT-6002	DMT/CFT Identity, Law, & Ethics (3 semester credits)
CFT-6420	Foundational Theories of CFT (3 semester credits)
PY-6807	Foundational Theories of DMT (3 semester credits)
PYB-5020	Psychomotor Assessment of Children (3 semester credits)
PYP-6911	Practicum in DMT I: Theoretical Applications (1 semester credits)

SPRING I (10 semester credits)

CFT-5760	Postmodern Approaches to Family Therapy (3 semester credits)
PYB-5140	Psychomotor Assessment of Adults (3 semester credits)
PYB-6061	Diverse Families and Communities (3 semester credits)
PYP-6921	Practicum in DMT II: Theoretical Applications (1 semester credits)

SUMMER I (6-7 semester credits)

CFT-5180	Human Sexuality and Sex Therapy (3 semester credits) [Summer CFT Residency]
CFT-6480	Intro to Couples Therapy (3 semester credits) [Summer CFT Residency]
CFT-6970	Pre-Practicum (1 semester credits) [Summer CFT Residency]
PYP-6930	Practicum in DMT III Theoretical Applications (1 semester credits) (OPTIONAL)

FALL II (12 semester credits)

CFT-6971	CFT Practicum I (3 semester credits)
PY-5800	Expressive Arts Therapy (3 semester credits)
PYB-5260.NE	Human Development: Lifespan and Systems (3 semester credits)
PYG-6041	Group Work in DMT (3 semester credits)

SPRING II (12 semester credits)

CFT-6972	CFT Practicum II (3 semester credits)
PY-6181	DMT & Systemic Approaches to Crisis & Trauma (3 semester credits)
PYB-5502	Psychopathology and Treatment Planning: DMT Perspectives (3 semester credits)
PYB-5902	Research and Evaluation (3 semester credits)

SUMMER II (3)

PYC-6661	Families and Addiction (3 semester credits)

FALL III (3 semester credits)

PY-6934	Internship Seminar in DMT I (3 semester credits)

SPRING III (3 semester credits)

PY-6935 Internship Seminar in DMT II (3 semester credits)

Post-Master's Certificate of Respecialization in Dance/Movement Therapy

Required Credits for Degree: 29 semester credits

Standard Mode of Instruction: Low-residency & online

Program Overview

The low-residency Certificate Program is completed over three years and includes 6 residencies, either in Seattle, WA or Keene, NH. Up to 9 credits are online. Those who complete the program apply through the Alternate Route pathway for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA).

Plan of Study

PY-5581	Theory & Practice of DMT II: Special Populations (3 semester credits)
PY-6181	DMT & Systemic Approaches to Crisis & Trauma (3 semester credits)
PY-6807	Foundational Theories of DMT (3 semester credits)
PY-6822B	Advanced Seminar in DMT: Professional Identity (3 semester credits)
PY-6931	Internship in DMT I (1 semester credits)
PY-6931A	Internship in DMT II (1 semester credits)
PYB-5020	Psychomotor Assessment of Children (3 semester credits)
PYB-5140	Psychomotor Assessment of Adults (3 semester credits)
PYB-5902	Research and Evaluation (3 semester credits)
PYB-6061	Diverse Families and Communities (3 semester credits)
PYG-6041	Group Work in DMT (3 semester credits)

Department of Clinical Mental Health Counseling

The Department of Clinical Mental Health Counseling (CMHC) has a CACREP-accredited program preparing students to become licensed clinical mental health counselors. The program promotes the development of professional identity by encouraging an active and continuous examination of one's self as an individual, one's self as a professional counselor, and one's self as a social justice advocate. The program is devoted to training students from diverse backgrounds, endorsing the principles of social justice by confronting oppression and injustice, and working with underserved populations. Students are prepared, as professional counselors, to work with individuals, groups, and social systems within a multicultural global community to promote mental health and well-being for all.

There are also several concentrations available within this Clinical Mental Health Counseling degree, and Post-Masters Certificates for practicing professionals in the field. These counseling programs intertwine rigorous academic coursework and experiential learning opportunities.

Students are required to fulfill the set of course, competency area, and internship/practicum requirements in effect for the semester and year they enrolled as a degree student. Please be sure to refer to the correct

academic year when consulting these pages. If students have any questions as to which requirements they are governed by, please contact the Student Services office.

Department of Clinical Mental Health Counseling Degree Requirements

- MA in Clinical Mental Health Counseling
- MA in Clinical Mental Health Counseling with a Concentration in Addictions Counseling
- MA in Clinical Mental Health Counseling with a Certificate in Trauma Counseling
- Post-Master's Certificate in Clinical Mental Health Counseling
- Post-Master's Certificate in Addictions Counseling
- Post-Master's Certificate in Trauma Counseling

Special Requirements

Because these are programs of professional preparation, students must meet professional as well as academic standards. The Department of CMHC adheres to the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Students are required to maintain the ability to function in a professional capacity and seek help, when necessary, in managing their personal issues. Questions about personal/professional competence or ethical conduct will be discussed with students before any administrative action is taken. If resolution is not possible at the departmental level, the issues may be referred for more formal resolution through the Student Grievance Procedure. Policies and procedures employed by the programs in the Department of CMHC for evaluating academic, clinical, interpersonal effectiveness, and professional behavior can be found in the individual program handbooks.

Certification and Licensing

Graduates of the Department of CMHC may apply for professional credentials that recognize their level of training and experience. Credentials may be granted by national professional boards/organizations or by the regulatory boards of individual states. Generally, there are three levels:

Licensure

Licensure is a legislatively established form of regulation granted and administered by individual states. It may protect the practice of an occupation as well as regulate the use of a professional title. This makes it the most desirable credential, both for public protection (its primary purpose) as well as for members of that profession. Only states may grant licenses. State licensure establishes standards for insurance payers to use in identifying qualified practitioners. Examples of titles under current usage are licensed clinical mental health counselor, professional counselor, or licensed alcohol and drug addictions counselor.

Certification

Certification is a process of verifying one's professional qualifications. State laws may establish certification; national professional organizations/boards may also certify. Most often this includes a written examination of one's knowledge in the field. The National Board of Certified Counselors offers certification as a National Certified Counselor and several specialty certifications. Certification for drug and alcohol counselors is available both through professional organizations and through state certifying bodies. Certifications, memberships, and

registries are not generally recognized by insurance payers, but are useful to the public in assessing a practitioner's qualifications.

Registry or Roster

Registry or roster usually refers to a listing of those using a title or providing a service. Registries can be maintained by the profession or by the state. Some states require rostering in order to practice. The legislature in each state establishes the criteria for licensure and an appointed board determines an individual's eligibility for licensure.

The Department of CMHC has designed its programs to be consistent with the standards of the representative professional organizations. Individual states, many of which base their legislation on professional organization standards, vary as to specific coursework, number of hours of supervised practice, supervisor qualification, and other required criteria. The Department recognizes the importance of licensing and certification as part of the preparation for professional practice and offers coursework and internships that allow students to achieve a licensable portfolio. However, because licensure is the sole province of the state regulating bodies, the Department cannot guarantee that students will be licensed or certified. **It is the students' responsibility to obtain their state's regulations and to meet specific state requirements.** This is especially important since some states require that all coursework be completed within the graduate degree program, and will not allow courses to be added at a later date. Additionally, board membership changes and new legislation may alter licensure requirements or interpretation of these requirements during a student's program. **It is the students' responsibility to be aware of and to meet these requirements.** The cost of any coursework over and above that required for the students' program is the responsibility of the students including the cost of meeting any future changing regulations. Membership in state professional organizations and ongoing contact with licensing boards in their respective states will assist students in assuring their own eligibility for professional licensure. Core faculty members in the Department are available for advice and counsel on licensing matters but are not responsible for ensuring students' readiness for licensure.

Changing State Licensing Requirements

AUNE, while not responsible for actions of external licensing agencies, does support both current master's and doctoral degree students and graduates in meeting changing requirements. In doing so, we strive to be fair and consistent to all students. Therefore, if licensing requirements enacted by an external agency exceed the current degree requirements, the following options are available:

1. For current master's or doctoral degree students: additional coursework to satisfy licensing requirements (either existing courses or SIS's). Current students may use elective credits, or if necessary, study an additional semester at the current per-credit rate.
2. For graduates of master's or doctoral degree programs: the opportunity to enroll as a non-matriculated student in either the appropriate course or, as an exception, in an SIS, at the following rate: 50% of the non-matriculated student master's per credit tuition. This charge is less than the current per credit fee for matriculated master's students.

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume

- Essay
- 2 letters of recommendation
- Official transcripts from degree granting institution
- Interview

2020-2021 Tuition

Program	Tuition
Masters of Arts (face to face)	$ 1,016 per credit
Clinical Mental Health Counseling, MA (online)	$656 per credit
Academic Certificates, Masters and Post-Masters levels	$ 711 per credit

University Fees

2020-2021 Degree Requirements

MA in Clinical Mental Health Counseling

Required Credits for Degree: 60 semester credits

Standard Mode of Instruction: Classroom or low-residency/online

Program Overview

This CACREP-accredited counselor education program, with a specialty area in clinical mental health counseling, trains students in eight (8) core areas: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

The program is offered in two formats: (1) in-person, weekend model (75% in person; 25% online) on the AUNE Keene, NH campus and (2) online with two week-long, in-person residencies held on an Antioch University campus. Elective courses targeting special focus areas are mostly offered online in the summer and shared by students from both delivery models. Students may include a Capstone Seminar in the final semester that is a culmination and synthesis of the student's knowledge, experience, skills and growth during the program as one of their elective requirements. The CMHC Program is designed to be a full-time program, with students entering in the fall or spring semesters. Students in the online delivery can also enter in the summer semester. The CMHC Program typically takes students three years to complete; part-time study is available upon request. Students can expect to commit six to nine hours per class per week to readings, viewings, assignments, and class preparation.

Degree requirements are the same for all entry points and within both formats. The program begins with courses introducing the student to the counseling profession while also learning and practicing basic counseling skills and techniques. During the second year of the program, students continue to develop knowledge through more advanced coursework and practice counseling skills through a variety of experiential learning opportunities. The program concludes with clinical field experience totaling 1,000 hours.

The CMHC curriculum also provides students with the option to choose from several elective course options that include more focused training in specific areas of interest. Students' academic advisors work with students to

help determine areas of interest and need best suited to their desired work setting. Some focus areas require students to earn related counseling experience during their internship.

The program includes practicum and internship experience in a clinical placement at approved sites, which students enter once they have completed the required prerequisites. Practicum and internship placements may require criminal background checks as well as verification of up-to-date vaccinations. Following successful completion of the 100-hour practicum experience, students advance and deepen their clinical training through supervised internship experiences. Over two to three semesters of internship, students accrue a minimum total of 900 supervised clinical hours. Students are responsible for finding their own site and receive support from the Practicum and Internship team.

The Keene-based classes consist of lectures, small group activities, discussions, and a variety of experiential activities. There are supplemental online assignments in preparation for class time. At times students are required to use Zoom (provided by Antioch University) outside of class to work with their peers on class assignments.

The online delivery typically holds asynchronous classes with some required synchronous class sessions via Zoom. Online students can expect a variety of educational methods such as recorded lectures, small group activities, written discussions, and assignments that are experiential in nature. The online delivery includes two required residencies. The first residency occurs in the semester following successful completion of the Foundational Counseling Skills course. This residency focuses on students' basic counseling skills demonstration within small groups. The second residency occurs in the semester following successful completion of the Group Counseling course, providing an opportunity to lead and/or co-facilitate a group. Residencies are typically held in May and December.

Regardless of delivery model, students are required to have access to reliable internet and technology to fully participate in the program. Students are held to the professional and ethical standards outlined in the CMHC Program Handbook and the American Counseling Association (ACA) Code of Ethics.

Per CACREP, all students must experience being a group member for 10 hours prior to graduation. A process group with a licensed professional counselor is provided by the program to meet this requirement. In addition to completing the process group, it is highly recommended that students engage in their own individual counseling as they progress through the program.

Plan of Study

MA in Clinical Mental Health Counseling course requirements

COUN-5102	Introduction to the Program and Profession (0 semester credits)
COUN-5142	Assessment and Testing (3 semester credits)
COUN-5222	Career Counseling Development (3 semester credits)
COUN-5262	Human Growth and Development (3 semester credits)
COUN-5502	Diagnosis and Treatment (3 semester credits)
COUN-5542	Counseling Theories (3 semester credits)
COUN-5902	Foundational Counseling Skills (3 semester credits)
COUN-5002	CMHC Residency (0 semester credits) [Follows COUN-5902 - CMHC ONLINE STUDENTS ONLY]
COUN-6030	Group Counseling (3 semester credits)
COUN-5002	CMHC Residency (0 semester credits) [Follows COUN-6030 - CMHC ONLINE STUDENTS ONLY]
COUN-6032	Professional Orientation & Ethics (3 semester credits)
COUN-6062	Social/Cultural Diversity (3 semester credits)
COUN-6122	Addictions Counseling (3 semester credits)
COUN-6422	Couple and Family Counseling (3 semester credits)

COUN-6752 Crisis Counseling Interventions (3 semester credits)
COUN-6902 Research & Evaluation in Counseling (3 semester credits)
COUN-6960 CMHC Practicum (3 semester credits)
COUN-6990 CMHC Internship (3 semester credits) (Take 3 times)

Plus Choice of Three Electives - 9 semester credits (Students may select 3 courses from different focus areas, or all 3 in one focus area)

Addictions Electives Include [Addiction Concentration fully described below]:

COUN-5632 Psychopharmacology (3 semester credits)
COUN-6132 Process Addictions (3 semester credits)
COUN-6142 Social Justice and Advocacy in Addiction Counseling (3 semester credits)
COUN-6262 Integrative Approaches to Addictions Counseling (3 semester credits)
COUN-6662 Family Counseling Approaches to Addictions Treatment (3 semester credits)

Trauma Electives Include [Trauma Concentration fully described below]:

COUN-5322 Counseling Approaches to Trauma, Grief & Loss (3 semester credits)
COUN-5332 Trauma & Resiliency (3 semester credits)
COUN-6102 Creative Approaches to Trauma-Informed Practice (3 semester credits)

General Electives Include:

COUN-5182 Human Sexuality (3 semester credits)
COUN-5750 Special Topics (1-3 semester credits)
COUN-6522 Adventure-Based Counseling (3 semester credits)
COUN-6532 Counseling Military Personnel & Veterans (3 semester credits)
COUN-6940 CMHC Capstone Seminar (3 semester credits)
Others courses within the department as approved

MA in Clinical Mental Health Counseling with a Concentration in Addictions Counseling

Required Credits for Degree: 60 semester credits

Standard Mode of Instruction: Classroom or low-residency/online

Program Overview

The CMHC concentration in Addictions Counseling is designed for students who want to specialize in the addiction field and are interested in pursuing addiction certifications and licensures post-graduation, in addition to mental health licensure. Students will understand specialized issues related to addictions counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with substance use treatment needs and more effectively support their recovery efforts.

Plan of Study

The academic and experiential requirements for the master's degree in Clinical Mental Health Counseling with an Addictions concentration are:

COUN-5102 Introduction to the Program and Profession (0 semester credits)
COUN-5142 Assessment and Testing (3 semester credits)
COUN-5222 Career Counseling Development (3 semester credits)
COUN-5262 Human Growth and Development (3 semester credits)
COUN-5502 Diagnosis and Treatment (3 semester credits)
COUN-5542 Counseling Theories (3 semester credits)
COUN-5902 Foundational Counseling Skills (3 semester credits)
COUN-5002 CMHC Residency (0 semester credits) [Follows COUN-5902 - CMHC ONLINE STUDENTS ONLY]
COUN-6030 Group Counseling (3 semester credits)
COUN-5002 CMHC Residency (0 semester credits) [Follows COUN-6030 - CMHC ONLINE STUDENTS ONLY]
COUN-6032 Professional Orientation & Ethics (3 semester credits)
COUN-6062 Social/Cultural Diversity (3 semester credits)
COUN-6122 Addictions Counseling (3 semester credits)
COUN-6422 Couple and Family Counseling (3 semester credits)
COUN-6752 Crisis Counseling Interventions (3 semester credits)
COUN-6902 Research & Evaluation in Counseling (3 semester credits)
COUN-6960 CMHC Practicum (3 semester credits)
COUN-6990 CMHC Internship (3 semester credits) (Take 3 times)

Pick 3 of the following:

COUN-5632 Psychopharmacology (3 semester credits)
COUN-6132 Process Addictions (3 semester credits)
COUN-6142 Social Justice and Advocacy in Addiction Counseling (3 semester credits)
COUN-6262 Integrative Approaches to Addictions Counseling (3 semester credits)
COUN-6662 Family Counseling Approaches to Addiction (3 semester credits)
* Students in the Addiction concentration must also complete approximately 450 hours of their Internship in an addiction treatment setting or in a general setting with an identified population facing addiction.

MA in Clinical Mental Health Counseling with a Certificate in Trauma Counseling

Required Credits for Degree: 60 semester credits

Standard Mode of Instruction: Classroom or low-residency/online

Program Overview

The CMHC Certificate in Trauma Counseling is designed for students who want to specialize in working with trauma survivors and those actively experiencing trauma. Students will better understand specialized issues, current treatment trends, advocacy efforts, enhance communication with, to effectively support persons experiencing trauma.

Plan of Study

The academic and experiential requirements for the master's degree in Clinical Mental Health Counseling with a Trauma certificate are:

COUN-5102 Introduction to the Program and Profession (0 semester credits)
COUN-5142 Assessment and Testing (3 semester credits)
COUN-5222 Career Counseling Development (3 semester credits)
COUN-5262 Human Growth and Development (3 semester credits)
COUN-5502 Diagnosis and Treatment (3 semester credits)
COUN-5542 Counseling Theories (3 semester credits)
COUN-5902 Foundational Counseling Skills (3 semester credits)
COUN-5002 CMHC Residency (0 semester credits) [Follows COUN-5902 - CMHC ONLINE STUDENTS ONLY]
COUN-6030 Group Counseling (3 semester credits)
COUN-5002 CMHC Residency (0 semester credits) [Follows COUN-6030 - CMHC ONLINE STUDENTS ONLY]
COUN-6032 Professional Orientation & Ethics (3 semester credits)
COUN-6062 Social/Cultural Diversity (3 semester credits)
COUN-6122 Addictions Counseling (3 semester credits)
COUN-6422 Couple and Family Counseling (3 semester credits)
COUN-6752 Crisis Counseling Interventions (3 semester credits)
COUN-6902 Research & Evaluation in Counseling (3 semester credits)
COUN-6960 CMHC Practicum (3 semester credits)
COUN-6990 CMHC Internship (3 semester credits) Take 3 times

Plus the following:

COUN-5322 Counseling Approaches to Trauma, Grief, and Loss (3 semester credits)
COUN-5332 Trauma and Resiliency (3 semester credits)
COUN-6102 Creative Approaches to Trauma-Informed Practice (3 semester credits)

Post-Master's Certificate in Clinical Mental Health Counseling

Required Credits for Degree: 9-24 semester credits

Standard Mode of Instruction: Classroom or low-residency/online

Program Overview

This Post-Master's Certificate in CMHC is open to those who already hold a master's degree in counseling yet do not meet the current educational requirements for licensure as a clinical mental health counselor or licensed professional counselor in their state. This certificate allows counselors with specializations in other areas (e.g., school or career counseling) to gain the additional specialized academic courses currently required for professional counseling licensure. There are a few possible ways in which this certificate can meet educational needs.

Enrollment in this certificate program begins with a review of prior graduate transcripts and professional goals outlined in the essay. As required in the essay, students must demonstrate knowledge about their state's licensing board requirements and have an idea of the courses needed, as the CMHC program cannot offer specific advice on licensure requirements for any state due to the ever-changing licensure laws. Depending on professional, educational, and clinical backgrounds, credit requirements will vary for enrolled certificate students (e.g., certificate may be anywhere from 9-24 semester credits). Students will work with the Program Director to develop an individualized program plan prior to admission.

Those admitted to the Post-Master's Certificate in CMHC are eligible to take any electives offered by the CMHC Program at AUNE. Those needing more than 24 semester credits are encouraged to apply to the CMHC's 60 semester credit CACREP accredited master's program.

While this certificate may provide the academic requirements for licensure, we cannot guarantee licensure. Graduates of this certificate program may still need to meet additional state requirements that include passing a licensure exam, background checks, completion of post-master's clinical supervision requirements, etc. Students will work with their academic advisor to best prepare for licensure eligibility.

Plan of Study

For those who need core content classes only, the following courses are available (minimum of 9 credits):

COUN-5142 Assessment and Testing (3 semester credits)
COUN-5222 Career Counseling Development (3 semester credits)
COUN-5262 Human Growth and Development (3 semester credits)
COUN-5502 Diagnosis and Treatment (3 semester credits)
COUN-6062 Social/Cultural Diversity (3 semester credits)
COUN-6122 Addictions Counseling (3 semester credits)
COUN-6422 Couple and Family Counseling (3 semester credits)
COUN-6902 Research & Evaluation in Counseling (3 semester credits)

This certificate can also assist those who received their degrees several years ago to meet current educational requirements for licensure eligibility. For anyone who graduated prior to 2013, two courses will be required, in addition to other courses in the certificate (ranging from 9-24 credits). This will ensure knowledge of the current ACA Code of Ethics (2014) and the DSM-5 (2013). Those classes include:

COUN-5502 Diagnosis and Treatment (3 semester credits)
COUN-6032 Professional Orientation and Ethics (3 semester credits)

For those in need of clinical courses or practicum and internship hours, this certificate can be used to obtain the requirements needed; however, it is expected that all clinical courses are completed through AUNE (in addition to other courses ranging from 9-24 credits). These clinical courses include:

COUN-5902 Foundational Counseling Skills (3 semester credits)
COUN-6030 Group Counseling (3 semester credits)
COUN-6960 CMHC Practicum (3 semester credits)
COUN-6990 CMHC Internships (3 - 9 credits, depending on state requirements) (3 semester credits each)

1-2 Face to Face Residencies (0 semester credits). Residencies generally occur in May and December. Students are responsible for the residency fee, transportation, and room and board.

Post-Master's Certificate in Addictions Counseling

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online

Program Overview

The Post-Master's Certificate in Addictions Counseling program is designed to provide convenient, high-quality specialized training for mental health providers who seek to offer services that work to meet the critical needs

of the regional and national substance use crisis and enhance their requisite skills for work in addictions counseling. The certificate program will enable clinicians to better understand specialized issues related to addictions counseling, current treatment trends, advocacy efforts, enhance communication with, and effectively support, persons presenting with addictions treatment needs to more effectively support their recovery efforts. The program is open to those with a graduate degree in an allied mental health profession. The certificate program can be tailored to individual needs based on the courses offered below. All courses are consistent with CACREP accreditation requirements.

Plan of Study

Choose four from the following courses- 12 credits

COUN-5632 Psychopharmacology (3 semester credits)
COUN-6122 Addictions Counseling (3 semester credits)
COUN-6132 Process Addictions (3 semester credits)
COUN-6142 Social Justice and Advocacy in Addiction Counseling (3 semester credits)
COUN-6262 Integrated Approaches to Addiction Counseling (3 semester credits)
COUN-6662 Family Counseling Approaches to Addictions (3 semester credits)

Post-Master's Certificate in Trauma Counseling

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

Program Overview

The Post-Master's Certificate in Trauma Counseling is designed to provide convenient, high-quality specialized training for mental health providers who want to specialize in working with trauma survivors and those actively experiencing trauma. The certificate program will enable clinicians to better understand specialized issues, current treatment trends, advocacy efforts, enhance communication with, and effectively support persons experiencing trauma. The certificate program is open to those with a graduate degree in an allied mental health profession. All courses are consistent with CACREP accreditation requirements.

Plan of Study

COUN-5322 Counseling Approaches to Trauma, Grief, and Loss (3 semester credits)
COUN-5332 Trauma and Resiliency (3 semester credits)
COUN-6102 Creative Approaches to Trauma-Informed Practice (3 semester credits)

Department of Clinical Psychology

Overview

Established in 1982, the Doctoral Program in Clinical Psychology's philosophy and educational model embodies the program's place in the forefront of professional education in clinical psychology. The program has been accredited by the APA for the maximum 10-year period (through 2027). The program prepares graduates for multiple roles in the expanding world of clinical psychology that includes not only therapy and assessment, but

also supervision, management, applied research, administration, consultation, and public policy. Our academic community emphasizes a social vision of clinical psychology committed to diversity and social justice, and responsive to the needs of the region and larger society.

Psychologists who graduate from our program are likely to practice in organized groups or hold positions with a mental health/human service organization. In their professional lives, clinical psychologists will see a substantial number of clients, often the most difficult cases or in areas of particular specialty; supervise line clinicians who are likely to have been trained at the master's level to do much of the direct service; consult, train, and teach; perform complex assessments; develop and administer programs; be involved in public policy; and conduct applied research, such as evaluating treatment effectiveness, needs assessment, or outcome and program evaluation.

Admissions Requirements

We use the application materials (application form including personal essays and an updated comprehensive vita) and our interview process to assess the academic, clinical, professional, and interpersonal promise of our candidates for admission to the PsyD program. Our primary information on academic promise comes from past academic records and standardized tests. We expect applicants to have a minimum of a B average in their undergraduate work. While most successful applicants obtain higher GRE verbal and quantitative scores, we give primary consideration to those with scores above the 30th percentile. We use other data (i.e. Analytical Writing score, Graduate GPA, recommendation letters from faculty, publications, etc.) to supplement the Undergraduate GPA and GRE scores in assessing academic promise.

All applicants should have the equivalent of at least fifteen hours of psychology-related coursework (broadly defined). Applicants must delineate the ways in which their education and work experiences are relevant to clinical psychology and/or social justice.

We encourage applications from members of traditionally underrepresented groups and seek to reflect a diverse community of students and faculty.

Other requirements include:

- Work sample
- 3 letters of recommendation
- Official transcripts from degree granting institution
- Interview

2020-2021 Tuition

Clinical Psychology, PsyD	Per Semester
1 Fall/Spring	$ 17,481
2 Summer	$ 7,794
2 Fall/Spring	$ 14,216
3 Summer	$ 7,794
3 Fall/Spring	$ 14,216
4 Summer	$ 7,794

4 Fall/Spring	$ 14,216

University Fees

Doctor of Psychology in Clinical Psychology (PsyD)

Required Credits for Degree: 120 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The PsyD Program in Clinical Psychology is a five-year, full-time program that includes four years of coursework plus the completion of a year-long internship (which may be done half-time over two years). Full-time study is defined as the completion of, on average, 30 credits within a calendar year for a total of 120-128 credits over the four years. Students have a breadth of practicum opportunities available to them through our own Psychological Services Center and in the northeast region, including Boston, Albany, and New York City.

The requirements outlined also show how the program meets the requirements for accreditation by the American Psychological Association (APA) and our National Council of Schools and Programs of Professional Psychology (NCSPP) educational model with its seven competencies (relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and diversity).

The program's curriculum customarily prepares students to be eligible for licensure in psychology. It remains for students to ensure they are eligible for licensing in the specific state(s) in which they intend to practice. The program also meets the requirements for the National Register of Health Service Providers in Psychology, which has included the program in its list of Designated Doctoral Programs in Psychology. During the program, students follow a comprehensive curriculum sequence of required courses and advanced elective seminars.

Elective studies - minimum of eight semester credits over four years

In addition to 28 to 30 semester hours of required classes and practica, students pursue elective studies through one or more of the following three options:

1. Elective weekend workshops;
2. Elective practica; and/or
3. Supervised independent studies.

Most students pursue elective practica in their fourth year and at least one to two semester credits per year prior to that, yielding more than the required 120 semester credits by the conclusion of their doctoral studies.

Plan of Study

Biological Aspects of Behavior (APA, NCSPP) - 3 semester credits minimum from this competency, one of which must be PY-7100

PY-7100 Biological Foundations of Clinical Psychology (2 semester credits)
PY-7140 Clinical Psychopharmacology (1 semester credit)

PYB-7100 Advanced Seminar: Clinical Psychopharmacology (3 semester credits)
PYB-7110 Advanced Seminar: Clinical Neuropsychology (3 semester credits)

Cognitive and Affective Aspects of Behavior (APA, NCSPP) - 3 semester credits

PY-7200 Cognitive and Affective Aspects of Behavior and Advanced Integration (3 semester credits)

Consultation and Education (APA, NCSPP) - 2 semester credits

PY-8120 Consultation: Theory and Practice I (1 semester credit)
PY-8125 Consultation: Theory and Practice II (1 semester credit)

Cultural and Individual Diversity (APA, NCSPP) - 4 semester credits

PY-7770 Human Diversity and the Clinical Enterprise (3 semester credits)
PYC-7110 Social Justice in the Practice of Clinical Psychology (1 semester credit)

Dysfunctional Behavior or Psychopathology (APA, NCSPP) - 3 semester credits

PY-7310 Psychopathology and Behavioral Disorders (3 semester credits)

History and Systems of Psychology (APA, NCSPP) - 3 semester credits

PY-7020 Historical and Social Contexts of Psychology (3 semester credits)

Human Development (APA, NCSPP) - 3 semester credits

PY-7320 Psychological Development (3 semester credits)

Individual Differences (APA, NCSPP) - 3 semester credits

PY-7300 Personality: Theory and Assessment (3 semester credits)

Interventions (APA, NCSPP) - 10 semester credits

PYC-7001 Psychotherapeutic Theories & Interventions: Adults (3 semester credits)
PYC-7011 Psychotherapeutic Theories & Interventions: Children and Families (3 semester credits)
PYC-7020 Psychotherapeutic Intervention: Group (2 semester credits)
PYC-7080 Psychotherapeutic Intervention: Special Topics (2 semester credits)

Management and Supervision (NCSPP) - 5 semester credits

PY-7990 Management (1 semester credit)
PYS-7230 Supervision (2 semester credits)
PYS-7750 Public Policy and Advocacy (1 semester credit)
PYS-7800 Health Service Delivery Systems (1 semester credit)

Psychological Measurement (APA, NCSPP) - 3 semester credits

PY-7811	Application of Objective Personality Tests in Psychology (1 semester credit)
PY-8701	Understanding the Role of Tests & Measurements in Psychology (2 semester credits)

Relationship (NCSPP) - 7 semester credits

PY-7920	Intake Interviewing Skills (1 semester credit)
PY-8800	Professional Seminar I: Relationships, Roles and Ethics (3 semester credits)
PY-8810	Professional Seminar II: Relationships, Roles and Ethics (3 semester credits)

Research Methodology, Techniques of Data Analysis and Evaluating the Efficacy of Interventions (APA, NCSPP) - 12 semester credits

PY-8711	Qualitative Research Methods & Analysis (3 semester credits)
PY-8721	Quantitative Research Methods & Statistics (3 semester credits)
PYR-8750	Doctoral Research Seminar I (1 semester credit)
PYR-8760	Doctoral Research Seminar II (2 semester credits)
PYR-8770	Doctoral Research Seminar III (2 semester credits)
PYR-8780	Doctoral Research Seminar IV (1 semester credit)

Social Aspects of Behavior (APA, NCSPP) - 4 semester credits

PY-7720	Psychology in the Community (2 semester credits)
PY-7860	Social Psychology and Social Responsibility (2 semester credits)

Theories and Methods of Assessment and Diagnosis (APA, NCSPP) - 6 semester credits

PY-8151	Methods of Psych Assessment: Intelligence & Cognitive Functioning (3 semester credits)
PY-8161	Methods of Psych Assessment: Personality & Emotional Functioning (3 semester credits)

Advanced Seminars

A total of at least 17 semester credits in advanced seminars. The following elective courses are examples that have been regularly offered:

Advanced Seminars

PY-7190	Health Psychology (3 semester credits)
PY-8200	Brief Psychotherapy (3 semester credits)
PY-8210	Intervention with Children and Adolescents (3 semester credits)
PY-8340	Psychological Testing & Evaluation of Infants, Children & Adolescents (2 semester credits)
PY-8420	Professional Geropsychology (3 semester credits)
PYB-7100	Clinical Psychopharmacology (3 semester credits)
PYB-7110	Clinical Neuropsychology (3 semester credits)
PYC-7060	Cognitive-Behavior Therapy (3 semester credits)
PYC-7100	Substance Abuse Theory and Practice (3 semester credits)

PYC-7120 Evidence-Based Psychoanalytic Practice (3 semester credits)
PYC-7170 Assessment and Treatment of Couples (2 semester credits)
PYI-7040 Integrative Psychotherapy (3 semester credits)
PYI-7050 Forensic Psychology (3 semester credits)
PYI-7070 Mindfulness (2 semester credits)
PYI-7110 Integrated Care (3 semester credits)
PYI-7120 Attachment and Complex Trauma in Development and Psychotherapy (3 semester credits)
PYI-7125 Advanced Seminar: Interpersonal Psychotherapy (3 semester credits)

Elective Weekend Courses

PY-7010 Psychology of Veterans (1 semester credit)

PY-7040 Adventure Therapy (1 semester credit)
PY-7140 Clinical Psychopharmacology (1 semester credit)
PY-7180 Human Sexuality and Sex Therapy (1 semester credit)
PY-7830 Feminism in Clinical Psychology (1 semester credit)
PY-8170 Introduction to Risk Assessment (1 semester credit)
PYC-7050 Dialectical Behavior Therapy (1 semester credit)
PYC-7071 Therapy with Individuals with Sexual & Gender Minority Identities (1 semester credit)
PYC-7150 Spiritual and Religious Issues in Psychology (1 semester credit)
PYC-7260 Positive Psychology: Research & Practice (1 semester credit)
PYC-7270 Substance Abuse and Dependence (1 semester credit)
PYC-7300 The Dream in Clinical Practice (1 semester credit)
PYC-7350 Infant Mental Health (1 semester credit)

Elective Course in Supervised Teaching, Consultation & Education (APA, NCSPP):

PY-8670 Supervised Experience in the Teaching of Psychology (1 semester credit)

Elective Course in Intervention (APA, NCSPP)

PY-7730 Introduction to Inter-Professional Care (1 semester credit)

Professional Seminar and Case Conferences (Professional Standards and Ethics & Relationships (APA, NCSPP) - 6 credits

PY-8800 Professional Seminar I: Relationships, Roles, and Ethics (3 semester credits)
PY-8810 Professional Seminar II: Relationships, Roles, and Ethics (3 semester credits)

Intervention (APA, NCSPP) - 12 semester credits

PY-8820 Professional Seminar III: Case Conceptualization and Demonstrations (3 semester credits)
PY-8830 Professional Seminar IV: Case Conceptualization and Demonstrations (3 semester credits)
PY-8840 Case Conference I (3 semester credits) **AND**
PY-8850 Case Conference II (3 semester credits)

Required Practicum

(600 hours of approved practicum during each of the second and third years) Intervention and Assessment (APA, NCSPP) - 12 semester credits

PY-8920	Practicum (for second year students) (6 semester credits) (3 semester credits per semester)
PY-8930	Practicum (for third year students) (6 semester) (3 semester credits per semester)

Elective Practicum Intervention and Assessment (APA, NCSPP)

PY-8980	Advanced Practicum (3 semester credits) - 300 hours per semester in the fourth year
PY-8940	Special Proficiency Practicum (1 semester credit) - 100 hours per semester
PY-8945	Year V Practicum (0 semester credits)

Internship

1800 hours of internship within 24 consecutive months or participation in an APA approved internship, beginning the fourth or fifth year. Satisfactory performance on the Qualifying Examination with one part at the beginning and another at the end of the third academic year. Satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship.

Master of Science in Clinical Psychology

After the successful completion of required coursework specified for the first three years of the program (90 credits) including two years of practicum placements, matriculated students are awarded the Master of Science degree in Clinical Psychology. Courses must be completed through the spring semester of the third year; Qualifying Examinations are not required. Students are not admitted separately for the MS, nor is the degree designed to meet master's level licensing requirements.

Department of Education

Overview

The Education Department at AUNE is the oldest graduate program in the University. For over 50 years the department has offered progressive teacher education with a focus on student-centered learning and reflective teaching practice. On campus, licensure programs for elementary, early childhood and special education with a focus on thematic, integrated curriculum, play-based education, nature-based early childhood, and special education inclusion are offered. The world class low residency Waldorf Teacher Training Program offers the only fully accredited graduate degree option in the United States, and includes an opportunity for combined Waldorf and public school teacher certification. Finally, the Experienced Educators program offers fully online master's degrees and graduate certificates for working teachers with unique concentrations including Place-Based Education, Mindfulness for Educators, Reggio Emilia Approach, Problem-Based Learning, Trauma Informed Teaching, and Humane Education. The Self-Designed concentration allows students to combine concentrations to meet specific professional goals. Online classes are small and personalized and students have the opportunity to work with amazing faculty from around the country.

The Department of Education at Antioch University New England offers Master's degree and Certificate programs in three distinct areas of study.

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume
- Essay (not required for Trauma Informed Education, Reggio Emilia Approach, and Dyslexia Studies certificates)
- 2 letters of recommendation (not required for Trauma Informed Education, Reggio Emilia Approach, and Dyslexia Studies certificates)
- Official transcripts from degree granting institution
- Interview

Academic Programs in the Department of Education

Elementary & Early Childhood Teacher Certification (Integrated Learning)

- MEd in Elementary Education with Elementary Teaching Certification
- MEd in Elementary Education with Elementary and Early Childhood Teaching Certification
- MEd in Elementary Education with Elementary and Special Education Teaching Certification

Waldorf Teacher Education Programs and Concentrations

- MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification – Year-Round Program
- MEd in Elementary Education - Waldorf Concentration with Elementary Focus - Year-Round Program
- Certificate in Waldorf Elementary Education – Year-Round Program
- MEd in Foundations of Education - Waldorf Concentration with Elementary Focus - Summer Sequence Regular Program
- Certificate in Waldorf Education with Elementary Focus - Summer Sequence Regular Program
- MEd in Foundations of Education - Waldorf Concentration with Elementary Focus - Summer Sequence Flexible Program
- Certificate in Waldorf Education with Elementary Focus - Summer Sequence Flexible Program
- MEd in Transdisciplinary Studies in Healing Education
- Certificate in Transdisciplinary Studies in Healing Education

Experienced Educators

- MEd in Foundations of Education with Problem-Based Learning / Critical Skills Concentration
- MEd in Foundations of Education with Self-designed Concentration
- MEd in Foundations of Education with Educating for Sustainability Concentration
- Certificate in Educating for Sustainability
- MEd in Foundations of Education with Place-based Education Concentration
- Certificate in Place-based Education
- MEd in Foundations of Education with Nature-based Early Childhood Concentration
- Certificate in Nature-Based Early Childhood Education
- MEd in Foundations of Education with Educational Leadership & Administration Concentration (NH Principal Certification)
- Post-Master's Certificate in Educational Leadership & Administration (NH Principal Certification)

- MEd in Foundations of Education with Mindfulness for Educators Concentration
- Graduate Certificate in Mindfulness for Educators
- MEd in Foundations of Education with Integrated STEAM Education Concentration
- Certificate in Integrated STEAM Education
- MEd in Foundations of Education with Library Media Specialist & Digital Learning Specialist Concentration (NH State Certification)
- Certificate in Library Media Specialist & Digital Learning Specialist (NH State Certification)
- MEd in Foundations of Education with Digital Learning Specialist Concentration (NH State Certification)
- Certificate in Digital Learning Specialist (NH State Certification)
- Certificate in Dyslexia Studies
- Certificate in Reggio Emilia Approach
- Certificate in Trauma Informed Education
- MEd in Humane Education
- MA in Humane Education
- Graduate Certificate in Humane Education

Elementary, Early Childhood, and General Special Education (Integrated Learning)

AUNE has approval from the New Hampshire State Board of Education to endorse students for

initial licensure in: Elementary Education, Elementary/Early Childhood Education, and Elementary/General Special Education. All programs are embedded in the degree MEd in Elementary Education. Students may choose the additional endorsements in Early Childhood or General Special Education.

2020-2021 Tuition

Education Department	Per Credit
Masters of Education (non-Waldorf)	$ 1,016
All Waldorf programs	$ 802
Academic Certificates, Masters and Post-Masters-levels (non-Waldorf)	$ 711

University Fees

Elementary Education

MEd in Elementary Education with Elementary Teaching Certification (Integrated Learning)

Required Credits for Degree: 40 semester credits

Standard Mode of Instruction: Classroom, online

Program Overview

The MEd degree in Elementary Education with Elementary Teaching Certification program is designed to be completed in 4 semesters. During the Summer semesters, the program includes 3-week residencies on campus

in July, plus online classes. During Fall and Spring semesters, classes meet once a month, plus online, and internships are Monday to Thursday.

Plan of Study

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary Teaching Certification students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 40 semester credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 semester credits

EDT-5320 Conceptual Development (3 semester credits)
EDT-5720 Human Development - Childhood (3 semester credits) **or** EDT-6260 The Developing Mind (3 semester credits)

Curriculum & Instruction - 14 semester credits

EDC-5020 Leading Inclusion: Building Bridges (1 semester credit)
EDC-5291 Place-Based Social Studies (2 semester credits)
EDC-5510 Integrated Learning: Theory into Practice (3 semester credits)
EDC-5550 Reading Literacy Elementary (3 semester credits)
EDC-5630 Math Methods - Elementary (3 semester credits)
EDC-5770 Problem-Solving Science (2 semester credits)

Educational & Social Policy - 3 semester credits

EDP-5900 Teaching Exceptional Children (2 semester credits)
EDP-5980 School Law (1 semester credit)

Electives - 9 semester credits

Courses of relevance to students' professional goals from the Education Department or other Antioch University academic departments.

Internship and Professional Seminar - 8 semester credits

ED-6910 Internship - Elementary Education (6 semester credits) (3 credits per internship)

For Elementary certification students, at least one internship must be in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. The second internship may be conducted in a formal school/classroom setting, or in an informal educational setting such as a nature center, educational consulting organization, or museum as approved by the internship coordinator.

ED-6970 Professional Practice Seminar (2 semester credits)

MEd in Elementary Education with Elementary and Early Childhood Teaching Certification (Integrated Learning)

Required Credits for Degree: 40 semester credits

Standard Mode of Instruction: Classroom, online

Program Overview

The MEd degree in Elementary Education with Elementary and Early Childhood Teaching Certification is designed to be completed in 4 semesters. During the summer semesters, the program includes 3-week residencies on campus in July, plus online classes. During fall and spring semesters, classes meet once a month, plus online, and internships are Monday to Thursday.

Plan of Study

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary and Early Childhood Education Teaching Certification students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 40 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 semester credits

EDT-5320 Conceptual Development (3 semester credits)
EDT-5720 Human Development - Childhood (3 semester credits) **or** EDT-6260 The Developing Mind (3 semester credits)

Curriculum & Instruction - 17 semester credits

EDC-5020 Leading Inclusion: Building Bridges (1 semester credit)
EDC-5291 Place-Based Social Studies (2 semester credits)
EDC-5510 Integrated Learning: Theory into Practice (3 semester credits)
EDC-5550 Reading Literacy Elementary (3 semester credits)
EDC-5630 Math Methods - Elementary (3 semester credits)
EDC-5770 Problem-Solving Science (2 semester credits)
EDC-6480 Early Childhood Education Pre-K to 3rd (2 semester credits)
EDC-6650 Movement and Storytelling in the Pre-K Classroom (1 semester credit)

Educational & Social Policy - 3 semester credits

EDP-5900 Teaching Exceptional Children (2 semester credits)
EDP-5980 School Law (1 semester credit)

Electives - 6 semester credits

Courses of relevance to students' professional goals from the Education Department or other Antioch University academic departments.

Internship and Professional Seminar - 8 semester credits

ED-6910 Internship - Elementary Education (3 semester credits)
ED-6920 Internship - Early Childhood Education (3 semester credits)

For Elementary and Early Childhood Certification students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in a pre-school, kindergarten, or first grade classroom. An Early Childhood internship may be conducted in an educational setting such as a nature center, educational consulting organization, or museum as approved by the internship coordinator.

ED-6970 Professional Practice Seminar (2 semester credits)

MEd in Elementary Education with Elementary and Special Education Teaching Certification (Integrated Learning)

Required Credits for Degree: 42 semester credits

Standard Mode of Instruction: Classroom, online

Program Overview

The MEd degree in Elementary Education with Elementary and Special Education Teaching Certification program is designed to be completed in 4 semesters. During the summer semesters, the program includes 3-week residencies on campus in July, plus online classes. During fall and spring semesters, classes meet once a month, plus online, and internships are Monday to Thursday.

Plan of Study

To earn the MEd degree in Elementary Education and be recommended for New Hampshire Elementary and General Special Education Teaching Certification students must meet the general education requirements, complete a portfolio documenting proficiency in all requisite NH professional education standards, and successfully complete a minimum of 42 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 6 semester credits

EDT-5320 Conceptual Development (3 semester credits)
EDT-5720 Human Development - Childhood (3 semester credits) **or** EDT-6260 The Developing Mind (3 semester credits)

Curriculum & Instruction - 16 semester credits

EDC-5020 Leading Inclusion: Building Bridges (1 semester credit)
EDC-5291 Place-Based Social Studies (2 semester credits)
EDC-5510 Integrated Learning: Theory into Practice (3 semester credits)
EDC-5550 Reading Literacy Elementary (3 semester credits)

EDC-5630 Math Methods - Elementary (3 semester credits)
EDC-5770 Problem-Solving Science (2 semester credits)
EDC-6731 SpEd Assessment (1 semester credit)
EDC-6732 SpEd Instructional Strategies (1 semester credit)

Educational & Social Policy - 6 semester credits

EDP-5900 Teaching Exceptional Children (2 semester credits)
EDP-5980 School Law (1 semester credit)
EDP-6700 Special Education Families and Networks (2 semester credits)
EDP-6750 Special Education Law and Policy (1 semester credit)

Electives - 6 credits

Courses of relevance to students' professional goals from the Education department or other Antioch University academic departments.

Internship and Professional Seminar - 8 credits

ED-6910 Internship - Elementary Education (3 semester credits)

ED-6980 Internship-Special Education (3 semester credits)

Elementary and Special Education Certification students complete one internship in an approved, self-contained classroom where the intern assumes all the responsibilities of a teacher conducting integrated curriculum in an elementary school grades K-6. Students complete a second internship with a special education teacher in an approved school or in an alternative special education setting as approved by the internship coordinator.

ED-6970 Professional Practice Seminar (2 semester credits)

Waldorf Teacher Education Programs

AUNE offers graduate certificates and Master's degree programs in Waldorf Teacher Education. All teacher preparation programs are approved by the Association of Waldorf Schools of North America. Students can complete their degrees through three summers of study with some distance learning in the spring, or in a concentrated year of study in Keene, NH, including two summers. Students in the MEd program earn the degree of Master of Education in Foundations of Education in addition to the Waldorf teaching certificate. Waldorf Teacher Education students in the Year Round program also have the option to add a NH public school elementary teaching certification through additional coursework and a public school internship. Additionally, AUNE offers a unique advanced program in **Transdisciplinary Studies in Healing Education** which can lead to either a graduate certificate or an MEd.

MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification - Year- Round Program

Required Credits for Degree: 43 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The MEd in Elementary Education - Waldorf Concentration with Elementary Teaching Certification - Year-Round program starts in the Summer and is designed to be completed in 6 semesters.

Plan of Study

To earn the MEd degree with New Hampshire Elementary Education Teaching Certification and at the same time be endorsed as a Waldorf Teacher, students must meet the general education requirements, and must successfully complete a minimum of 43 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 10 semester credits

EDT-5320	Conceptual Development (3 semester credits)
EDT-5820	Anthroposophy: Projective Geometry (1 semester credit)
EDT-5840	Human Development (1 semester credit)
EDT-5860	Evolving Consciousness and Philosophy (3 semester credits)
EDT-6070	Foundations of Human Experience (2 semester credits)

Curriculum & Instruction - 22 semester credits

EDC-5360	Science Curriculum (1 semester credit)
EDC-5380	Waldorf Math and Language Arts (1 semester credit)
EDC-5410	Speech I (1 semester credit)
EDC-5420	Painting (2 semester credits)
EDC-5430	Eurythmy I (1 semester credit)
EDC-5450	Speech II (1 semester credit)
EDC-5460	Visual Arts I (1 semester credit)
EDC-5510	Integrated Learning: Theory into Practice (3 semester credits
EDC-5550	Reading/Literacy Elementary (3 semester credits)
EDC-5591	Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593	Waldorf Curriculum Preparation II (3 semester credits)
EDC-5630	Math Methods - Elementary (3 semester credits)
EDC-5710	Drawing (1 semester credit)

Educational & Social Policy - 5 semester credits

EDP-5900	Teaching Exceptional Children (2 semester credits)
EDP-5980	School Law (1 semester credit)
EDP-6040	Research and Self Development (2 semester credits)

Plus non-credit required courses - 0 credits

ED-6970	Professional Practice Seminar (0 semester credits)
EDNC-0010	Movement I (0 semester credits)
EDNC-0011	Movement II (0 semester credits)
EDNC-0020	Singing I (0 semester credits)
EDNC-0030	Eurythmy II (0 semester credits)

EDNC-0040 Arts to Accompany Foundations (0 semester credits)
EDNC-0081 Drama in a Waldorf School (0 semester credits)
EDNC-0100 Waldorf Middle School Drawing (0 semester credits)
EDNC-0110 Handwork in the Waldorf School (0 semester credits)
EDNC-0130 Reading and Readiness (0 semester credits)
EDNC-0190 Today's Child (0 semester credits)
EDNC-0210 Mathematics and Movement (0 semester credits)

Elementary Teaching Internships - 6 credits

ED-6910 Internship - Elementary Education (3 semester credits): One semester of supervised teaching in an approved public Elementary school setting.
ED-6915 Internship - Elementary Education (3 semester credits) **or**
ED-6975 Public Waldorf Internship/Professional Seminar (3 semester credits): One semester of supervised teaching in a Waldorf school or a public Waldorf school under an approved Waldorf teacher.

Note: ED-6931 Practicum (3 semester credits) may be substituted for ED-6915 Internship with prior advisor approval.
Note: ED-6935 Public Waldorf Practicum (3 semester credits) may be substituted for ED-6975 Public Waldorf Internship/Professional Seminar with prior advisor approval.

MEd in Elementary Education - Waldorf Concentration with Elementary Focus - Year-Round Program

Required Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The MEd in Elementary Education - Waldorf Concentration with Elementary Focus - Year-Round program starts in the summer and is designed to be completed in 6 consecutive semesters.

Plan of Study

To earn this MEd degree (***without* New Hampshire Certification**), students must successfully complete a minimum of 32 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 7 semester credits

EDT-5820 Anthroposophy: Projective Geometry (1 semester credit)
EDT-5840 Human Development (1 semester credit)
EDT-5860 Evolving Consciousness and Philosophy (3 semester credits)
EDT-6070 Foundations of Human Experience (2 semester credits)

Curriculum & Instruction - 14 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5360 Science Curriculum (1 semester credit)
EDC-5380 Waldorf Math and Language Arts (1 semester credit)
EDC-5410 Speech I (1 semester credit)
EDC-5420 Painting (2 semester credits)
EDC-5430 Eurythmy I (1 semester credit)
EDC-5450 Speech II (1 semester credit)
EDC-5460 Visual Arts I (1 semester credit)
EDC-5591 Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593 Waldorf Curriculum Preparation II (3 semester credits)
EDC-5710 Drawing (1 semester credit)

Educational & Social Policy - 4 credits

EDP-5920 The Adolescent (1 semester credit)
EDP-6040 Research and Self Development (2 semester credits)
EDP-6300 Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 credit

ED-6970 Professional Practice Seminar (0 semester credits)
EDNC-0010 Movement I (0 semester credits)
EDNC-0011 Movement II (0 semester credits)
EDNC-0020 Singing I (0 semester credits)
EDNC-0030 Eurythmy II (0 semester credits)
EDNC-0031 Eurythmy in the Workplace (0 semester credits)
EDNC-0040 Arts to Accompany Foundations (0 semester credits)
EDNC-0081 Drama in a Waldorf School (0 semester credits)
EDNC-0100 Waldorf Middle School Drawing (0 semester credits)
EDNC-0110 Handwork in the Waldorf School (0 semester credits)
EDNC-0130 Readiness and Reading (0 semester credits)
EDNC-0190 Today's Child (0 semester credits)
EDNC-0210 Mathematics and Movement (0 semester credits)

Master's Project - 4 credits

ED-6990 Master's Project (4 semester credits)

Internship - 3 credits

ED-6915 Internship - Elementary Education (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester supervised teaching in Waldorf School under approved Waldorf teacher.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975 Public Waldorf Internship/Professional Seminar (3 semester credits) **or**

ED-6935 Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Certificate in Waldorf Elementary Education - Year Round Program

Required Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The Certificate in Waldorf Elementary Education - Year-Round program starts in the Summer and is designed to be completed in 4 consecutive semesters. This option is available to those who want training in the Waldorf approach to education without acquiring the MEd degree.

Plan of Study

In order to earn the certificate, students must earn a minimum of 28 credits, distributed as follows:

Theoretical & Philosophical Foundations of Education - 7 semester credits

EDT-5820 Anthroposophy: Projective Geometry (1 semester credit)
EDT-5840 Human Development (1 semester credit)
EDT-5860 Evolving Consciousness and Philosophy (3 semester credits)
EDT-6070 Foundations of Human Experience (2 semester credits)

Curriculum & Instruction - 14 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5360 Science Curriculum (1 semester credit)
EDC-5380 Waldorf Math and Language Arts (1 semester credit)
EDC-5410 Speech I (1 semester credit)
EDC-5420 Painting (2 semester credits)
EDC-5430 Eurythmy I (1 semester credit)
EDC-5450 Speech II (1 semester credit)
EDC-5460 Visual Arts I (1 semester credit)
EDC-5591 Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593 Waldorf Curriculum Preparation II (3 semester credits)
EDC-5710 Drawing (1 semester credits)

Educational and Social Policy - 4 semester credits

EDP-5920 The Adolescent (1 semester credit)
EDP-6040 Research and Self Development (2 semester credits)
EDP-6300 Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 credits

ED-6970	Professional Practice Seminar (0 semester credits)
EDNC-0010	Movement I (0 semester credits)
EDNC-0011	Movement II (0 semester credits)
EDNC-0020	Singing I (0 semester credits)
EDNC-0030	Eurythmy II (0 semester credits)
EDNC-0031	Eurythmy in the Workplace (0 semester credits)
EDNC-0040	Arts to Accompany Foundations (0 semester credits)
EDNC-0081	Drama in a Waldorf School (0 semester credits)
EDNC-0100	Waldorf Middle School Drawing (0 semester credits)
EDNC-0110	Handwork in the Waldorf School (0 semester credits)
EDNC-0130	Readiness and Reading (0 semester credits)
EDNC-0190	Today's Child (0 semester credits)
EDNC-0210	Mathematics and Movement (0 semester credits)

Teaching Internship - 3 semester credits

ED-6915	Internship - Elementary Education (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester supervised teaching in Waldorf School under approved Waldorf teacher.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975	Public Waldorf Internship/Professional Seminar (3 semester credits) **or**
ED-6935	Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

MEd in Foundations of Education - Waldorf Concentration with Elementary Focus - Summer Sequence Regular Program

Required Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The MEd in Elementary Education - Waldorf Concentration with Elementary Focus - Summer Sequence Regular program starts in the summer and is designed to be completed in 3 summer semesters and 2 Spring semesters, with the Master's Project completed in the Fall of the third year.

Plan of Study

To earn this MEd degree in Foundations of Education, students must successfully complete a minimum of 32 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 10 semester credits

EDT-5760	Evolving Consciousness (2 semester credits)

EDT-5820 Anthroposophy - Projective Geometry (1 semester credit)
EDT-5840 Human Development (1 semester credit)
EDT-6070 Foundations of Human Experience (2 semester credits)
EDT-6140 Education for Social Renewal (4 semester credits)

Curriculum & Instruction - 11 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5360 Science Curriculum (1 semester credit)
EDC-5380 Waldorf Math and Language Arts (1 semester credit)
EDC-5410 Speech I (1 semester credit)
EDC-5430 Eurythmy I (1 semester credit)
EDC-5450 Speech II (1 semester credit)
EDC-5460 Visual Arts I (1 semester credit)
EDC-5465 Visual Arts II (1 semester credit)
EDC-5591 Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593 Waldorf Curriculum Preparation II (1 semester credit)
EDC-5710 Drawing (1 semester credit)

Educational & Social Policy - 4 semester credits

EDP-5920 The Adolescent (1 semester credit)
EDP-6040 Research and Self Development (2 semester credits)
EDP-6300 Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 Credits

EDNC-0010 Movement I (0 semester credits)
EDNC-0011 Movement II (0 semester credits)
EDNC-0020 Singing I (0 semester credits)
EDNC-0030 Eurythmy II (0 semester credits)
EDNC-0031 Eurythmy in the Workplace (0 semester credits)
EDNC-0040 Arts to Accompany Foundations (0 semester credits)
EDNC-0050 Games (0 semester credits)
EDNC-0081 Drama in a Waldorf School (0 semester credits)
EDNC-0150 Singing II (0 semester credits)
EDNC-0190 Today's Child (0 semester credits)

Master's Project - 4 semester credits

ED-6990 Master's Project (4 semester credits)

Teaching Internship or Practicum - 3 semester credits

ED-6915 Internship (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975	Public Waldorf Internship/Professional Seminar (3 semester credits) **or**
ED-6935	Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Certificate in Waldorf Education with Elementary Focus - Summer Sequence Regular Program

Required Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The Certificate in Waldorf Education with Elementary Focus - Summer Sequence Regular program starts in the summer and is designed to be completed in 3 summer semesters and 2 spring semesters. This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the MEd degree.

Plan of Study

In order to earn the certificate, students must earn a minimum of 28 credits, distributed as follows:

Theoretical & Philosophical Foundations of Education - 10 semester credits

EDT-5760	Evolving Consciousness (2 semester credits)
EDT-5820	Anthroposophy - Projective Geometry (1 semester credit)
EDT-5840	Human Development (1 semester credit)
EDT-6070	Foundations of Human Experience (2 semester credits)
EDT-6140	Education for Social Renewal (4 semester credits)

Curriculum & Instruction - 11 semester credits

EDC-5350	Music Curriculum (1 semester credit)
EDC-5360	Science Curriculum (1 semester credit)
EDC-5380	Waldorf Math and Language Arts (1 semester credit)
EDC-5410	Speech I (1 semester credit)
EDC-5430	Eurythmy I (1 semester credit)
EDC-5450	Speech II (1 semester credit)
EDC-5460	Visual Arts I (1 semester credit)
EDC-5465	Visual Arts II (1 semester credit)
EDC-5591	Waldorf Curriculum Preparation I (1 semester credit
EDC-5593	Waldorf Curriculum Preparation II (1 semester credit)
EDC-5710	Drawing (1 semester credit)

Education & Social Policy - 4 semester credits

EDP-5920 The Adolescent (1 semester credit)
EDP-6040 Research and Self Development (2 semester credits)
EDP-6300 Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 Credits

EDNC-0010 Movement I (0 semester credits)
EDNC-0011 Movement II (0 semester credits)
EDNC-0020 Singing I (0 semester credits)
EDNC-0030 Eurythmy II (0 semester credits)
EDNC-0031 Eurythmy in the Workplace (0 semester credits)
EDNC-0040 Arts to Accompany Foundations (0 semester credits)
EDNC-0050 Games (0 semester credits)
EDNC-0081 Drama in a Waldorf School (0 semester credits)
EDNC-0150 Singing II (0 semester credits)
EDNC-0190 Today's Child (0 semester credits)

Teaching Internship or Practicum - 3 semester credits

ED-6915 Internship (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975 Public Waldorf Internship/Professional Seminar (3 semester credits) **or**
ED-6935 Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

MEd in Foundations of Education - Waldorf Concentration with Elementary Focus - Summer Sequence Flexible Program

Required Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom and online

Program Overview

This is a five-semester program using a flexible delivery model. Students complete the same requirements as students in the Summer Sequence MEd program but in a more condensed format. Students complete Summer I in Wilton, NH during the July residency.* Fall classes follow online and spring classes are offered as several week-long intensives at Antioch University Santa Barbara. Students then join the Summer III cohort in Wilton for their finishing summer. Master's project work is completed in the final fall.

*Graduates of the Center for Anthroposophy Building Bridges Program may be eligible for advanced standing in lieu of Summer 1 Classes. Please consult with faculty upon application for admission.

This option is available to experienced teachers who would like training in the Waldorf approach to education with the MEd degree.

Plan of Study

Students must earn a minimum of 32 credits as follows:

Theoretical & Philosophical Foundations of Education - 10 semester credits

EDT-5760 Evolving Consciousness (2 semester credits)
EDT-5820 Anthroposophy - Projective Geometry (1 semester credit)
EDT-5840 Human Development (1 semester credit)
EDT-6070 Foundations of Human Experience (2 semester credits)
EDT-6140 Education for Social Renewal (4 semester credits)

Curriculum & Instruction - 11 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5360 Science Curriculum (1 semester credit)
EDC-5380 Waldorf Math and Language Arts (1 semester credit)
EDC-5410 Speech I (1 semester credit)
EDC-5430 Eurythmy I (1 semester credit)
EDC-5450 Speech II (1 semester credit)
EDC-5460 Visual Arts I (1 semester credit)
EDC-5465 Visual Arts II (1 semester credit)
EDC-5591 Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593 Waldorf Curriculum Preparation II (1 semester credit)
EDC-5710 Drawing (1 semester credit)

Educational & Social Policy - 4 semester credits

EDP-5920 The Adolescent (1 semester credit)
EDP-6040 Research and Self Development (2 semester credits)
EDP-6300 Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 Credits

EDNC-0010 Movement I (0 semester credits)
EDNC-0011 Movement II (0 semester credits)
EDNC-0020 Singing I (0 semester credits)
EDNC-0030 Eurythmy II (0 semester credits)
EDNC-0031 Eurythmy in the Workplace (0 semester credits)
EDNC-0040 Arts to Accompany Foundations (0 semester credits)
EDNC-0050 Games (0 semester credits)
EDNC-0081 Drama in a Waldorf School (0 semester credits)
EDNC-0150 Singing II (0 semester credits)
EDNC-0190 Today's Child (0 semester credits)

Master's Project - 4 semester credits

ED-6990 Master's Project (4 semester credits)

Teaching Internship or Practicum - 3 semester credits

ED-6915 Internship (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975 Public Waldorf Internship/Professional Seminar (3 semester credits) **or**
ED-6935 Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

Certificate in Waldorf Education with Elementary Focus - Summer Sequence Flexible Program

Required Credits for Degree: 28 semester credits

Standard Mode of Instruction: Classroom and online

Program Overview

This is a four-semester program using a flexible delivery model. Students complete the same requirements as students in the Summer Sequence certificate program but in a more condensed format. Students complete Summer I in Wilton, NH during the July residency.* Fall classes follow online and Spring classes are offered as several week-long intensives at Antioch University Santa Barbara. Students then join the Summer III cohort in Wilton for their finishing summer.

*Graduates of the Center for Anthroposophy Building Bridges Program may be eligible for advanced standing in lieu of Summer 1 Classes. Please consult with faculty upon application for admission.

This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the MEd degree.

Plan of Study

In order to earn the certificate, students must earn a minimum of 28 credits, distributed as follows:

Theoretical & Philosophical Foundations of Education - 10 semester credits

EDT-5760 Evolving Consciousness (2 semester credits)
EDT-5820 Anthroposophy - Projective Geometry (1 semester credit)
EDT-5840 Human Development (1 semester credit)
EDT-6070 Foundations of Human Experience (2 semester credits)
EDT-6140 Education for Social Renewal (4 semester credits)

Curriculum & Instruction - 11 semester credits

EDC-5350	Music Curriculum (1 semester credit)
EDC-5360	Science Curriculum (1 semester credit)
EDC-5380	Waldorf Math and Language Arts (1 semester credit)
EDC-5410	Speech I (1 semester credit)
EDC-5430	Eurythmy I (1 semester credit)
EDC-5450	Speech II (1 semester credit)
EDC-5460	Visual Arts I (1 semester credit)
EDC-5465	Visual Arts II (1 semester credit)
EDC-5591	Waldorf Curriculum Preparation I (1 semester credit)
EDC-5593	Waldorf Curriculum Preparation II (1 semester credit)
EDC-5710	Drawing (1 semester credit)

Education & Social Policy - 4 semester credits

EDP-5920	The Adolescent (1 semester credits)
EDP-6040	Research and Self Development (2 semester credits)
EDP-6300	Waldorf School Administration (1 semester credit)

Plus non-credit required courses - 0 Credits

EDNC-0010	Movement I (0 semester credits)
EDNC-0011	Movement II (0 semester credits)
EDNC-0020	Singing I (0 semester credits)
EDNC-0030	Eurythmy II (0 semester credits)
EDNC-0031	Eurythmy in the Workplace (0 semester credits)
EDNC-0040	Arts to Accompany Foundations (0 semester credits)
EDNC-0050	Games (0 semester credits)
EDNC-0081	Drama in a Waldorf School (0 semester credits)
EDNC-0150	Singing II (0 semester credits)
EDNC-0190	Today's Child (0 semester credits)

Teaching Internship or Practicum - 3 credits

ED-6915	Internship (3 semester credits) **or** ED-6931 Practicum (3 semester credits): One semester of supervised teaching in an approved Waldorf Elementary School.

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975	Public Waldorf Internship/Professional Seminar (3 semester credits) **or**
ED-6935	Public Waldorf Practicum/Professional Seminar (3 semester credits): One semester of supervised teaching in a public Waldorf School under an approved Waldorf teacher.

MEd in Transdisciplinary Studies in Healing Education

Required Credits for Degree: 32 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The MEd in Transdisciplinary Studies in Healing Education enrolls a cohort every other summer. The program starts in the summer and is designed to be completed in 2 summer semesters and 2 spring semesters, with the Master's Project completed in the fall of the second year.

This advanced level Waldorf MEd program with a Transdisciplinary focus on healing education is offered by the Waldorf Program of Antioch University New England in collaboration with the Camphill School of Curative Education and Social Therapy. It is open to applicants with 5-7 years of professional experience with a practice-based on anthroposophical foundations OR who will have completed stage 2 of a program of the Camphill School of Curative Education and Social Therapy.

Plan of Study

To earn the MEd in Transdisciplinary Studies in Healing Education, students must successfully complete a total of 32 credits as outlined below.

Theoretical & Philosophical Foundations of Education - 9 semester credits

EDT-5340 Today's Child (1 semester credit)
EDT-5760 Evolving Consciousness (2 semester credits)
EDT-6130 Foundations of Human Experience II (2 semester credits)
EDT-6140 Education for Social Renewal (4 semester credits)

Curriculum and Instruction - 7 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5560 Eurythmy III (1 semester credit)
EDC-5655 Healing Image in Story and Color (1 semester credit)
EDC-5820 Speech III (1 semester credit)
EDC-5845 Human Development II (1 semester credit)
EDC-5895 Transdisciplinary Learning (2 semester credits)

Education and Social Policy - 8 semester credits

EDP-5820 Leadership & Development (1 semester credit)
EDP-5840 Contemplative Inquiry I (1 semester credit)
EDP-5860 Research II (1 semester credit)
EDP-5920 The Adolescent (1 semester credit)
EDP-6510 Renewal Institute II (2 semester credits)
EDP-6670 Renewal Institute I (2 semester credits)

Practicum - 4 semester credits

ED-6915 Internship (4 semester credits) **or** ED-6931 Practicum (4 semester credits)

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975 Public Waldorf Internship (4 semester credits) **or**
ED-6935 Public Waldorf Practicum (4 semester credits)

Master's Project - 4 credits

ED-6990 Master's Project (4 semester credits)

Certificate in Transdisciplinary Studies in Healing Education

Required Credits for Degree: 28 semester credits
Standard Mode of Instruction: Classroom

Program Overview

The Certificate in Transdisciplinary Studies in Healing Education enrolls a cohort every other summer. The program starts in the summer and is designed to be completed in 2 summer semesters and 2 spring semesters.

This advanced level Waldorf Certificate program with a Transdisciplinary focus on healing education is offered by the Waldorf Program of Antioch University New England in collaboration with the Camphill School of Curative Education and Social Therapy. It is open to applicants with 5-7 years of professional experience with a practice based on anthroposophical foundations OR who will have completed stage 2 of a program of the Camphill School of Curative Education and Social Therapy.

Plan of Study

To earn the Certificate in Transdisciplinary Studies in Healing Education, students must successfully complete a total of 28 credits as outlined below.

Theoretical & Philosophical Foundations of Education - 9 semester credits

EDT-5340 Today's Child (1 semester credit)
EDT-5760 Evolving Consciousness (2 semester credits)
EDT-6130 Foundations of Human Experience II (2 semester credits)
EDT-6140 Education for Social Renewal (4 semester credits)

Curriculum and Instruction - 7 semester credits

EDC-5350 Music Curriculum (1 semester credit)
EDC-5560 Eurythmy III (1 semester credit)
EDC-5655 Healing Image in Story and Color (1 semester credit)
EDC-5820 Speech III (1 semester credit)
EDC-5845 Human Development II (1 semester credit)
EDC-5895 Transdisciplinary Learning (2 semester credits)

Education and Social Policy - 8 semester credits

EDP-5820 Leadership & Development (1 semester credit)
EDP-5840 Contemplative Inquiry I (1 semester credit)
EDP-5860 Research II (1 semester credit)
EDP-5920 The Adolescent (1 semester credit)
EDP-6510 Renewal Institute II (2 semester credits)
EDP-6670 Renewal Institute I (2 semester credits)

Practicum - 4 semester credits

ED-6915 Internship (4 semester credits) **or** ED-6931 Practicum (4 semester credits)

If pursuing the Public Waldorf School specialization choose one of the following:

ED-6975 Public Waldorf Internship (4 semester credits) **or**
ED-6935 Public Waldorf Practicum (4 semester credits)

Experienced Educators – Graduate Certificates and Master's Degrees for Working Educators

The Experienced Educators program offers graduate certificates and MEd's for working teachers in many areas of specialization (see below). The primary degree is the Master's of Education in Foundations of Education. We also offer NH State endorsements in Principal Certification, Library Media Specialist, and Digital Learning Specialist for candidates who already hold an initial teacher certification. Endorsements are available as graduate certificates or embedded in MEd programs. The Experienced Educators program partners with the **Institute of Humane Education** to offer a Graduate Certificate in Humane Education, as well as the Master of Arts in Humane Education and the Master's of Education in Humane Education.

MEd in Foundations of Education with Problem-Based Learning / Critical Skills Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/low residency

Program Overview

The Problem-Based Learning concentration uses the highly regarded Critical Skills Classroom, a mindset in which the teacher and the student are co-learners, engaged in the same learning process but focused on different learning goals. Students in the Critical Skills Concentration will not only learn about the CSC, but through it, learning with program faculty who are current K-12 teachers and leaders and who have significant experience and success implementing Critical Skills in their own classrooms.

The program length is 5 semesters with fully online and low residency options available.

Plan of Study

To earn the MEd in Foundations of Education with Problem-Based Learning / Critical Skills Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take the following 5 courses - 15 semester credits

EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6920 Practicum: Child Study (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)
EDT-5450 Philosophy of Education and Change (3 semester credits)
EDT-6260 The Developing Mind (3 semester credits) **or** EDT-5360 Childhood and Nature (3 semester credits)

Concentration Courses - 18 semester credits

Students must take the following 3-semester-credit concentration course:

EDT-5500 Critical Skills Classroom Immersion (3 semester credits)

Plus 15 semester credits among the following concentration courses:

EDC-6555 Place-Based Teaching and Learning (3 semester credits)
EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)
EDP-6630 Educational Advocacy & Leadership (3 semester credits)
EDP-6755 Research Topics in Education (1-3 semester credits)
EDT-5460 Teacher Facilitation in a PBL Classroom (3 semester credits)
EDT-5470 Tech Tools for all Learners (3 semester credits)

MEd in Foundations of Education with Self-designed Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/classroom

Program Overview

The MEd in Foundations of Education with a Self-designed Concentration is a 5 semester program that can be completed fully online. Students can begin in any semester and typically take 6 credits per term, with 9 credits in one of their summer terms. Optional summer classes are available face-to-face in Keene, NH. All students must complete the 15 Core Courses listed below and their remaining 18 credits are to be designed in conjunction with their academic adviser.

Plan of Study

To earn the MEd in Foundations of Education with Self-designed Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take the following 5 courses - 15 semester credits

EDR-6200	Practicum: Equity & Change (3 semester credits)
EDR-6920	Practicum: Child Study (3 semester credits)
EDR-6940	Practicum: Curriculum (3 semester credits)
EDT-5450	Philosophy of Education and Change (can be online or FTF) (3 semester credits)
EDT-6260	The Developing Mind (3 semester credits) **or** EDT 5360 Childhood and Nature (3 semester credits)

Concentration Courses - Students must take 18 additional elective credits

Classes should be chosen in accordance with students' advising plans, which are developed by students and their advisors. Courses may be chosen from any Education Department, Campus, or University course (with appropriate permissions for courses outside the AUNE Education Department) or through Supervised Independent Study where deemed appropriate by the student and advisor.

MEd in Foundations of Education with Educating for Sustainability Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/classroom

Program Overview

The MEd in Foundations of Education with Educating for Sustainability Concentration focuses on the interdependence of environment, economy, and equity (the three E's of Educating for Sustainability) and how we can incorporate sustainability at any grade level and in every subject area.

This is a 5-semester program that can be completed fully online. Students can begin in any semester and typically take 6 credits per term, with 9 credits in one of their summer terms. Optional summer classes are available face-to-face in Keene, NH.

Plan of Study

To earn the MEd in Foundations of Education with Educating for Sustainability Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - All students must take the following 18 semester credits

EDP-6160	Real World Sustainability (3 semester credits)
EDP-6550	Sustainable Leadership (3 semester credits)
EDT-5360	Childhood and Nature (3 semester credits)
EDT-5500	Critical Skills Classroom Immersion (3 semester credits)
EDT-6160	Principles of Sustainability (3 semester credits)
EDT-6200	History and Practice of EFS (3 semester credits)

Practicum - 9 semester credits

EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6920 Practicum: Child Study (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)

Electives - Students must also take 6 additional elective credits - 6 semester credits

Choose from any AU courses as approved by your advisor.

Certificate in Educating for Sustainability

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online

Program Overview

The Certificate in Educating for Sustainability focuses on the interdependence of environment, economy and equity (the three E's of Educating for Sustainability) and how we can incorporate sustainability at any grade level and in every subject area.

This is a 4 semester program that can be completed entirely online. Students can begin in any term and will take 3 credits per semester until completion.

Plan of Study

To earn the Certificate in Educating for Sustainability, students must successfully complete a total of 12 credits as outlined below.

Certificate Courses - All students must take the following 9 semester credits

EDP-6160 Real World Sustainability (3 semester credits)
EDT-6160 Principles of Sustainability (3 semester credits)
EDT-6200 History and Practice of EFS (3 semester credits)

Elective Course - 3 semester credits

Choose from the list below, or any other elective approved by advisor

EDP-6550 Sustainable Leadership (3 semester credits)
EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)
EDT-5500 Critical Skills Classroom Immersion (3 semester credits)

MEd in Foundations of Education with Place-Based Education Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/classroom

Program Overview

The MEd in Foundations of Education with Place-based Education Concentration focuses on the process of using the local community and environment as starting points to integrate language arts, mathematics, social studies, science, art, music, and technology. The MEd is built on David Sobel's pioneering program development and writing that sparked a nationwide and international movement to design and implement place-based learning.

This is a 5-semester program that can be completed fully online. Students can begin in any semester and typically take 6 credits per term, with 9 credits in one of their summer terms. Optional summer classes are available face-to-face in Keene, NH.

Plan of Study

To earn the MEd in Foundations of Education with Place-based Education Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take the following 5 courses - 15 semester credits

EDR-6200	Practicum: Equity & Change (3 semester credits)
EDR-6920	Practicum: Child Study (3 semester credits)
EDR-6940	Practicum: Curriculum (3 semester credits)
EDT-5450	Philosophy of Education and Change (3 semester credits) **or** EDT-6160 Principles of Sustainability (3 semester credits)
EDT-6260	Developing Mind (3 semester credits) **or** EDT-5360 Childhood and Nature (3 semester credits)

Concentration Courses - Students must take the following 3 courses - 9 semester credits

EDC-6555	Place-Based Teaching & Learning (3 semester credits)
EDP-6160	Real World Sustainability (3 semester credits)
EDT-5500	Critical Skills Classroom Immersion (3 semester credits)

Electives - Students must also take 9 additional elective credits - 9 semester credits

Choose from any AU courses as approved by your advisor.

Certificate in Place-Based Education

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online

Program Overview

The Certificate in Place-Based Education focuses on the process of using the local community and environment as starting points to integrate language arts, mathematics, social studies, science, art, music, and technology. It is built on David Sobel's pioneering program development and writing that sparked a nationwide and international movement to design and implement place-based learning.

This is a 4 semester program that can be completed entirely online. Students can begin in any term and will take 3 credits per semester until completion.

Plan of Study

To earn the Certificate in Place-Based Education, students must successfully complete a total of 12 credits as outlined below.

Certificate Courses - All students must take the following 3 courses - 9 semester credits

EDC-6555	Place-Based Teaching & Learning (3 semester credits)
EDP-6160	Real World Sustainability (3 semester credits)
EDT-5360	Childhood and Nature (3 semester credits)

Elective Courses - 3 semester credits

Choose from the list below, or any other elective approved by advisor

EDR-6200	Practicum: Equity & Change (3 semester credits)
EDR-6920	Practicum: Child Study (3 semester credits)
EDR-6940	Practicum: Curriculum (3 semester credits)
EDT-5500	Critical Skills Classroom Immersion (3 semester credits)
EDT-5450	Philosophy of Education and Change (3 semester credits)

MEd in Foundations of Education with Nature-Based Early Childhood Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/classroom

Program Overview

The MEd in Foundations of Education with Nature-Based Early Childhood Concentration program trains teachers, administrators, and founders of nature preschools and forest kindergartens. The forest kindergarten movement has been thriving in Europe for the last three decades and has recently taken root in the United States. Simultaneously, there has been a growing number of nature preschools in the United States. Both nature preschools and forest kindergartens have a uniquely different approach to curriculum than conventional indoor early childhood programs.

This is a 5-semester program. Students may begin in the Summer or Spring semester. Some classes are offered online and some classes are face-to-face in Keene, NH on selected Fall and Spring weekends, and for weeklong intensives in July. Students take an average of 4-6 credits per term.

Plan of Study

To earn the MEd in Foundations of Education with Nature-Based Early Childhood Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take the following 5 courses - 15 semester credits

EDR-6200	Practicum: Equity & Change (3 semester credits)
EDR-6920	Practicum: Child Study (3 semester credits)
EDR-6940	Practicum: Curriculum (3 semester credits)
EDT-5450	Philosophy of Education and Change (online or FTF) (3 semester credits)
EDT-6260	Developing Mind **or** EDT-5360 Childhood and Nature (3 semester credits)

Concentration Courses - All students must take the following 4 courses - 7 semester credits

EDC-5090	Nature-based Early Childhood Curriculum (2 semester credits)
EDP-5580	Working with Parents and Community (1 semester credit)
EDP-5600	Business Planning for Nature Preschools and Forest Kindergartens (2 semester credits)
EDP-5620	Risk Management for Nature-based Early Childhood Education (2 semester credits)

Elective Courses - Choose from list below or any other AU elective approved by your advisor - 11 credits

ED-5610	Natural History for Early Childhood: Teaching in Winter (1 semester credit)
ED-5900	Internship-Nature Preschool or Kindergarten (3 semester credits)
EDC-5030.NE	Natural History for Early Childhood (1 semester credit)
EDC-5160	School Change Practicum in Nature Preschool or Forest Kindergarten (3 semester credits): (this option may substitute for a required practicum above, please consult with your advisor before registering for this course.)
EDC-6480	Early Childhood Education Pre-K to 3rd (2 semester credits)
EDC-6650	Movement and Storytelling in the Pre-K Classroom (1 semester credit)
EDT-5100	Landscape Analysis and Design for Nature Play and Learning (1 semester credit)
EDT-5360	Childhood and Nature (3 semester credits)
EDT-6500	Advanced Topics in Nature-based Early Childhood (credits variable)

Certificate in Nature-Based Early Childhood Education

Required Credits for Degree: 12-15 semester credits

Standard Mode of Instruction: Classroom/online

Program Overview

This certificate can be added to the MEd in Elementary Education if students take all required courses and include nature-based early childhood electives in their course plan. Students should speak to their advisor regarding details.

The Certificate in Nature-Based Early Childhood Education trains teachers, administrators, and founders of nature preschools and forest kindergartens. The forest kindergarten movement has been thriving in Europe for

the last three decades and has recently taken root in the United States. Simultaneously, there has been a growing number of nature preschools in the United States. Both nature preschools and forest kindergartens have a uniquely different approach to curriculum than conventional indoor early childhood programs.

This is a four-semester program. The program enrolls in the Summer or Spring term, with selected face-to-face weekend classes in Keene, NH, and required intensive face-to-face classes in Keene in July. Some elective classes are available online. Students take between 3 and 6 credits per term.

Plan of Study

To earn the Certificate in Nature-Based Early Childhood Education, students must successfully complete a total of 12-15 credits as outlined below.

Nature-based Early Childhood Curriculum - 7 semester credits

EDC-5090	Nature-based Early Childhood Curriculum (2 semester credits)
EDP-5580	Working with Parents and Community (1 semester credit)
EDP-5600	Business Planning for Nature Preschools and Forest Kindergartens (2 semester credits)
EDP-5620	Risk Management for Nature-based Early Childhood Education (2 semester credits)

Elective Courses - 5 semester credits (3 could be internship or practicum)

Choose from list below or any other AU elective approved by your advisor

ED-5610	Natural History for Early Childhood: Teaching in Winter (1 semester credit)
EDC-5030.NE	Natural History for Early Childhood (1 semester credit)
EDC-6480	Early Childhood Education Pre-K to 3rd (2 semester credits)
EDC-6650	Movement and Storytelling in the Pre-K Classroom (1 semester credit)
EDT-5100	Landscape Analysis and Design for Nature Play and Learning (1 semester credit)
EDT-5360	Childhood and Nature (3 semester credits)
EDT-6500	Advanced Topics in Nature-based Early Childhood (credits variable)

Or various other courses in Elementary/Early Childhood program with approval

Internship/Practica (optional, not required, for certificate students)

EDC-5160	School Change Practicum in Nature Preschool or Forest Kindergarten (3 semester credits)

MEd in Foundations of Education with Educational Leadership & Administration Concentration (NH Principal Certification)

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/classroom

Program Overview

The Foundations of Education Experienced Educator Program offers New Hampshire principal certification in conjunction with the Post-Master's Certificate in Educational Leadership & Administration. The goals of the

educational leadership programs are aligned with New Hampshire state standards and the ISSLC standards for school leaders. To earn the MEd degree with certification as a school principal, students must enter the program having completed five years of teaching experience in a K-12 school.

This is a 6-semester program that can begin in any term. Students take fall and spring classes online and summer classes face-to-face in Keene, NH in July. Students typically take between 4 and 6 credits per term.

Plan of Study

To earn the MEd in Foundations of Education with Educational Leadership & Administration Concentration (NH Principal Certification), students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take any two of the following three courses - 6 semester credits

EDR-6200	Practicum: Equity & Change (3 semester credit)
EDR-6920	Practicum: Child Study (3 semester credits)
EDR-6940	Practicum: Curriculum (3 semester credit)

Concentration Courses - Students must take the following courses - 21 semester credits

ED-6950	Leadership Practicum: Facilitative Leadership (2 semester credit)
ED-6960	Leadership Practicum: Teacher Evaluation (2 semester credit)
EDC-5210	Facilitating Communities of Professional Practice (2 semester credit)
EDL-6250.NE	Leadership Seminar (0 semester credit)
EDL-6270	Leading Transformations in Education (2 semester credit)
EDL-6280	Community Partnerships (1 semester credit)
EDL-6290	The Learning-Centered School (2 semester credit)
EDL-6300	Conflict Resolution for Leaders (1 semester credit)
EDL-6350.NE	Leadership Seminar II (0 semester credit)
EDL-6370	School Finance and Facilities (2 semester credit)
EDP-5940	Equity Challenge for Leaders (2 semester credit)
EDP-5982	School Law, Ethics, and Human Resource Management (3 semester credit)
EDR-6100	Leading with Data: School Profile (2 semester credit)

Students must also take 6 additional elective credits - 6 semester credits

Choose from any AU courses as approved by your advisor.

Post-Master's Certificate in Educational Leadership & Administration (NH Principal Certification)

Required Credits for Degree: 21 semester credits

Standard Mode of Instruction: Classroom/Online

Program Overview

In order to enter this program, students must be able to document 5 years of classroom teaching experience at the K-12 level in a public or private school setting. The goals of the educational leadership programs are aligned with New Hampshire state standards and the ISSLC standards for school leaders.

This is a 4-semester program that begins in the summer term only. Summer classes are face-to-face in Keene, NH in July, and take place over two summer semesters. Students typically take 6 or 7 credits in the summer semesters, and 4 credits of online/field-based course work in the fall and spring semesters.

Plan of Study

To earn the Post-Master's Certificate in Educational Leadership & Administration (NH Principal Certification), students must successfully complete a total of 21 credits as outlined below.

Certification Courses - Students are required to take the following courses - 21 semester credits

ED-6950	Leadership Practicum - Facilitative Leadership (2 semester credits)
ED-6960	Leadership Practicum: Teacher Evaluation (2 semester credits)
EDC-5210	Facilitating Communities of Professional Practice (2 semester credits)
EDL-6250.NE	Leadership Seminar (0 semester credits)
EDL-6270	Leading Transformations in Education (2 semester credits)
EDL-6280	Community Partnerships (1 semester credit)
EDL-6290	The Learning-Centered School (2 semester credits)
EDL-6300	Conflict Resolution for School Leaders (1 semester credit)
EDL-6350.NE	Leadership Seminar II (0 semester credits)
EDL-6370	School Finance and Facilities (2 semester credits)
EDP-5940	Equity Challenge for Leaders (2 semester credits)
EDP-5982	School Law, Ethics, and Human Resource Management (3 semester credits)
EDR-6100	Leading with Data: School Profile (2 semester credits)

MEd in Foundations of Education with Mindfulness for Educators Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Classroom/Online

Program Overview

Teachers who pursue an MEd with a concentration in Mindfulness for Educators study the core principles of mindfulness and compassion. The program strengthens an educator's innate wisdom through the study and daily application of ancient and current applied philosophical perspectives, and universal and human development models. It has a three-pronged approach:

- formal meditation practice
- study of the field of mindfulness
- application of ideas and approaches to classroom and other educational contexts

The program length is 5 semesters with fully online and low residency options available.

Plan of Study

To earn the MEd in Foundations of Education with Mindfulness for Educators Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - All students must take the following 5 courses - 15 semester credits

EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6920 Practicum: Child Study (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)
EDT-5450 Philosophy of Education and Change (3 semester credits)
EDT-6260 The Developing Mind (3 semester credit) **or** EDT-5360 Childhood and Nature (3 semester credits)

Concentration Courses - Students must take 12 semester credits among the following courses

EDT-5140 Using Buddhist Frameworks in Teaching and Learning (3 semester credits)
EDT-5200 Awareness of Body, Mind, Heart, Brain: Pathways to Change (3 semester credits)
EDT-5220 Human Development and the Inner Landscape of Teachers and Learners (3 semester credits)
AND either one of these two courses:
EDL-6400 Principles and Practices of Mindful Leadership (3 semester credits)
EDT-6190 Compassionate Action in the World (3 semester credits)

Elective Credits - 6 semester credits

Any AU course or SIS as approved by advisor, including residential meditation retreat experience, Awareness Through the Body, or an external curriculum training program for teaching mindfulness to children.

Graduate Certificate in Mindfulness for Educators

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

Program Overview

This is a year-long, fully online 9 credit graduate certificate program designed for educators interested in deepening their own practice and exploring and applying mindfulness-based approaches in their teaching or work context. These three courses are a cohort-based sequence restricted to students matriculated in this certificate program or in the Mindfulness for Educators MEd program.

The Mindfulness for Educators Certificate Program trains educators in the core practices of mindfulness and compassion as formal practices and as lived and embodied responses to life in the classroom and in the world.

Plan of Study

To earn the Graduate Certificate in Mindfulness for Educators, students must successfully complete a total of 9 credits as outlined below.

Required courses - 9 semester credits

EDT-5140 Using Buddhist Frameworks to Reflect on Teaching & Learning (3 semester credits)
EDT-5200 Awareness of Body, Heart and Mind: Pathways to Change (3 semester credits)
EDT-5220 Human Development and the Inner Landscape of Teachers and Learners (3 semester credits)

MEd in Foundations of Education with Integrated STEAM Education Concentration

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

MEd in Foundations of Education with Integrated STEAM Education Concentration trains educators in the core practices of inquiry-driven, experiential pedagogy, and authentic assessment as tools for instruction and curriculum design. Relevant and engaging coursework takes into account the lives of working educators. The experiential, practical approach helps participants remain committed to their current job and personal responsibilities.

The program length is 5 semesters with fully online and low residency options available.

Plan of Study

To earn the MEd in Foundations of Education with Integrated STEAM Education Concentration, students must successfully complete a total of 33 credits as outlined below.

Core Courses - All students must take the following 5 courses - 15 semester credits

EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6920 Practicum: Child Study (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)
EDT-5450 Philosophy of Education and Change (3 semester credits)
EDT-6260 The Developing Mind (3 semester credits)

Concentration Courses - Students must select 18 semester credits from the following courses

EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDP-6630 Educational Advocacy & Leadership (3 semester credits)
EDP-6755 Research Topics in Education (1-3 semester credits)
EDT-5470 Tech Tools in the Classroom for All Learners (3 semester credits)

EDT-5500 Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

Any AU course or SIS as approved by advisor.

Certificate in Integrated STEAM Education

Required Credits for Degree: 15 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

The Certificate in Integrated STEAM Education trains educators in the core practices of inquiry-driven, experiential pedagogy, and authentic assessment as tools for instruction and curriculum design.

This is a 15 credit graduate certificate program.

Plan of Study

Students select 15 semester credits from the following courses:

EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDP-6630 Educational Advocacy & Leadership (3 semester credits)
EDP-6755 Research Topics in Education (1-3 semester credits)
EDT-5470 Tech Tools in the Classroom for All Learners (3 semester credits)
EDT-5500 Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

MEd in Foundations of Education with Library Media Specialist & Digital Learning Specialist Concentration (NH State Certification)

Required Credits for Degree: 34 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

With the increasing changes in the use of media and technology in schools and classrooms, these tools should be guided by leadership and pedagogical strategies rooted in the integration of instruction, information, and technology. Antioch University New England is committed to developing the Library Media and Digital Learning Specialists that schools need today: facile in the use of sound facilitation, leadership, and instructional strategies; informed about the latest trends in education, information, media, and technology; and prepared for the changes and innovations to come over the course of their careers.

The program length is 5 semesters and students can start in any term. There are fully online and low residency options available.

Plan of Study

To earn the MEd in Foundations of Education with Library Media Specialist & Digital Learning Specialist Concentration and be recommended for NH State Certification, students must successfully complete a total of 34 credits as outlined below.

Core Courses - All Students must take the following courses - 12 semester credits

EDR-6200	Practicum: Equity & Change (3 semester credits)
EDR-6920	Practicum: Child Study (3 semester credits)
EDT-5405	Philosophy of Education and Change (3 semester credits)
EDT-6260	Developing Mind (3 semester credits)

Concentration Courses - All students must take the following courses - 22 semester credits

EDC-5080	Literature for Children & Young Adults (2 semester credits)
EDC-6820	Building Inclusive Learning Communities (3 semester credits)
EDC-6871	Principles of STEAM (3 semester credits)
EDC-6885	Instructional Design & Assessment (3 semester credits)
EDP-6630	Educational Advocacy and Leadership (3 semester credits)
EDR-6000	Internship in Library Media I: K-6 (1 semester credit)
EDR-6010	Internship in Library Media II: 7-12 (1 semester credit)
EDT-5470	Tech Tools for All Learners (3 semester credits)
EDT-5500	Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

Certificate in Library Media Specialist & Digital Learning Specialist (NH State Certification)

Required Credits for Degree: 22 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

This certificate program will allow you to add a Library Media Specialist or a Digital Media Specialist (formerly Educational Technology Integrator) Certification (or both) to your existing teaching credential.

This five-semester program can start in any term. There are fully online and low residency options available.

Plan of Study

To earn the Certificate for the Library Media Specialist & Digital Learning Specialist and be recommended for NH State Certification, students must successfully complete a total of 22 credits as outlined below.

Certification courses - Students are required to take the following courses - 22 semester credits

EDC-5080 Literature for Children & Young Adults (2 semester credits)
EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDP-6630 Educational Advocacy and Leadership (3 semester credits)
EDR-6000 Internship in Library Media I: K-6 (1 semester credit)
EDR-6010 Internship in Library Media II: 7-12 (1 semester credit)
EDT-5470 Tech Tools for All Learners (3 semester credits)
EDT-5500 Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

MEd in Foundations of Education with Digital Learning Specialist Concentration (NH State Certification)

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

In the MEd in Foundations of Education with Digital Learning Specialist Concentration (NH State Certification) program, students explore the ways that pedagogy and technology support and magnify one another because quality educational technology integration is 30% technology and 70% pedagogy.

The program length is 5 semesters and students can start in any term. There are fully online and low residency options available.

Plan of Study

To earn the MEd in Foundations of Education with Digital Learning Specialist Concentration and be recommended for NH State Certification, students must successfully complete a total of 33 credits as outlined below.

Core Courses - Students must take the following courses - 15 semester credits

EDR-6200 Practicum: Equity & Change (3 semester credits)
EDR-6920 Practicum: Child Study (3 semester credits)
EDR-6940 Practicum: Curriculum (3 semester credits)
EDT-5450 Philosophy of Education and Change (3 semester credits)
EDT-6260 The Developing Mind (3 semester credits)

Concentration Courses - Students must take the following courses - 18 semester credits

EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDP-6630 Educational Advocacy and Leadership (3 semester credits)
EDT-5470 Tech Tools for All Learners (3 semester credits)

EDT-5500 Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

Certificate in Digital Learning Specialist (NH State Certification)

Required Credits for Degree: 18 semester credits

Standard Mode of Instruction: Classroom/Online/Low Residency

Program Overview

This certificate program will allow you to add a Digital Media Specialist (formerly Educational Technology Integrator) Certification to your existing teaching credential.

The program length is 5 semesters and students can start in any term. There are fully online and low residency options available.

Plan of Study

To earn the Certificate in Digital Learning Specialist and be recommended for NH State Certification, students must successfully complete a total of 18 credits as outlined below.

Certification Courses: Students are required to take the following courses - 18 semester credits

EDC-6820 Building Inclusive Learning Communities (3 semester credits)
EDC-6871 Principles of STEAM (3 semester credits)
EDC-6885 Instructional Design & Assessment (3 semester credits)
EDP-6630 Educational Advocacy and Leadership (3 semester credits)
EDT-5470 Tech Tools for All Learners (3 semester credits)
EDT-5500 Critical Skills Classroom Immersion (3 semester credits) **or** EDC-6887 Introduction to the Critical Skills Classroom (3 semester credits)

Certificate in Dyslexia Studies

Required Credits for Degree: 17 semester credits

Standard Mode of Instruction: Online

Program Overview

The Dyslexia Certificate program is built upon the latest research and best practices for working with students with dyslexia. Antioch University New England'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. The program is currently in the regular review cycle for renewal of its accreditation which should be completed in 2020.

The 17-credit graduate program is offered throughout the year, with entry during the spring and summer semesters. Coursework is offered in an online 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.

Plan of Study

Certification Courses - Students are required to take the following courses - 17 semester credits

RLE-5055	Foundations and Psychology of Reading (3 semester credits)
RLE-5155	Introduction to Dyslexia (2 semester credits)
RLE-5255	Advanced Phonics (3 semester credits)
RLE-5355	Diagnosis and Assessment of Students and Dyslexia (3 semester credits)
RLE-6155	Structured Language Teaching I (3 semester credits)
RLE-6255	Structured Language Teaching II (3 semester credits)

Certificate in Reggio Emilia Approach

Required Credits for Degree: 18 semester credits

Standard Mode of Instruction: Online

Program Overview

Antioch University New England 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.

The Certificate in the Reggio Emilia Approach at Antioch University New England is a completely online program aimed at meeting the needs of currently employed teachers interested in integrating Reggio inspired principles in their respective classroom situations and practice. The sequence of courses begins once per year in the second summer session (usually early July). All courses are 7 lessons in 7 weeks except for Making Learning Visible (MLV). MLV consists of 7 lessons but spans 14 weeks because documentation of student work is a requirement of the course.

Plan of Study

Certificate Courses - Students are required to take the following courses - 18 semester credits

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

Certificate in Trauma Informed Education

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Online

Program Overview

This certificate requires four 3-semester credit classes that are offered in 7 week sessions. It is intended for classroom teachers, school administrators, school counselors, school psychologists, and other associated school personnel who will come in contact with children affected by trauma. It is also appropriate for members of the larger community who also interact with these children and their families. Students may enter in the Summer or the Fall semesters. It is offered at the graduate level and is completely online.

Plan of Study

Certificate Courses - Students are required to take the following courses - 12 semester credits

EDU-5010	Becoming a Trauma Informed Educator (3 semester credits)
EDU-5030	Connecting Community with Those Affected by Childhood Trauma (3 semester credits)
EDU-5020	Physiological, Psychological and Developmntl Effects of Childhood Trauma (3 semester credits)
EDU-5040	The Trauma Sensitive Learning Environment (3 semester credits)

MEd in Humane Education

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/low residency

Program Overview

This 33-credit graduate program is delivered online, with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine. Please note this MEd degree does not lead to state licensure.

MEd students are required to take six foundational courses in humane education, plus practicum, two electives, and a capstone course. They are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

Plan of Study

To earn the MEd in Humane Education, students must successfully complete a total of 33 credits as outlined below.

Foundational Courses - Students must take the following 6 courses - 18 semester credits

ED-5010	Introduction to Humane Education (3 semester credits)
ED-6100	Environmental Ethics (3 semester credits)

ED-6200 Animal Protection (3 semester credits)
ED-6300 Human Rights (3 semester credits)
ED-6400 Culture and Change (3 semester credits)
ED-6446 Solutionary Classroom: Pedagogy in Practice (3 semester credits)

Practicum - 3 semester credits

ED-6945 Practicum in Humane Education (3 semester credits)

Capstone - 3 semester credits

ED-6985 Humane Education Capstone (3 semester credits)

Electives - Students must take 6 credits from the following courses - 6 semester credits

ED-6444 Building a Solutionary Practice (3 semester credits)
ED-6500 Race, Intersectionality, and Veganism (3 semester credits)
ED-6502 Creative Activism: Art and Artists for Social Change (3 semester credits)
ED-6504 Just Good Food (3 semester credits)
ED-6506 Writing for Social Change (3 semester credits)

Residency or additional elective - 3 semester credits

Students are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

ED-6442 Humane Education Residency (3 semester credits) *Strongly Recommended, **or** additional elective (3 semester credits)

MA in Humane Education

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Online/low residency

Program Overview

This 33-credit graduate program is delivered online, with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine.

MA students are required to take six foundational courses in humane education, plus practicum, two electives, and a capstone course. They are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

Plan of Study

To earn the MA in Humane Education, students must successfully complete a total of 33 credits as outlined below.

Foundational Courses - Students must take the following 6 courses - 18 semester credits

ED-5010 Introduction to Humane Education (3 semester credits)
ED-6100 Environmental Ethics (3 semester credits)
ED-6200 Animal Protection (3 semester credits)
ED-6300 Human Rights (3 semester credits)
ED-6400 Culture and Change (3 semester credits)
ED-6444 Building a Solutionary Practice (3 semester credits)

Practicum - 3 semester credits

ED-6945 Practicum in Humane Education (3 semester credits)

Capstone - 3 semester credits

ED-6985 Humane Education Capstone (3 semester credits)

Electives - Students must take 6 credits from the following courses - 6 semester credits

ED-6446 Solutionary Classroom: Pedagogy in Practice (3 semester credits)
ED-6500 Race, Intersectionality, and Veganism (3 semester credits)
ED-6502 Creative Activism: Art and Artists for Social Change (3 semester credits)
ED-6504 Just Good Food (3 semester credits)
ED-6506 Writing for Social Change (3 semester credits)

Residency or additional elective - 3 credits

Students are encouraged to attend the 3-credit Humane Education residency week at the Institute for Humane Education in Surry, Maine. If unable to attend, students may take a third elective instead.

ED-6442 Humane Education Residency (3 semester credits) *Strongly Recommended, **or** additional elective (3 semester credits)

Graduate Certificate in Humane Education

Required Credits for Degree: 15 semester credits

Standard Mode of Instruction: Online/low residency

Program Overview

This 15-credit Graduate Certificate program in Humane Education is delivered online and is comprised of the following foundational courses in humane education.

Plan of Study

Students are required to take the following courses:

Foundational Courses

ED-5010 Introduction to Humane Education (3 semester credits)
ED-6100 Environmental Ethics (3 semester credits)
ED-6200 Animal Protection (3 semester credits)
ED-6300 Human Rights (3 semester credits)
ED-6400 Culture and Change (3 semester credits)

Environmental Studies Department

Overview

The Mission of the Department of Environmental Studies is to educate a critical mass of visionary, effective leaders who will achieve environmental victories for a just and thriving world. We do this in a collaborative, interdisciplinary community founded on academic excellence and principles of justice.

The department offers a Doctorate in Environmental Studies; two Master of Science degrees: one in Environmental Studies with a variety of concentrations, and one in Resource Management and Administration with or without concentrations; and several certificate programs, all with environmental studies at the core. Students are educated to be interdisciplinary, open-minded, globally-thinking scholars and practitioners who are equipped to tackle today's complex environmental problems.

Whether delivered in a face-to-face, hybrid or in a virtual format the emphasis is on interactive teaching, research, and field study or service learning opportunities.

Admission Requirements

Masters and Certificate Admissions Requirements

- Application
- Resume
- Essay
- 2 letters of recommendation
- Official transcripts from degree granting institution
- Interview

Doctoral Admissions requirements

- Application
- Resume
- Essay
- Work sample
- 3 letters of recommendation
- Official transcripts from degree granting institution
- Interview

Academic Programs in the Department of Environmental Studies

MS in Environmental Studies

- MS in Environmental Studies with a Concentration in Advocacy for Social Justice and Sustainability
- MS in Environmental Studies with a Concentration in Conservation Biology
- MS in Environmental Studies with a Concentration in Environmental Education
- MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change Concentration
- MS in Environmental Studies with a Concentration in Self-Designed Studies
- MS in Environmental Studies with Science Teacher Certification
- MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation - 36 credits depending on course selection

MS in Resource Management & Administration

- MS in Resource Management & Administration - 30 credits
- MS in Resource Management & Administration with Professional Science Master's Designation - 36 credits depending on course selection
- MS in Resource Management with a Concentration in International Sustainable Development and Climate Change- 36 credits

PhD in Environmental Studies

Certificates

- Certificate in Applied Spatial Analysis for GIS
- Certificate in Climate Change Education
- Certificate in Climate Resilience
- Certificate in Conservation Psychology
- Certificate in Environmental and Sustainability Education
- Certificate in Food Justice and Resilient Communities
- Certificate in Socially Responsible Organizational Leadership

International Service Program (Peace Corps) degree requirements:

The Department of Environmental Studies at AUNE offers students the opportunity to combine Peace Corps service with master's study through the International Service Program (ISP). This program is available to students pursuing their 36 credit Master's of Science in Environmental Studies (excluding the Science Teacher Certification concentration). Accepted students file program plans that will reflect the timing of their Peace Corps Service. If a student is not accepted into the Peace Corps they can continue with Antioch to complete their MS degree in the concentration to which they were initially accepted.

Students take a minimum of two semesters of coursework originating from AUNE, followed by three months of training and two years of service in the Peace Corps for which they earn 6 credits, tuition-free, as Peace Corps volunteers. These credits are awarded as one 3 credit professional internship and one 3 credit research project. Tuition and fees are also waived for students while serving in the Peace Corps. Following their Peace Corps

service, students return to AUNE as needed to complete any remaining coursework and additional academic requirements including a capstone or second internship. This is a specialized program and may not be combined with other specialized programs or partnerships.

2020-2021 Tuition

Environmental Studies Department	Per Credit
Master of Science (MS)	$ 1,016
Doctor of Philosophy (PhD)	$ 1,360
Academic Certificate	$ 711

University Fees

Environmental Studies Degree Requirements

Masters of Science (MM) in Environmental Studies

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. There are a few commonalities across all the Environmental Science degree concentrations that are apparent as students look through the following requirements and descriptions. All MS degrees have a combination of coursework and application in the field. There will be some field work in particular courses, through an internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits), and,
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize; and,
- Complete an appropriate professional internship (3 credits) , and,
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, collaborative service initiative, or a second professional internship.

Six concentrations described below, one of which is self-designed. All ES MS concentrations have the same set of core courses, except the MS with Science Teaching Certification, the description of which follows the other concentrations below. Courses required for concentrations are divided into specific academic content areas or methods courses in which students can acquire knowledge and develop skills in topics identified by faculty as useful in the field.

Students are to develop knowledge and skills, in the areas listed on the following pages. Together with their advisors, students are required to develop a program plan, during their first semester, which indicates:

1. The specific concentration and methods courses to be taken to develop needed expertise, and the semester in which each is planned;
2. The type of capstone the student plans to complete;
3. Whether the Professional Science Master's designation is planned and which courses will be taken to fulfill the requirements (i.e., 18 STEM and 12 PLUS course credits); and;
4. Any special arrangements such as advanced standing, or general education requirements which will need to be met.

All students must complete the core, concentration, and methods/elective courses for the number of credits indicated or have an approved waiver form on file with the Department of Environmental Studies and the University Registrar.

MS in Environmental Studies with a Concentration in Advocacy for Social Justice and Sustainability

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

To earn the MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 semester credits. Choose 3 out of 4 courses from the following:

ESC-5440 Leadership for Change (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

Concentration Requirements - 6 semester credits

ES-5150 Environmental Advocacy: The Essentials (3 semester credits)
ES-5260 Environmental Advocacy: Applied Methods (3 semester credits)

Selection from Methods and Skills Courses - 15 semester credits

Choose from any course designated as "methods or skills."
* Selection of a fourth Core course may be used to fulfill methods or skills credits.

Internship - 3 credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project or 2nd Internship - 3 credits

ES-6990 Master's Project/Thesis (3 semester credits) **or**
ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 A second Professional Internship (with permission of advisor) (3 semester credits)

MS in Environmental Studies with a Concentration in Conservation Biology

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

To earn this MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 semester credits. Choose 3 out of 4 courses from the following:

ESC-5440 Leadership for Change (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

Concentration Requirements - 6 semester credits

ESS-5630 Conservation Biology (3 semester credits)
ES-5190 Biostatistics (3 semester credits)

Selection from Methods and Skills courses - 15 semester credits

Choose from any course designated as “methods or skills."
*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 semester credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project or 2nd Internship - 3 semester credits

ES-6990 Master’s Project/Thesis (3 semester credits) **or**
ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 A second Professional Internship (with permission of advisor) (3 semester credits)

MS in Environmental Studies with a Concentration in Environmental Education

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

To earn this MS degree in Environmental Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 semester credits. Choose 3 out of 4 courses from the following:

ESC-5440 Leadership for Change (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

Concentration Requirements - 6 semester credits

ESE-5020 Foundations of Environmental Education & Sustainability (3 semester credits)
ESE-5140 Program Planning and Design (3 semester credits)

Selection from Methods and Skills courses - 15 semester credits

Choose from any course designated as “methods or skills."
*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 semester credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project or 2nd Internship - 3 semester credits

ES-6990 Master’s Project/Thesis (3 semester credits) **or**
ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 A second Professional Internship (with permission of advisor) (3 semester credits)

MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

To earn a MS in Environmental Studies with a Concentration in Sustainable Development and Climate Change, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 semester credits. Choose 3 out of 4 courses from the following:

ESC-5440 Leadership for Change (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

Concentration Requirements - 6 semester credits

ES-5700 Climate Change Resilience, Adaptation and Mitigation (3 semester credits)
ESPE-5600 Energy and Materials Sustainability (3 semester credits)

Selection from Methods and Skills courses - 15 semester credits

Choose from any course designated as “methods or skills."
*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 semester credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project or 2nd Internship - 3 semester credits

ES-6990 Master’s Project/Thesis (3 semester credits) **or**
ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 A second Professional Internship (with permission of advisor) (3 semester credits)

MS in Environmental Studies with a Concentration in Self-Designed Studies

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Program Overview

This program is designed for students with strong academic backgrounds in their discipline and significant work experience in the environmental field. Students interested in self-designed studies must submit a program title, description, and course plan to the Director of Self-Designed Studies for approval upon matriculation. The approved plan must then be placed in students’ academic records in the Registrar's office.

Plan of Study

To earn an MS in Environmental Studies, with Self-Designed Studies, students must earn a minimum of 36 credits distributed as follows:

Core Areas - 9 semester credits. Choose 3 out of 4 courses from the following:

ESC-5440 Leadership for Change (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a fourth Core course may be used to fulfill methods or skills credits below.

Concentration Requirements - 6 semester credits

Self-designed concentration course (3 semester credits)
Self-designed concentration course (3 semester credits)

Selection from Methods and Skills courses - 15 semester credits

Choose from any course designated as “methods or skills."
*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 semester credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project or 2nd Internship - 3 semester credits

ES-6990 Master’s Project/Thesis (3 semester credits) **or**
ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 A second Professional Internship (with permission of advisor) (3 semester credits)

MS in Environmental Studies with Science Teacher Certification

Required Credits for Degree: 36 semester credits
Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

To earn the MS degree with certification in either Life Sciences or Middle Level Science students must meet the general education requirements, satisfy the prerequisites listed below, and successfully complete a minimum of 36 credits, distributed as follows, in the section following the prerequisites:

Life Science Certification Prerequisites

Students must satisfactorily complete ("B" or better) the following courses from an accredited undergraduate or graduate institution (within the last 10 years of beginning the program) or obtain a passing score on an equivalent CLEP exam before students can be recommended for certification to the State of NH.

- two semesters of Basic Biology with lab (molecular and cellular, CLEP accepted toward one of the two semesters)
- one semester of Chemistry with a lab (CLEP accepted)
- one semester of Mathematics (CLEP accepted)
- one semester of Physics (not available at Antioch; CLEP not offered by ETS; “B” or better from **Excelsior College UExcel Examination in Physics** accepted.

Middle Level Science Prerequisites

In addition to a solid academic background in at least one science area, students must satisfactorily

complete ("B" or better) the following courses from an accredited undergraduate or graduate institution (within the last 10 years of beginning the program), or obtain a passing score on an equivalent CLEP exam before you can be recommended for certification to the State of NH.

- one semester of Basic Biology with lab (molecular and cellular, CLEP accepted)
- one semester of Chemistry with a lab (CLEP accepted)
- one semester of Mathematics (CLEP accepted)
- semester of Physics (not available at Antioch; CLEP not offered by ETS; "B" or better from

  Excelsior College UExcel Examination in Physics accepted.

Core Areas - 9 semester credits

ESC-5720 Earth Systems and Climate Change (3 semester credits)
Choose two (2) courses from the following - 6 semester credits
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)
ESC-5440 Leadership for Change (3 semester credits)
ESC-6010 Political Economy and Sustainability (3 semester credits)
*Optional - Selection of a third course may be used to fulfill concentration or skills credits below.

Concentration Requirements - 18 semester credits

ES-5980 School Law (1 semester credit)
ESE-5200 Science Teaching Methods (3 semester credits)
ESE-5210 Problem Solving and Inquiry-Based Science Teaching (3 semester credits)
ESE-5220 Teaching Exceptional Children (2 semester credits)
ESE-5350 Conceptual & Human Development (3 semester credits)
ESE-5360 Foundations of Science & Environmental Education (3 semester credits)
ESE-5440 Curriculum Design (3 semester credits)

Skills Requirement - 3 semester credits

Choose from any course designated as "concentration or skills"
*Optional Core course may be selected to fulfill concentration or skills credits.

Capstone Project - 6 semester credits

ES-6910, ES-6920 or ES-6940 Student Teaching Internship and Seminar (6 semester credits): A full-time, 15-week student teaching internship at an approved site in the area of students' certification track

MS in Environmental Studies (All Concentrations) with Professional Science Master's Designation

Program Overview

Students in AUNE's Master's of Science in Environmental Studies program can choose to follow the Professional Science Master's (PSM) study track by completing their requirements as follows:

Students must take all the required courses for their concentration, making sure that they meet the credit breakdown below. Courses must be tracked with an advisor on an Environmental Studies Master's Academic Advising Form. PSM requirement courses can be fulfilled by the courses students take to meet their 36 credit Master's Candidacy requirement. Should students schedule their methods such that they have 36 credits but have not met the PSM requirement, they may take additional courses if they wish to qualify for the PSM designation.

Under the PSM designation, The Council of Graduate Schools considers STEM courses to be graduate courses that develop student skills in science, technology, engineering, and math.

Plan of Study

STEM/ Science and/or Math - 18 semester credits

There are many courses from which a student can select the required 18 credits to meet this requirement. Some of the names and course numbers are listed here, but the majority of methods and skills courses that meet the **STEM**/ Science and/or Math Requirements can be found in the list of methods and skills courses or in the RMA-MS listing below, and all have a (STEM) designation after the course title.

ESC-5500 Community Ecology of New England (3 semester credits)
ES-7030 Global Environmental Change (3 semester credits)
ES-7025 Principles of Ecology (3 semester credits)
ES-7270 Research Strategy I - Quantitative (3 semester credits)
Any vertebrate ecology course (e.g. ornithology, mammalogy, herpetology, entomology)
Any science-based Field Study Trip
Supervised Independent Study at advisor and Program Director discretion

Under the PSM designation, The Council of Graduate Schools considers SKILLS courses to be graduate courses that develop student skills in business (e.g. accounting, law, finance, grant writing, proposal writing), communications (e.g. leadership skills), and regulatory affairs (e.g. management, administration, program evaluation).

PLUS/ Professional Skills - 12 semester credits

There are many courses from which a student can select the required 12 credits to meet this requirement. Some of the names and course numbers are listed here, but the majority of methods and skills courses that meet the PLUS /Professional Skills Requirements can be found in the list of methods and skills courses or in the RMA-MS listing below, and all have a (PLUS) designation after the course title.

ES-5040 Consulting Skills (1 semester credit)
ESP-5510 Environmental Law (3 semester credits)
ESS-5620 Natural Resource Inventory - Wildlife (3 semester credits)
Supervised Independent Study at advisor or Program Director discretion
EE Field Techniques

Internship (1 term) - 3 semester credits

Capstone - 3 semester credits

- ES-6000 Collaborative Service Initiative (3 semester credits) **or**
- ES-6990 Master's Project/Thesis (3 semester credits)

Methods and Skills courses (6 required semester credits and 15 elective semester credits)
Available to all ES MS and RMA MS students.
Courses with (STEM) or (PLUS) qualify for the Professional Science Masters Designation
(*Some courses are offered over a 2 year cycle and/or are based on enrollment and specific needs of MS Concentrations)

Methods courses include:

ES-5080 Conservation Psychology: Theory and Application (3 semester credits)
ES-5150 Environmental Advocacy: The Essentials (3 semester credits) (PLUS)
ES-5190 Biostatistics (3 semester credits) (STEM)
ES-5260 Environmental Advocacy: Applied Methods (3 semester credits) (PLUS)
ES-5582 Research Seminar (2 semester credits) (STEM) (PLUS)
ES-5700 Climate Change Resilience, Adaptation and Mitigation (3 semester credits) (STEM)
ES-5980 School Law (1 semester credits) (PLUS)
ES-6030 Land Use and Protection Techniques (3 semester credits) (PLUS)
ESE-5020 Foundations of Environmental Education and Sustainability (3 semester credits)
ESE-5060 Program Eval for Environmntll and Conservation Educators (3 semester credits) (PLUS)
ESE-5110 Community & School-based Food Systems (2 semester credits)
ESE-5140 Program Planning and Design (3 semester credits) (PLUS)
ESE-5170 Urban Environmental Education (2 semester credits)
ESE-5200 Science Teaching Methods (3 semester credits)
ESE-5210 Problem Solving and Inquiry-Based Science Teaching (3 semester credits) (PLUS)
ESE-5220 Teaching Exceptional Children (2 semester credits)
ESE-5230 Environmental Education Methods - Teaching in the Outdoors (2 semester credits)
ESE-5280 Exhibit Design and Interpretation (2 semester credits)
ESE-5350 Conceptual and Human Development (3 semester credits)
ESE-5360 Foundations of Science and Environmental Education (3 semester credits)
ESE-5370 Place-Based Environmental Education (2 semester credits)
ESE-5440 Curriculum Design (3 semester credits) (PLUS)
ESE-5490 Civic Ecology and Community Resilience (2 semester credits) FST
ESF-5110 Vertebrate Ecology: Herpetology (3 semester credits)
ESF-5120 Vertebrate Ecology: Mammalogy (3 semester credits)
ESF-5140 New England Flora (3 semester credits) (STEM)
ESF-5150 Vertebrate Ecology: Ornithology (3 semester credits)
ESF-5410 Wetlands Ecology (3 semester credits) (STEM)
ESM-5160 Building Sustainable Organizations (3 semester credits) (PLUS)
ESP-6050 Citizen Participation & Sustainable Communities (3 semester credits)
ESPE-5600 Energy and Materials Sustainability (3 semester credits) (STEM)
ESPE-5700 Watershed Science and Management (3 semester credits) (STEM) (PLUS)
ESS-5630 Conservation Biology (3 semester credits) (STEM)
ESS-5730 Soil Ecology (3 semester credits) (STEM)
ESS-5780 Principles of Sustainable Systems (3 semester credits) (STEM)
ESSE-5680 Wildlife and Forest Management (3 semester credits) (STEM) (PLUS)

Skills courses include:

ES-5030 Environmental Dispute Resolution (1 semester credit) (PLUS)
ES-5100 Geographic Information Systems (GIS) (3 semester credits)
ES-5170 Diversity, Justice & Inclusion (2 semester credits)
ES-5240 Proposal Writing and Project Management (3 semester credits) (PLUS)
ES-5900 Communication in the Digital Age (2 semester credits)
ES-6100 Geographic Info Systems (GIS) Advanced (3 semester credits)
ES-6105 Geographic Info Systems (GIS) Applied (3 semester credits) (STEM) (PLUS)
Field Study Trips (2-3 semester credits)
*In degrees with a required number of credits in skills courses, students may substitute 2-3 credits of skills with a concentration course

Not all courses are available every semester.

MS in Resource Management & Administration (RMA)

This Master's program gives students the flexibility to earn a master's degree while continuing to work full-time. RMA students learn how to build stakeholder capacity, practice effective communication strategies, and provide leadership and management to organizations and communities facing a myriad of challenges due to difficult resource management decisions, especially within the context of a changing climate. Students do this through a combination of weekend coursework and applied research projects with faculty, other students, and organizations working in this field.

Students who wish to earn a Master of Science in Resource Management & Administration (RMA) have three paths to do so. All pathways have different requirements; students' selected pathway should be chosen in consultation with an academic advisor:

- Master of Science in Resource Management & Administration - 30 semester credits (weekend and online classes)
- Master of Science in Resource Management & Administration with Professional Science Master's Designation (PSM) - 36 semester credits (weekday, weekend and online classes) requires a choice of 6 credits of additional science courses, (weekday)
- Master of Science in Resource Management & Administration with a Concentration in International Sustainable Development and Climate Change (ISDCC) - 36 semester credits (online, face-to-face intensives, and international study)

MS in Resource Management & Administration

Required Credits for Degree: 30 semester credits
Standard Mode of Instruction: Classroom/fieldwork/online

Plan of Study

To earn the MS degree in Resource Management & Administration students must earn a minimum of 30 credits distributed as follows:

RMA Concentration Requirements - 27 semester credits

ES-5240 Proposal Writing and Project Management (3 semester credits)
ES-5700 Climate Change Resilience, Adaptation and Mitigation (3 semester credits)

ESAF-5000 Financial Administration (3 semester credits) (PLUS)
ESC-5440 Leadership for Change (3 semester credits) (PLUS)
ESC-5720 Earth Systems and Climate Change (3 semester credits) (STEM)
ESC-6010 Political Economy and Sustainability (3 semester credits) (PLUS)
ESM-5160 Building Sustainable Organizations (3 semester credits) (PLUS)
ESPE-5600 Energy and Materials Sustainability (3 semester credits)
ESS-5780 Principles of Sustainable Systems (3 semester credits)

Capstone Project - 3 credits

ES-6000 Collaborative Service Initiative (3 semester credits) **or**
ES-6960 Professional Internship (with permission of advisor) (3 semester credits)
ES-6990 Master's Project/Thesis (3 semester credits) **or**

MS in Resource Management & Administration with Professional Science Master's Designation

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork/online

Plan of Study

Students in AUNE's Environmental Studies MS in Resource Management & Administration program can choose to follow the Professional Science Master's (PSM) study track. Students must earn 36 credits distributed as follows:

STEM/ Science - 18 semester credits

Required courses - 15 semester credits:
ES-5700 Climate Change Resilience, Adaptation and Mitigation (3 semester credits)
ESC-5720 Earth Systems and Climate Change (3 semester credits)
ESPE-5600 Energy and Materials Sustainability (3 semester credits)
ESPE-5700 Watershed Science and Management (3 semester credits)
ESS-5780 Principles of Sustainable Systems (3 semester credits)

Additional 3 elective semester credits:

ES-5100 Geographic Information Systems (GIS) (3 semester credits)
ES-5190 Biostatistics (3 semester credits)
ES-5810 Climate Change: Science, Uncertainty, and Risk (1 semester credit)
ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit)
ES-5850 Climate Response: Costs and Financing (1 semester credit)
ES-6995 Climate Resilience Capstone (3 semester credits)
ESC-5500 Community Ecology of the New England Landscape (3 semester credits)

PLUS/ Professional Skills: 12 semester credits:

ES-5240 Proposal Writing and Project Management (3 semester credits)
ESAF-5000 Financial Administration (3 semester credits)
ESC-5440 Leadership for Change (3 semester credits)
ESM-5160 Building Sustainable Organizations (3 semester credits)

Internship and Seminar - 3 semester credits

ES-6960 Professional Internship (3 semester credits)

Capstone Project - 3 credits

ES-6000 Collaborative Service Initiative (3 semester credits) **or**

ES-6990 Master's Project/Thesis (3 semester credits)

MS in Resource Management & Administration with a Concentration in International Sustainable Development & Climate Change

Required Credits for Degree: 36 semester credits

Standard Mode of Instruction: Classroom/fieldwork/online

Program Overview

The core curriculum classes meet online in the fall and spring semesters, with a 9-day intensive at the beginning of the first summer term and a 5-day intensive during the second summer term, along with three immersive international field studies courses:

- One 9-day long intensive in the first summer semester at the Antioch New England campus (6 credits)
- Three 8-10 day immersive experiences abroad - one in the first summer semester, one in the following spring, and one in the final summer semester (9 credits/3 credits each)
- Online concentration courses (15 credits)
- One 5-day intensive in the second summer semester, immediately preceding the Energy Transition course (Iceland), at the Antioch New England campus (3 credits)
- Program Capstone: Thesis, Internship, or Master's Project (3 credits)

Concentration Requirements - Take 15 semester credits from below:

ES-5810 Climate Change: The Science, Uncertainty and Risk (1 semester credit)
ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit)
ES-5830 Climate Impacts: Communication, Facilitation and Stakeholder Capacity (1 semester credit)
ES-5850 Climate Response: Costs and Financing (1 semester credit)
ES-5860 Climate Justice and Equitable Adaptation (1 semester credit)
ES-5890 Global Cultural Awareness & Literacy (1 semester credit)
ES-6200 Introduction to Participatory GIS (1 semester credit)
ES-6210 Participatory Action Research (1 semester credit)
ESC-5440 Leadership for Change (3 semester credits)
ESC-5725 Earth Systems and Climate Change I (1 semester credit)
ESC-5728 Earth Systems and Climate Change II (1 semester credit)

ESC-6010	Political Economy and Sustainability (3 semester credits)
ESPE-5605	Facilitating Organizations Towards Sustainable Practices (1 semester credit)
ESPE-5610	Organizational Materials and Waste Minimization (1 semester credit)
ESPE-5615	Organizational Energy Conservation (1 semester credit)
ESP-5100	Policy Advocacy: Climate Change (1 semester credit)
ESS-5780	Principles of Sustainable Systems (3 semester credits)

Immersive Experiences Abroad - 9 semester credits

ESF-6000	Water Resource Management and Sustainable Practice in Cusco, Peru (3 semester credits)
ESF-6005	Energy Decentralization: Microgrid Systems for Rural Development in Kathmandu, Nepal (3 semester credits)
ESF-6010	Energy Transition: Renewable Energy Innovation & Sustainability in Reykjavik, Iceland (3 semester credits)

Capstone Project - 3 semester credits

ES-6960	Professional Internship (3 semester credits) **or**
ES-6990	Master's Project/Thesis (3 semester credits)

Certificates in Environmental Studies

The Department of Environmental Studies offers a number of certificate programs for matriculated and non-matriculated students in academic content areas which are specific specialty areas within the department. The certificates range from 9-12 credits, and can be taken as standalone certificates or accomplished within the completion of an MS degree.

The requirements for each certificate are listed below, and course descriptions can be found in the section that follows:

Certificate in Applied Spatial Analysis in GIS

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Online

Plan of Study

ES-5100	Geographic Information Systems (GIS) (3 semester credits)
ES-6100	Advanced Geographic Info Systems (GIS) (3 semester credits)
ES-6105	Applied Geographic Info Systems (GIS) (3 semester credits)

Certificate in Climate Change Education

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Classroom/online

Plan of Study

Core Requirement - 3 credits

ESC-5720 Earth Systems & Climate Change (3 semester credits) **or**

ESC-5725 Earth Systems & Climate Change I (1 semester credit) **and**

ESC-5728 Earth System & Climate Change II (2 semester credit)

Climate Change & Conservation - 3 credits to be chosen from:

ES-5700 Climate Change Resilience, Adaptation and Mitigation (3 semester credit)
ES-5810 Climate Change: Science, Uncertainty and Risk (1 semester credit)
ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit)
ES-5830 Climate Impacts: Communication, Facilitation and Stakeholder Capacity Building (1 semester credit)
ES-5860 Climate Justice and Equitable Adaptation (1 semester credit)
ES-5080 Conservation Psychology: Theory and Application (3 semester credit)

Application - 3 credits to be chosen from:

ESE-5140 Program Planning & Design (3 semester credit)
ESE-5440 Curriculum Design (3 semester credit)
ESE-5480 Special Topics: Climate Change Education and Communication (3 semester credit)
ES-6960 Professional Internship (w/ climate change education focus) (3 semester credit)

Certificate in Climate Resilience

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Classroom/online

Plan of Study

Required Courses (6 semester credits)

ES-5810 Climate Change: Science, Uncertainty, and Risk (1 semester credit)
ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit)
ES-5830 Climate Impacts: Communication, Facilitation, and Stakeholder Capacity Building (1 semester credit)
ES-6995 Climate Resilience Capstone (3 semester credits)

Elective Courses (choose 3: 3 semester credits)

ES-5840 Business Resilience and Continuity (1 semester credit)
ES-5750 Special Topics: Climate Impacts: Public Health (1 semester credit)
ES-5850 Climate Response: Costs and Financing (1 semester credit)
ES-5860 Climate Justice and Equitable Adaptation (1 semester credit)
ESP-5100 Policy Advocacy: Climate Change (1 semester credit)

Certificate in Conservation Psychology

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Classroom/online

Plan of Study

Core Requirement - 3 semester credits

ES-5080 Conservation Psychology: Theory and Application (3 semester credits)

Climate and Conservation Science - 3 semester credits to be chosen from:

ESC-5720 Earth Systems and Climate Change (3 semester credits) **or**
ES-5810 Climate Change: The Science, Uncertainty and Risk (1 semester credit)
ES-5820 Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit)
ES-5830 Climate Impacts: Communication, Facilitation and Stakeholder Capacity (1 semester credit) **or**
ESS-5630 Conservation Biology (3 semester credits)

Applications - 3 semester credits to be chosen from:

ES-5170 Diversity, Justice and Inclusion (2 semester credits)
ES-5900 Communications in the Digital Age (2 semester credits)
ESE-5060 Program Evaluation for Environmental and Conservation Educators (3 semester credits)
ESE-5280 Exhibit Design & Environmental Interpretation (3 semester credits)
ESE-5480 EE Advanced Topics: Climate Change Education and Communication (3 semester credits)

Certificate in Environmental and Sustainability Education

(Program offered at Wolf Ridge Environmental Education Center, Finland, MN)

Required Credits for Degree: 12 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

ESC-5501 Community Ecology and Natural History of Lake Superior (3 semester credits)
ESE-5020 Foundations of Environmental Education & Sustainability (3 semester credits)
ESE-5470 Environmental Education Methods: Nature Teaching & Learning (3 semester credits)
ES-6960 Professional Internship (3 semester credits)

Certificate in Food Justice and Resilient Communities

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Plan of Study

Certificate Requirement - 3 credits to be chosen from:

ESE-5110	Community & School-based Sustainable Food Systems (3 semester credits)
ESP-6050	Citizen Participation & Sustainable Communities (3 semester credits)
ESE-5490	Civic Ecology Practices and Community Resilience (3 semester credits)

Resilience and Ecological Health - 3 credits to be chosen from:

ES-5700	Climate Change Resilience, Adaptation and Mitigation (3 semester credits)
ES-5810	Climate Change: The Science, Uncertainty and Risk (1 semester credit) **and**
ES-5820	Climate Impacts: Vulnerability and Adaptation Planning (1 semester credit) **and**
ES-5830	Climate Impacts: Communication, Facilitation and Stakeholder Capacity Building (1 semester credit)
ESS-5730	Soil Ecology (3 semester credits)
ESS-5780	Principles of Sustainable Systems (3 semester credits)

Applications - 3 credits to be chosen from:

ESE-5060	Program Evaluation for Environmental and Conservation Educators (3 semester credits)
ESE-5140	Program Planning & Design (3 semester credits)
ES-6960	Professional Internship (related to food justice, resilient communities) (3 semester credits)

Certificate in Socially Responsible Organizational Leadership

Required Credits for Degree: 9 semester credits

Standard Mode of Instruction: Classroom/fieldwork

NOTE: Not yet eligible for federal financial aid

Plan of Study

Certificate Requirement (3 credits):

ESC-5440	Leadership for Change (3 semester credits)

Organizational Sustainability (3 credits):

ESM-5160	Building Sustainable Organizations (3 semester credits)
ESAF-5000	Financial Administration (3 semester credits)
ESS-5780	Principles of Sustainable Systems (3 semester credits)

Application (3 credits):

ES-5030	Environmental Dispute Resolution (1 semester credit)
ES-5040	Consulting Skills (1 semester credit)
ES-5170	Diversity, Justice and Inclusion (2 semester credits)
ES-5240	Proposal Writing and Project Management (3 semester credits)

ES-5890 Global Cultural Awareness and Literacy (1 semester credit)
ESE-5060 Program Evaluation for Conservation & Environmental Educators (3)
ESPE-5600 Energy & Materials Sustainability (3 semester credits)
ESPE-5605 Facilitating Organizations Towards Sustainable Practices (1 semester credit)
ESPE-5610 Organizational Materials & Waste Minimization (1 semester credit)
ESPE-5615 Organizational Energy Conservation (1 semester credit)

Doctoral Study in Environmental Studies

PhD in Environmental Studies

Required Credits for Degree: 69 semester credits

Standard Mode of Instruction: Classroom/fieldwork

Program Overview

The Environmental Studies doctorate integrates a wide range of concepts and ideas and embraces multiple methodological approaches to understanding and solving critical and emerging environmental challenges. Environmental studies doctoral students complete four phases of the program with their cohorts, with each phase spanning approximately one year. Each year of the program has residency requirements which are detailed below, and also requires weekly online work to supplement class time on campus.

The doctoral program in Environmental Studies is a 69-credit program typically completed in 5-6 years. At minimum the program is a four-year, full time program, with the exception of candidacy, which is half-time. Students have a maximum limit of ten years from the date of entry to complete all degree requirements, including the dissertation, and 69 semester-hour credits beyond a Master's. Students must complete the Candidacy Exam and successfully defend their Dissertation Proposal before admission to the Dissertation Phase.

Plan of Study

All of the courses described below are required courses, unless otherwise indicated.

Phase 1: Foundation - 18 semester credits

The initial phase of AUNE's doctoral program in environmental studies instills the foundations of interdisciplinary environmental studies and scholarship through intensive, integrative, theoretically oriented courses. Topics include research design, ecological thought, applied ecological analysis, global environmental change, political economy and sustainability, and environmental history.

The schedule for this phase is:

- Summer Semester: 8 day intensive
- Fall Semester: 4 weekends
- Spring Semester: 4 weekends

Required courses for this phase are:

ES-7070 Introduction to Research Design (3 semester credits)

ES-7000 Ecological Thought (3 semester credits)
ES-7025 Principles of Ecology (3 semester credits)
ES-7030 Global Environmental Change (3 semester credits)
ES-7050 Political Economy and Sustainability (3 semester credits)
ES-7040 Environmental History (3 semester credits)

Phase 2: Learning Domain - 24 semester credits

The program's second phase includes a series of seminars about scientific research where students focus on methodologies, literature, and theoretical frameworks to guide their research interests. They discuss their work with leading scholars and writers and learn how others frame and execute their research. Students also design and complete four individual "learning domain" courses, each with an individual mentor. That allows them to focus and deepen their knowledge and research skills in their specific area of future dissertation research.

The schedule for this phase is:

- Summer Semester: 8 day intensive
- Fall Semester: 3 weekends
- Spring Semester: 3 weekends
- Doctoral Learning Domain Projects (independent studies, formal courses)

The required courses for this phase are:

ES-7060 Dissertation Advising (0 semester credits) - must enroll in this course in each subsequent term
ES-7260 Doctoral Learning Domain Seminar (3 semester credits)
ES-7270 Research Strategy I - Quantitative (3 semester credits)
ES-7280 Research Strategy II: Qualitative (3 semester credits)
ES-7360 Candidacy Preparation & Service Learning (3 semester credits)
ES Individualized Learning Domains (12 semester credits)

Phase 3: Candidacy - 9 semester credits

During the candidacy phase (or the dissertation phase), students complete a service learning seminar and project related to their academic goals. This phase also focuses on preparation to pass a qualifying exam in the form of writing an integrated essay about their area of research interests and completion of their dissertation proposals. The timing and sequence of the candidacy phase will vary for each student depending on her or his own pace.

The schedule for this phase is:

- Summer Semester: 8-day intensive (optional)
- Fall Semester: 2 weekends
- Spring Semester: 2 weekends

The required courses for this phase are:

ES-7710 Doctoral Qualifying Exam (3 semester credits)

ES-7740 Dissertation Proposal Seminar (3 semester credits)
ES Method (Elective)* - Determined by student and advisor (3 semester credits)
* May be taken the previous year in the program with permission of advisor and instructor.

Phase 4: Dissertation - 18 credits

During the fourth and final phase of the program, students participate in seminars designed to support all aspects of the dissertation process. They design and conduct original research and analyses that have direct social, environmental, political, and educational impacts. Finally, they write their doctoral dissertation.

The schedule for this phase is:

- Summer Semester: 8-day intensive (optional)
- Fall Semester: 2 weekends
- Spring Semester: 2 weekends

The required courses for this phase are:

ES-7520 Doctoral Service Learning Project *(3 semester credits)
ES-7760 Dissertation Seminar (2 semesters, 3 semester credits each = 6 semester credits)
ES-8990 Doctoral Dissertation (3 semesters, 3 semester credits each = 9 semester credits)
*May be completed during Phase 3 of the program with permission of advisor and instructor

"En Passant" Master's Degree for Environmental Studies Doctoral Students - 39 semester credits

The university will offer to award an "en passant" master degree to doctoral students during their course of study for an Environmental Studies PhD. The degree of MS in Interdisciplinary Environmental Studies will be awarded to Environmental Studies PhD students once they have successfully completed 39 credits in this PhD program that includes all Phase 1 and Phase 2 courses except one, 3 credit, Learning Domain. Students must apply for the conferral of this MS degree. To apply, students must be currently enrolled in the ES-PhD program. Students, if they wish, may attend the annual commencement event. The course requirements for the En Passant degree are:

Phase 1 Foundation - 18 semester credits

ES-7070 Introduction to Research Design (3 semester credits)
ES-7000 Ecological Thought (3 semester credits)
ES-7025 Principles of Ecology (3 semester credits)
ES-7030 Global Environmental Change (3 semester credits)
ES-7050 Political Economy and Sustainability (3 semester credits)
ES-7040 Environmental History (3 semester credits)

Phase 2 Research Strategies and Learning Domains - 21 credits

ES-7260 Doctoral Learning Domain Seminar (3 semester credits)
ES-7310 Doctoral Learning Domain Project I (3 semester credits)

ES-7270 Research Strategy I - Quantitative (3 semester credits)
ES-7320 Doctoral Learning Domain Project II (3 semester credits)
ES-7280 Research Strategy II: Qualitative (3 semester credits)
ES-7330 Doctoral Learning Domain Project III (3 semester credits)
ES-7560 Candidacy Prep & Service Learning Seminar (3 semester credits) **or**
ES-7290 Doctoral Learning Domain Seminar II (3 semester credits)

Interdisciplinary Studies

MA in Interdisciplinary Studies

Required Credits for Degree: 33 semester credits

Standard Mode of Instruction: Classroom

Program Overview

The Interdisciplinary Master of Arts (IMA) is designed to provide students with the opportunity to individualize their graduate program to reflect their unique interests through study in two or more academic disciplines tailored to their particular interests and career goals. Each IMA student may select a faculty advisor, typically from their primary concentration area.

IMA students create a self-designed curriculum typically drawn from two departments. They choose a topic that is more focused than the concentration offerings of a particular department, but which requires the perspectives of other disciplines. For example, students have created programs such as: Advocacy and Management of Psychological Services; Forest Health and Ecology; and Gender, Race, Sexuality and Social Justice.

Students develop their academic program plans with guidance from the IMA program director and AUNE core faculty. Students are accepted to the program only if the campus can serve their academic and professional interests. An assessment is made in the application process about which departmental courses are projected to be available to IMA students (e.g., courses without program prerequisites) and the term in which the course is offered.

Students design their program around a primary and secondary concentration. For example, a student interested in the Advocacy and Management of Psychological Services may identify Psychology as the primary concentration and advocacy and management as the secondary concentration. This program plan would prepare a student to manage a Psychological Services organization, rather than be a counselor in one. Another option for students is to choose an existing AUNE certificate for their primary or minor concentration (e.g., Conservation Psychology in Environmental Studies). This program does not offer professional certification or licensure (e.g., Teacher Certification).

Program Learning Objectives

At the end of the program, an IMA graduate should be able to:

1. Understand at least two different ways of knowing, and communicate how knowledge from different disciplines and professions can be integrated to enhance a particular subject of study.
2. Employ approaches to promote diversity in a field or profession.
3. Become a reflective practitioner who combines theory and practice.
4. Express how the work contributes to social justice, and the mission, vision, and values of the institution.

5. Articulate the current discourse in a field/s of study, and how that discourse broadens knowledge and deepens practice.
6. Employ best practices in a field, and develop the professional skills needed to apply those skills in practice.

Program Length

IMA students take courses at a pace that suits their needs. Students may complete the degree in as few as three semesters if they are enrolled in up to 12 credits, 4 semesters if they take 9 credits a semester. However, to be considered full time, students must take at least 6 credits per semester, and enrollment cannot extend beyond 11 terms.

2020-2021 Tuition

Program	Tuition
Master of Arts in Interdisciplinary Studies	$711 per semester credit

University Fees

Plan of Study

To earn the MA degree in Interdisciplinary Studies, students must earn 33 credits, distributed as follows:

Core Course - Required - 3 semester credits

One course in:
Human Development (3 semester credits) OR
Diversity (3 semester credits) OR
Sustainability (3 semester credits)

Internship or Practicum - 3 semester credits

IDS-6910 IDS Internship (3 semester credits) (or equivalent approved 3-credit internship or practicum)

Primary Concentration - 15-21 semester credits

Secondary Concentration - 6-12 semester credits

Antioch University Los Angeles

Welcome to Antioch University Los Angeles!

I want to personally thank you for your consideration and interest in joining our learning community at Antioch University Los Angeles (AULA). These are unusual times, of course, yet you may find this is also an opportune time to embark on a new academic journey, to advance your educational and professional goals and to prepare yourself for a brighter future.

Please know that the AULA faculty and staff are committed to supporting you on that new direction. Our focus is on supporting your success and helping you finish your chosen program. I am proud of the adaptability our institution has demonstrated and to the deep commitment of our staff and faculty to support students in challenging times.

AULA has rightly earned its reputation as an exceptional university, offering a learning environment as intellectually stimulating as it is academically rigorous. We are exceptional in a variety of other important ways.

For starters, our adult learners range in age from their mid-20s to over 70 years. They bring with them a wealth of lived experience—personal, academic, and professional—that add immeasurable value to campus discourse and to each other's learning.

We also are an exception to many higher education institutions that hold learning as a domain apart from the world, in which theory and practice are separate rather than integrated for greater impact. At Antioch, social justice and community engagement are integral parts of our mission to prepare students to become active agents of change in the world.

Our academic programs are also an exception to the cookie cutter, one-size-fits-all approach that can diminish student excitement and constrain their learning.

Our unique Bachelor's degree completion programs cater to returning students who wish to complete their degree. We offer a BA in Liberal Studies with concentrations in Business and Management, Child Studies, Creative Writing, Liberal Studies, Psychology, Addiction Studies, Queer Studies, and Urban Studies. We also offer four Bachelor's degrees in Applied Studies that allow students to leverage their technical, occupational and professional training skills and apply these on-the-job skills toward academic credit in recognition of the value of the students' vocational education and skills.

Our low-residency Master of Fine Arts in Creative Writing program has won accolades from publications including *The Atlantic* and *Poets and Writers* magazine, and offers unrivaled mentorship support. Our Teacher Credentialing programs and Master of Arts in Education programs provide training for those who wish to bring about positive educational reform. Our Master of Arts in Urban Sustainability is training the next generation of urban problem-solvers. Our largest program, the Master of Arts in Clinical Psychology, continues to add groundbreaking specializations, which currently include Psychological Trauma Studies, LGBT-Affirmative Psychology, Addiction and Recovery, Child Studies, Applied Community Psychology, Spiritual and Depth Psychology, and Professional Clinical Counselor. We also offer a Master of Arts in Psychological Studies which can be completed in one year and is perfect for students who want to learn and apply skills in psychological research and gain hands-on experience that they can use to further their career in psychology.

And we take "exception" to the idea that higher education is only for the lucky few. AULA's Bridge Program has been providing college courses in the humanities to low-income adults, free of charge, since 1999.

I invite you to browse through our website to see firsthand what makes AULA such an exceptional place to learn.

Sincerely,
Mark Hower, PhD
Provost/CEO
Antioch University Los Angeles
mhower@antioch.edu

The Antioch University Los Angeles portion of the Antioch University catalog is available on the university website here. Please see the catalog for all information regarding academic programs, admission requirements, plans of study, tuition and fees, and course listings.

Antioch University Santa Barbara

Welcome to Antioch University Santa Barbara

Dear Students,

It is my pleasure to extend a warm welcome to you as you begin your undergraduate and graduate careers in our innovative academic programs. At Antioch University Santa Barbara we are dedicated to providing an outstanding learner centered environment where every student can achieve his or her potential for success. You will soon discover that your program will serve an important role in your personal and professional life by laying a strong academic foundation for reflective practice and service to others.

My office and the faculty and staff in your academic program are here to support your success as a member of our learning community. The accomplished faculties are at the heart of your education, and are committed to providing effective learning outcomes in your courses in addition to your outside field experiences. Integrating theory and practice will be modeled well.

Our focus on academic excellence involves a thorough understanding of your discipline's content areas, the ability to think critically, communicate clearly, and engage in community, societal, and global issues. And as our campus purpose statement indicates, our faculty, staff, and administrators strive to nurture and model personal integrity, based upon the values of ethical behavior, intellectual honesty, and tolerance for the beliefs, ideas, and cultural experiences of others.

Staff will also assist you in significant ways including advising, facilitating your registration, answering financial aid questions, assisting with reasonable accommodations for students with disabilities, and helping you to learn your way around the university. Staff members will be invaluable throughout your academic experience.

The Learning Commons, a pivotal area of student support, houses the Library and Writing Center. Research and writing support services are also available. Please do take advantage of the range of student services that are offered.

From my perspective as the provost, this is a pivotal moment for Antioch University Santa Barbara during the COVID-19 public health emergency amidst the heightened awareness of issues of racial, economic, and societal injustice in our country. Given the quality of our programs, the dedication of faculty, our tradition of inspiring social action, and most significantly, our entering class of students, we are positioned to impact our communities in creative and transformative ways, as we move further into this 21st century together.

May you have a meaningful and rewarding academic year!

Sincerely,
Barbara Lipinski, PhD, JD
Provost and CEO
Antioch University Santa Barbara

Campus Leadership

Provost: Barbara Lipinski
Director of Student Services: Ryan Kasmier
Director of Student Accounts: Thomas Coleman
Director of Financial Aid: Jennifer Mahone
Associate University Registrar: Gabby Gonzalez

Director of Disability Support Services: Ryan Kasmier
Primary Designated School Official (international student support): Emee Dacanay (AULA)
School Certifying Official (VA Benefits): Ryan Kasmier
Director of Library Services: Christine Forte

Campus Academic Calendar

Please click here to view the Antioch University Santa Barbara Academic Calendar.

Academic Programs

Undergraduate Programs

Required Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Since its inception in 1977, the Antioch University Santa Barbara (AUSB) Bachelor of Arts degree program has been academically rigorous and intellectually challenging. AUSB's program provides a liberal education in which adult students engage in a wide range of learning activities.

The Undergraduate Program is a degree completion program designed for students who have already completed a substantial amount of college work elsewhere. Students enter AUSB with a minimum of 36 quarter (24 semester) credits in transfer and a maximum of 135 quarter (90 semester) credits from an accredited community college or 4-year college or university. Students must have a minimum of 45 credits at AUSB.

Undergraduate students put theoretical learning into practice through a wide variety of experiential learning opportunities that are woven into every course. Students can further develop their skills through internships, practicums, independent studies and service learning in the community. AUSB students routinely secure internships in schools, health agencies, art organizations, businesses, senior centers, environmental organizations, advocacy groups, and other community settings. Some students earn credit through new learning in their present employment settings.

Degree Options

Bachelor of Arts in Liberal Studies

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Bachelor of Arts in Management

The **BA in Management** is for people who want 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. Students will 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.

Bachelor of Arts in Psychology

The **BA in Psychology** is designed to provide students with a foundation in psychological theory and research. Students will develop competencies in writing and interpersonal communication; as well as develop psychology-specific skills for effective self-reflection, project management, and teamwork. Psychology students will also engage with ethics and socially responsible behaviors for professional and personal settings. This versatile degree provides students a wide range of possibilities for both career choices and graduate work.

Bachelor of Arts or Bachelor of Science in Applied Studies

If you've gained valuable technical expertise through your current trade and are ready for professional advancement, finishing your bachelor's degree in one of our three Applied Studies degrees at AUSB can help you maximize that experience. Expand upon your practical knowledge by applying your previous technical and vocational training – such as design, hospitality, culinary arts, auto mechanics, medical trades, and more – toward the completion of an undergraduate degree. AUSB helps you connect your technical expertise to an academic experience that makes you a more effective problem-solver with critical thinking and leadership skills. The program can also prepare you for Antioch graduate degrees, particularly in business administration, psychology, education, and creative writing, depending upon your interests and academic preparation.

The **BA in Applied Studies** degree gives students who have technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. Students will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach. Studies will expand your skills in written and oral communication, foster problem-solving and critical thinking skills, and develop your ability to consider the social and ethical context of your profession.

The **BA in Applied Arts & Media** degree is ideal for people with technical skills in art, design, and media (such as makeup design, video editing and post-production, or set design) who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment. You'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll also gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The **BS in Applied Technology & Business Leadership** degree is ideal for people in technology business professions – such as auto mechanics and medical technology – who want to deepen their understanding of practical skills central to advancement in their field. You will focus on leadership perspectives, planning, and business tools and how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

The Mission of the Undergraduate Program at AUSB

AUSB offers students a Bachelor of Arts degrees in Liberal Studies, Management, Psychology, and Applied Studies as well as a Bachelor of Science in Applied Studies degree that each produce globally aware citizens and socially responsible leaders. Through the integration of academic and experiential learning, AUSB students acquire key intellectual and professional tools including analytical and problem-solving skills, critical and creative thinking, effective communication skills, self-awareness, and intercultural competence. The curriculum provides an innovative, student-centered, contemporary liberal education that uniquely prepares students for graduate studies and professional success in their chosen careers.

The Program Core Purposes of the Undergraduate Program at Antioch University Santa Barbara are infused throughout the academic curriculum, reflecting the intention of the faculty to provide a broad, meaningful, learner-centered, and well-balanced education. The Program Core Purposes are discussed in the course work and include:

- Engage in critical inquiry that employs relevant sources and methods
- Consider diverse perspectives, including opposing points of view and marginalized voices
- Connect learning with theories and experience through reflective practice
- Analyze power, oppression, and resistance in pursuit of justice
- Communicate effectively in oral, written, and visual forms
- Examine issues in both local and global contexts

Learning Options

AUSB is on the eleven-week quarter system. Classes, which are all upper-division for three units, meet either face-to-face, online, or in a combination hybrid model. Face-to-face classes meet once a week for roughly three hours and meet for 10 sessions over the 11-week term, allowing for holidays. Students are expected to spend approximately 7 hours per week of non-classroom learning, such as field work, data collection, reading and/or writing.

Seminars are one-unit learning opportunities to become acquainted with subjects not in the regular course curriculum. Seminars go for 6 to 8 hours in a one or two-day time period. Between 25-27 hours of non-classroom learning are also expected for the seminar option. Some seminars may require papers whereas others may require more reading or an experiential project. Seminars do not allow incompletes. Students are expected to obtain reading materials or other related materials prior to the seminar and are notified about these requirements. Some seminars have assignments which must be completed before the class meets.

Outside Learning Activities

Internships, practicum, independent studies, and concurrent learning allow students to:

- obtain learning experiences central to educational goals;
- pursue a topic in greater depth than a classroom setting allows; and,
- put theoretical learning into practice outside the University setting.

Internships and practicums are field-based learning activities that take place in an applied setting (business, community organization, high school, senior center, etc.). The student is evaluated by the internship/practicum supervisor. Unlike internship placements at the Master's level (which have the purpose of professional training), undergraduate internships and practicums focus on five primary goals which:

- allow students to provide service to the community;
- provide students opportunities to apply classroom learning to community problems;
- allow students to learn new theoretical ideas in experiential contexts;

- expose students to “real-life” social conditions of various workplaces and populations; and,
- give students the opportunity to explore particular work roles and settings in order to make better career choices.

Another option, the Independent Study, is an activity in which the student pursues specific reading, writing, research, experiences and/or competencies on their own, based on a contract established in advance with the evaluator.

Concurrent Learning refers to a course taken at another institution and transferred to Antioch.

Prior Experiential Learning

Prior Learning is college-level learning that occurred (1) outside accredited college classes, and (2) after high school and before enrollment at Antioch. Students sometimes confuse an internship or independent study with Prior Learning. Internships, independent studies, and concurrent learning take place during the student’s residency at Antioch, whereas Prior Learning took place before the student entered Antioch. Many adult students enter Antioch’s program with college level learning they acquired in such diverse settings as their workplace, home, or volunteer activities.

Students who plan to document prior learning for credit are required to take a course entitled PLA 1000.SB Prior Learning Assessment Theory and Practice before beginning the documentation process.

AUSB adheres to the standards recommended by the Council for Adult and Experiential Learning (CAEL) found at www.cael.org. Prior Experiential Learning is limited to a maximum of 45 quarter credits. Prior credits may be earned if the student does not have 135 credits at the time of transfer, and only in order to reach 135 credits.

Degree Requirements for the Bachelor of Arts Degree in Liberal Studies

Because each Antioch BA student’s educational plan is individualized, it is helpful for the student to become familiar in detail with the following degree requirements. The Educational Foundations class (first quarter requirement) also helps students understand and plan how to fulfill these requirements. In this section, requirements are first listed, then explained in more detail. Courses and requirements listed below are subject to change.

1. **Total Credit Requirement:** 180 minimum to 200 maximum quarter credits overall.
2. **Residency Requirement:** The residency requirement specifies that a minimum of 45 quarter credits must be earned at Antioch University. Credits earned from documentation of Prior Experiential Learning do not count toward residency and are not calculated in determining full or part-time enrollment.
3. **Upper Division Requirement:** At least 45 upper-division credits must be completed at Antioch University.
4. **Breadth/General Education Requirement:** Students must complete a minimum of 24 quarter or 16 semester credits divided over four areas (see below). Each course only counts toward one area of the Breadth/General Education requirements. May be satisfied with transfer work (this requirement is automatically satisfied with completion of CSU GE Breadth Requirement or IGETC).

Communication

(6 quarter or 4 semester credits with at least one lower-division course in English Composition with a grade of “C” or better)

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.

- All English writing or compositions regardless of prefix
- Communication or Media Studies
- Foreign Languages
- Journalism
- Linguistics
- Speech

Arts & Humanities

(6 quarter or 4 semester credits with a grade "C" or better)

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.

Arts

- Dance
- Design
- Film & Video
- Music
- Painting & Sculpture
- Photography
- Theater Arts

Humanities

- Anthropology (cultural)
- Ethnic Studies
- Foreign Language & Literature
- Gender Studies
- History
- Humanities
- Literature
- Philosophy

Science & Quantitative

(6 quarter or 4 semester credits with a grade "C" or better)

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.

Science

- Anatomy
- Anthropology (physical
- Astronomy
- Biology
- Chemistry
- Environmental Studies
- Geology
- Geography (physical)
- Health Science
- Nutrition
- Physics

Quantitative Reasoning

- Accounting
- Computer Science (intermediate and advanced)
- Finance
- Mathematics
- Research Methods
- Statistics

Social Sciences

(6 quarter or 4 semester credits with a grade "C" or better)

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.

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

Core Course Requirements

The Undergraduate degree requires the completion of six 3 quarter credit competencies. These 18 quarter credits must be taken at Antioch University.

- Educational Foundations
- Academic Writing
- Ethics and Leadership (choose 1 from a slate of courses)
- Global (choose 1 from a slate of courses)
- Research (choose 1 from a slate of courses)
- Environmental (choose 1 from a slate of courses)

AUSB Core Course Categories	AUSB Core Courses that Count for Requirement	Breadth
Educational Foundations	Educational Foundations	Arts and Humanities
Academic Writing	Academic Writing	Communication
Ethics and Leadership	PHL-3670 Ethical Issues in Contemporary Society MGT-3750 Business Ethics & Social Responsibility PH-3690 Ethical Issues in Human Services POL-920 Engaged Citizenship	Social Science
Global	SOC-3780 Class, Race, Gender and Sexuality GBL-3000 History of Globalization GBL-3610 Global Economics PSY-3330 Culture and Emotion COM-3550 Intercultural Communication SOC-3510 Diversity and Cultural Awareness MGT-3230 Managing in a Global Environment	Social Science
Research	QNT-3890 Research Methods MGT-3200 Business Finance MKT-3020 Web Analytics QNT-3600 Macroeconomics	Science and Quantitative Reasoning
Environmental	ECO-3020 Marine Ecology ECO-3050 Natural History of Santa Barbara ECO-3040 Conservation Biology ECO-3450 Global Environmental Studies	Science and Quantitative Reasoning

The core courses may also count as credits for the concentration—please consult your Academic Advisor when making selections.

Area of Concentration Requirements:

The Area of Concentration is the student's specialized field of learning. The student may include a Concentration in their program of study. The following stipulations apply:

- A Concentration must have a minimum of 36 quarter credits and may not exceed 60 credits.
- At least 24 quarter credits must be upper-division taken at AUSB in the chosen
- Concentration
- Concentrations may include transferred courses

Other Stipulations for BA Planning

Several other stipulations apply for BA Program planning:

- No more than 24 quarter credits may be evaluated by a single instructor/evaluator.
- No more than 20 quarter credits may be earned in any single outside setting such as an internship site
- 45 upper division quarter credits must be taken at AU.
- No more than 3 quarter credits may be included in any one Prior Experiential Learning activity.
- Prior Experiential Learning credits may be earned if the student does not have 135 quarter credits at time of transfer, and only to reach 135 total quarter credits.
- Prior Experiential Learning is limited to a total of 45 quarter credits. There can be no exceptions to this regulation.

Upper-Division Learning

Because Antioch University Santa Barbara offers a degree completion program, courses in the Undergraduate Program are upper-division level only. All lower-division coursework must be completed at another institution prior to transfer. Upper-division classes are numbered in the 3000s and 4000s. For internships and for all self-designed learning activities (Outside Learning Activities, Independent Studies), Antioch uses certain 3000 numbers. This numbering system is summarized as follows:

Upper Division	**Type of Learning Activity**
3000s	Antioch Classes
3960	Independent Studies
3980	Internships and Practica

The Undergraduate program requirements must include:

- 45 or more quarter credits of upper-division learning.

- No more than 135 credits of lower-division learning.
- No more than 24 credits that are successfully completed can be taken with any one instructor/evaluator.
- Educational Foundations course and Academic Writing course to establish context and familiarize you with the skills you'll use as you progress academically.
- One Ethics and Leadership course, one Global Course, one Research course, and one Environmental course taken at Antioch.

The Undergraduate program requirements <u>may</u> include:

- Any number of extra credits of upper-division learning beyond 45 as long as the total number of credits does not exceed 200.
- 135 quarter credits or fewer than 135 quarter credits of lower-division learning.
- No more than 45 credits of Prior Experiential Learning and only until the student reaches the 135 quarter credit maximum for transferable work.

Applied Studies Degrees

The Applied Studies degrees are considered a constellation of majors that share their core learning goals as well as degree requirements. Students who have 21 or more quarter credits in one cohesive technical area can transfer those credits as part of an Applied Studies major and then complete the degree program through professionally-focused learning. You will benefit from the learning approach of our liberal education model while continuing to focus on your specified career path.

The educational goals for the Applied Studies program reflect the integration of technical knowledge with liberal learning outcomes, as demonstrated by the following expected learning outcomes:

- Application of critical thinking and creative problem solving
- Utilization of effective written and oral communication skills
- Application of technological skills within a particular field of expertise
- Articulation of multiple and global perspectives related to one's professional practices
- Analysis of how social justice issues impact professions and communities
- The capacity for critical self-reflection, particularly regarding professional competence
- Integration of theoretical concepts with technical training and lived experience

Bachelor of Arts in Applied Studies

The Bachelor of Arts in Applied Studies degree at AUSB gives college students with technical training in a distinct area the forum to build upon previously acquired skills by developing a broader contextual understanding of their profession while advancing academically. In this program, you will critically examine and gain a deeper understanding of the principles of your profession, moving toward a more systems-thinking approach.

You will find the courses at Antioch will expand your skills in written and oral communication, while fostering problem-solving and critical thinking skills and your ability to consider the social and ethical context of your profession.

Graduates with a degree in Applied Studies can advance their careers or open new doors in a variety of fields, including design, hospitality, the culinary arts, cosmetology, auto mechanics, and more. Students often apply the problem solving and critical-thinking skills they learn in this program to their previous professional experiences in a leadership or supervising role.

The average time to complete an Applied Studies degree is 1-2 years, depending on the number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- Use career, technical, and occupational skills as a basis to practice thinking critically about problems and solutions.
- Communicate effectively in writing and in person.
- Consider challenges and obstacles from multiple perspectives and create strategies for overcoming them.

Bachelor of Arts in Applied Arts & Media

The Bachelor of Arts in Applied Arts & Media degree at AUSB is ideal for people with technical skills in art, design, and media fields such as makeup design, video editing and post-production, or set design who want to more fully understand the context and business side of their industry. The major focuses on preparing students to use arts in today's media-rich environment.

In this program, you'll view art from a historical and cultural perspective while exploring how the use of art and media has evolved into a platform central to effective marketing and communication. You'll gain crucial skills and problem-solving strategies specific to the arts and media fields that will make you a more effective professional.

The average time to complete an Applied Studies degree is 1-2 years, depending on the number of credits transferred into Antioch University Santa Barbara.

Learning Outcomes

- Analyze arts and media as sites of representation across historical eras and cultural contexts
- Create art and media works that reflect their critical analytical abilities
- Articulate the way professionals' use of art and media has evolved and impacts marketing and communications

Bachelor of Science in Applied Technology & Business Leadership

The Bachelor of Science in Applied Technology and Business Leadership degree is ideal for people in technology and business professions – such as auto mechanics, information systems, and medical technology – who want to learn the critical practical skills central to advancement in the field. In this degree program, your courses will focus on leadership perspectives, planning, and business tools, and learn how to use them in an ethical and socially conscious context. You'll also gain the interpersonal skills needed to advance yourself effectively within your field.

Graduates of the Applied Technology and Business Leadership program effectively prepare themselves for higher roles and greater responsibility in their field. With additional training from dedicated faculty and small class sizes, Antioch University Santa Barbara is an ideal environment for adult learners to pursue their career goals in applied technology, business, and leadership.

The average time to complete the B.S. in Applied Technology & Business Leadership degree is 1-2 years, depending on the number of credits transferred into AUSB.

Learning Outcomes

- Use applied technology skills in a professional context while thinking critically about obstacles and their solutions from a leadership perspective
- Apply functional business tools, always keeping in mind the social responsibilities of business practices
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

Experiential Learning

Experiential learning is considered the cornerstone of an Antioch undergraduate education. It can be described as *learning that arises out of reflection on experience,* leading to purposeful action, or praxis, in order to test out the "hypotheses" that arise from this reflection. This action in turn leads to further experience and reflection, so that experiential learning can be seen as a continuous cycle or spiral that builds upon itself allowing the student to have the knowledge to advocate for social, economic or environmental justice.

Educational Foundations Class

All entering students need to enroll in and attend Educational Foundations before or during the first quarter of study. It is a degree requirement to complete Educational Foundations with a passing evaluation. In a rare circumstance, if a student is unable to take Educational Foundations their first quarter, with permission from their academic advisor and Chair, they may be allowed to take the course in their second quarter. They will be unable to enroll in a third quarter without having passed the course.

Academic Writing Skills

All students are required to complete WRT 3100 Academic Writing in their first quarter. In a rare circumstance, if a student is unable to take Academic Writing their first quarter, with permission from their academic advisor and Chair, they may be allowed to take the course in their second quarter. They will be unable to enroll in a third quarter without having passed the course. Students can choose to further enhance their writing skills by enrolling in any of the writing courses offered throughout their time here. Antioch has a Writing Center that provides services to help students with their writing. AUSB also arranges individual tutorials for students needing extra help.

A student who fails to complete the Educational Foundations and/or Academic Writing work during the first quarter may petition to receive an Incomplete for the class. If work is not completed by the end of

the twelfth week of the second quarter, the student receives a No Credit evaluation and must retake the appropriate class immediately.

Area of Concentration Requirement

The Area of Concentration is the student's specialized field of learning. The student may include an Area of Concentration in their program of study. An Area of Concentration consists of a minimum of 36 and a maximum of 60 quarter credits of learning in a particular academic field; 24 credits must be upper-division completed at Antioch.

Areas of Concentration

Currently, Antioch offers seven Areas of Concentration for which courses are regularly scheduled in the Undergraduate curriculum. Elective courses and workshops are offered each year in these Concentrations. Students may also take courses concurrently at other accredited institutions to supplement work in any of these Concentrations with approval of an Academic Advisor.

Child Development & Education (CDE)

The Child Development & Education concentration weaves a cohesive understanding of child development (from birth through adolescence), family systems, and social contexts to prepare culturally competent caregivers and educators. Responsive childhood education influences the formation of the individual for life. Students choosing the Child Development & Education concentration are most likely already in or planning to enter a field in which they will work with children. Antioch believes that childhood educators are among the most important in the educational spectrum. This degree provides students with an increased array of tools to bring to the all-important task of helping children develop to their fullest potential.

This concentration is ideal for people who seek careers in child development, education or advocacy, ranging from birth through adolescence. The degree also increases the student's marketability in a field with ever-increasing demands for trained professionals. Some students choose early childhood education as a vocation; others as a stepping stone into a K-12 credential program or Masters in Education.

Curriculum

The curriculum for this concentration allows students to deeply explore the principles and practices of childhood education, to consider their role in advocacy, and to think broadly about global issues and cultural contexts as they relate to child development. Students take courses in psychology plus courses specific to early childhood education, child and adolescent development, and other related disciplines within the liberal arts. A unique aspect of this concentration is that students are required to enroll in a practicum in which they observe and reflect on the delivery of different models of childhood education as they are presented to different age groups. CDE students are also required to get a TB test in order for them to participate in the required practicum.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 45 quarter credits with at least 24 upper-division credits in the CDE field completed at AUSB.

Recommended Prerequisites

- Child, Family and Community
- Health, Safety and Nutrition of Young Children
- Child Growth and Development

Communication and Marketing (CMMKT)

The Communication and Marketing concentration is designed to provide students with an interdisciplinary understanding of how massive changes in the media—from global digital communications, wireless networks, Web 3.0, and persistent connectivity—are transforming media usage and media industries around the globe. The program explores how all mediated forms (film, print, digital, and electronic) affect people, organizations, and cultures with a focus on training critically-aware professionals for advanced careers in media. Courses help students explore their own values and practices as well as how they shape the values and practices of others through producing media. Students who choose this concentration may have already developed specific skills in the media of their choice through their lower-division work. The AUSB program is designed to help students utilize those skills to responsibly influence the way people work, communicate, and engage together in a global society.

This concentration is ideal for people interested in a career in communications and/or media- related fields in corporate, public, government and nonprofit organizations. Potential careers include: marketing director, web analyst, public relations executive, producer, journalist, new media strategist, e-commerce account executive, content writer, filmmaker, videographer, public information, online marketing, blogger, web designer, and advertiser.

Curriculum

This concentration is built upon a foundation of courses related to crafting a narrative/message and purposefully moving that message into the world through various forms of distribution. An emphasis is placed on media as a change agent in our global culture. Courses in the related disciplines of psychology, business, education, global studies, and multiculturalism round out the curriculum. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter credits with at least 24 upper-division credits in CMMKT completed at AUSB.

Recommended Prerequisites:

Communication:

- Introduction to Communication

- Fundamentals of Public Speaking
- Interpersonal Communication

Journalism:

- Reporting/Writing
- Mass Media and Society
- Journalism Publication (choice of print, radio, online, etc.)

Film & TV Production:

- Principles of Audio Production
- Non-linear Editing
- Film and Video Production or Documentary Filmmaking

Film Studies:

- Introduction to Film
- American Film or Contemporary Film
- Film Genres or World Cinema

Photography:

- Intermediate Photography
- Image Editing or Portfolio Production
- Advanced Techniques (e.g., fine art, press, advertising, portraiture)

Business and Entrepreneurship (BE)

This concentration prepares students for management as well as preparation to venture into the realm of entrepreneurship roles within an established business. The Business & Entrepreneurship concentration is designed to provide students with a broad, yet practical understanding of the complex global social, political, and ethical issues involved in business management. Designed to develop critical thinking and creative problem solving skills from an interdisciplinary perspective, students study ethical and social values as they address a wide range of practical management issues. AUSB's concentration assists students in developing the knowledge necessary to critique economic, business, and other organizational activity, as well as to develop ideas to extend decision-making options within the profession. This concentration is ideal for people who seek to hold leadership or management positions in corporate, public, government, or nonprofit organizations or start a business of their own.

Curriculum

This concentration is built upon the foundation of a core of traditional business courses in management, ethics, human resources, budgets and finance, marketing and organizational culture. This focus is enhanced for the modern era with studies in global economics and sustainable business strategies. Courses from other disciplines, such as studies of communication and media, psychology, and multiculturalism, are used to enrich the concentration. Students are encouraged to use independent studies and internships to focus the major in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter credits with at least 24 upper-division credits in BE completed at AUSB.

Recommended Prerequisites:

Accounting:

- Introduction to Accounting
- Financial Accounting
- Payroll Accounting

Business Administration:

- Introduction to Business
- Introduction to Management
- Financial Accounting

Finance:

- Introduction to Finance
- Managerial Finance
- Financial Accounting

Marketing:

- Introduction to Marketing
- Marketing Communication
- International Marketing or Public Relations

International Business:

- Introduction to International Business
- International Law
- International Marketing or Public Relations

Environmental Studies (ECO)

The Environmental Studies concentration emphasizes ecosystems around the world, focusing on the ethical, economic, and political issues that affect them. Students gain understanding in global, ecological, and social processes connecting people, policy, and the environment. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

The AUSB Environmental Studies concentration will emphasize environmental advocacy and global awareness. Through courses, experiential learning, hands on training, internships, and working in the community with environmental activists, students will learn key environmental concepts as well as skills for effecting change through advocacy and policy work. In addition, students will gain an awareness of ecosystems around the world and the cultural and economic factors that influence them.

The Environmental Studies concentration prepares students for careers in: environmental health and management, natural resources and conservation, outdoor and environmental education, environmental law and regulation, policy, environmental advocacy, international environmental issues, and non-profit or governmental organizations. Students will also be prepared to continue on to graduate school in a variety of fields including environmental studies, social entrepreneurship, and business.

Curriculum

The Environmental Studies concentration emphasizes ecosystems around the world, focusing on the ethical, economic, and political issues that affect them. Students gain understanding in global, ecological, and social processes connecting people, policy, and the environment. In this way, they develop critical skills in observation, environmental planning, and policy development. With an interdisciplinary grounding in environmental and conservation issues, the curriculum emphasizes environmental advocacy and global awareness through experiential learning, internships, and working in the community with environmental organizations and activists.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter credits with at least 24 upper-division credits in ECO completed at AUSB.

Applied Psychology (APSY)

The profession has given rise to a mental health industry and a variety of professional roles and responsibilities. This concentration encourages students to examine the values and biases embedded in psychological theory as well as the historical, societal, and political context of psychological theories and practices. The curriculum is designed to provide students with knowledge of psychology across a number of sub-disciplines including clinical, community, developmental, and global psychology. Courses focus on theory and intervention skills that modify behavior, teach client skills, or support individuals who are experiencing psychological distress. Emphasis is placed on diversity and its effects on the study and practice of psychotherapy.

This concentration is relevant for anyone interested in a career in psychology related fields in corporate, public, government and nonprofit organizations. This concentration prepares students for careers providing psycho-education and/or support, using basic counseling skills to support clients or assist them with problem solving, as well as following treatment plans designed to reduce symptoms or modify behaviors.

Curriculum

To better understand diverse communities, Antioch recommends courses that focus on gender, ethnic and racial differences, and various forms of disability. Students who seek preparation for graduate work at the doctoral level should also participate in research activities with an Antioch faculty member. In accordance with American Psychological Association (APA) recommendations, students in the Psychology concentration are advised to take a broad range of liberal arts courses in the arts, science, philosophy, and quantitative studies in addition to psychology.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter credits with at least 24 upper-division credits in PSY completed at AUSB.

Recommended Prerequisites:

Psychology:

- General Psychology
- Human Development
- Social Psychology

Alcohol and Drug Counseling:

- General Psychology
- Alcohol and Other Drugs
- Individual/Group Counseling Techniques

Liberal Arts (LBA)

A degree in Liberal Arts is considered to be one of the best foundations for a diverse range of careers and preparation for many graduate schools. In this concentration students gain an understanding of a broad range of subject areas and acquire the skills of critical thinking, problem solving, creativity, communication, and an appreciation for diversity.

AUSB adheres to the principles of a modern liberal arts education as outlined by the American Association of Colleges and Universities (AAC&U). In particular, the BA Program is aligned with the following Essential Learning Outcomes of (found at www.aacu.org):

- knowledge of human cultures and the physical and natural world
- intellectual and practical skills, including: inquiry and analysis, critical and creative
- thinking, written and oral communication, quantitative literacy, information literacy,
- teamwork and problem solving
- civic knowledge and engagement, both local and global
- intercultural knowledge and competence
- ethical reasoning and action
- foundations and skills for lifelong learning
- integrative and applied learning through synthesis and advanced accomplishment across general and specialized studies

Curriculum

The Liberal Arts concentration is the most flexible with no prerequisites and ample courses every day and evening for easy scheduling. To assist in planning a well-rounded liberal arts program, it is recommended that the student strive to complete courses from a wide range of academic disciplines. Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 credits from any one course code (e.g., CDE, PSY and ECO).

Professional and Creative Writing (PCW)

Antioch University Santa Barbara's concentration in Professional and Creative Writing (PCW) will prepare students for a profession in writing, with the ability to work in multi-genres and across platforms. For those who are passionate about writing and who want to address practical considerations such as employability, the curriculum offers a multi-genre approach built upon several disciplines: fiction, nonfiction, poetry, writing for traditional media, technical and business writing, and new media. Through both craft and workshop classes, students will develop their individual voice, as well as focus on their capacity to earn a living through writing.

Curriculum

The Professional and Creative Writing concentration is built upon the foundation of a core of traditional writing courses in fiction, creative non-fiction, online journalism and literary theory for social change. This focus is enhanced for the modern era with studies in writing for broadcast media, advanced screenwriting, long-form journalism, professional writing, advanced writing workshops and development of a professional portfolio.

Courses from other disciplines, such as studies of communication and media, psychology, and marketing, are used to enrich the concentration, as are seminars in such topics as travel writing, food writing, women in literature, publishing/distribution, storytelling and improvisation. Students are encouraged to use outside learning activities such as independent study with faculty to focus their concentration in areas of specific interest regarding personal and professional goals.

In addition to the degree requirements, students pursuing any concentration must complete a minimum of 36 and a maximum of 60 quarter credits with at least 24 upper-division credits completed at AUSB.

Recommended Prerequisites

English & Literature:

- Introduction to Creative Writing
- Literature and Film
- Screenwriting I
- Fundamentals of Technical Writing
- Survey of Literature (American, British, World)

Journalism:

- Reporting/Writing
- Mass Media and Society
- Choice of journalism publication course (print, online, radio etc.)

Film Studies:

- Introduction to Film
- American Film
- Film Genres or World Cinema

Degree Completion with Community Colleges: The Bridge Program

Antioch University Santa Barbara has entered into articulation agreements with local community colleges to offer BA degree completion programs. This is known as the "Bridge to Antioch Program" whereby students may complete and transfer up to 90 lower division semester credits (135 quarter credits) and complete the remaining 30 semester credits (45 quarter credits) through AUSB. This program partners with Allan Hancock College in Santa Maria, Santa Barbara City College, Ventura College, Oxnard College, Cuesta College and Moorpark College.

The following stipulations apply for transferability of credits:

- A minimum of 36 quarter (24 semester) credits and a maximum of 135 quarter (90 semester) credits may be accepted, with any combination of lower-division and upper-division level work, all with a grade of "C" or better.
- A maximum of 57 quarter (38 semester) credits may come from any one department.
- All transfer credits must be awarded prior to registration for the final quarter at AUSB.
- Students can concurrently enroll in up to 12 semester credits.
- A maximum of 6 quarter (4 semester) credits may be accepted in physical activities courses.
- A maximum of 30 quarter (20 semester) credits may be accepted for any of the concentrations.

Preparation for Graduate Study

Students anticipating graduate study will want to be sure they acquire sufficient grounding in the field they intend to pursue to ensure their acceptance into the graduate school of their choice. Students are advised to contact the preferred graduate school for entrance requirements and then to shape their Liberal Arts concentration around those requirements. Students expecting to do graduate study in the field of Education by entering the Teacher Credential Program at Antioch will be well served by the Liberal Arts concentration and can include some of their Teacher Credential studies in their undergraduate plan of study as well as qualify for the Early Decider Program for early admission to the graduate Education program.

Preparation for Graduate Schools

AUSB's Master of Arts in Clinical Psychology (MACP) Program

Students interested in the Master of Arts in Clinical Psychology should:

- Take basic psychology courses (especially Child Development, Abnormal Psychology, Theories of Personality, Counseling Theory) and receive satisfactory or above evaluations.
- Acquire experience in counseling or some similar role.
- Work on writing skills throughout the undergraduate program.
- Obtain at least one letter of recommendation from an Antioch faculty member who knows them personally (Core Faculty is best).

AUSB's Master of Arts in Education and Teacher Credentialing (MAE/TC) or MEd/TC Program

An Antioch undergraduate student can apply and gain early acceptance in the Master of Arts in Education and Teacher Credentialing (MAE/TC) or MEd/TC Program if he/she also meets other standard

requirements. The student must have 20 or fewer upper-division undergraduate credits remaining to complete the BA degree and have completed all of the general studies requirements. Accepted Antioch undergraduates can apply MAE/TC or MEd/TC Program course credit toward their BA degree during the first quarter of the MAE/TC or MEd/TC Program.

Antioch University Santa Barbara's Clinical Psychology Doctoral (PsyD) Program

Graduates of Antioch's Undergraduate Program may apply to the Clinical Psychology Doctoral (PsyD) Program.

The post-bachelor's track includes a one-year sequence of foundational graduate courses in psychology that prepares students to engage within the PsyD curriculum and constitutes Year 1 of the doctoral program.

This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non-licensable Master's Degree in Psychology after completion of 72 credits.

Qualified applicants should be high achieving students with an undergraduate concentration in psychology, or substantial coursework in psychology, work experience in the field, or a master's degree in another discipline.

The courses in Year 1 are master's-level foundational courses in psychology and a clinical skills sequence and consist of three quarters of coursework (and supervised experience starting in the third quarter and continuing through the summer). Students admitted into the post-bachelor's entry track, upon successful completion of the first year of coursework, will continue their studies with students who are admitted to the post-master's track in Year 2.

Teacher-Credentialing Fast Track for Undergraduate Students

The Education Fast Track Policy allows undergraduate students to earn up to 27 upper division credits toward a teaching credential by taking courses in the Teacher Credentialing Program during the last one or two quarters of their undergraduate degree, with the prior approval of their undergraduate advisor, Undergraduate Studies Chair and Education Department Regional Director. Undergraduate students in the Fast Track option must fulfill all undergraduate requirements as described below in order to qualify. Upon successful completion of the undergraduate degree, the student is eligible to be considered for admission into the Teacher Credential Program and may complete the credential in additional two or three quarters of full-time study.

Fast Track Requirements

Because most undergraduate requirements must be fulfilled prior to starting teaching credential course work, prospective Fast Trackers must plan their studies carefully with their undergraduate advisors in order to meet the eligibility requirements listed below:

- Must be in good standing in the Undergraduate Studies program: (Not on SAP or Academic Probation)
- Unit Requirement: To begin the teacher credential coursework, the student must have completed

    - At least 153 of the 180 minimum total units for the BA degree
    - If the student has declared a specialized Area of Concentration, they must have completed at least 36 units in that Area. Not applicable for those who have chosen Liberal Studies.
- Breadth/General Education Requirement:
    - Must have completed at least 6 units in each of the following requirements: Communication, Arts & Humanities, and Science & Quantitative. Students may fulfill the Social Science requirement with the Teacher Education program courses.
- AUSB Core Courses:
    - Students must complete the following requirements: Educational Foundations, Academic Writing, Ethics, Global, Research, Environmental Science, and Capstone.
- Residency Requirement:
    - BA students must complete a minimum 45 units in residency at Antioch

Exceptions

In some cases, a student may petition their undergraduate advisor and the Teacher Credentialing Program for permission to take one remaining undergraduate course required for the degree during their first quarter of teacher credential course work. Because of the demands of the teacher credentialing sequence, this is the only exception that may be considered.

Senior Capstone

All students are required to take the Senior Capstone course in their final quarter. Built around the campus mission and the Undergraduate Program's Core Purposes, the class is designed to provide students with a structured opportunity to integrate, synthesize, and reflect upon common and practical themes, as well as the Core Purposes, from their Undergraduate learning. Students pick a topic related to their concentration to research, determine the key players, the current issues, and create an advocacy campaign – demonstrating their praxis for justice. They launch their campaign in week 7 and do a final presentation for the community discussing their learning in the program, with this campaign, and how they made a difference.

Admission Requirements

Eligibility

All applicants to the undergraduate programs must have completed at least 24 semester credits or 36 quarter credits to be eligible for admissions. You must also provide evidence that you have successfully completed at least 18 semester credits or 27 quarter credits in a cohesive area of study that can be applied to your major.

How to Apply

1. Review the program requirements (eg. fees, transcripts, and essays)
2. Complete the online application

Bachelor's degree application checklist:

- **Online application**
- **Application fee payment** (via the online application) or fee waiver. Contact Admissions to request a fee waiver at admissions.ausb@antioch.edu.
- **Official transcripts** from all current and previously attended colleges or universities. Unofficial transcripts are accepted to get your admission review process started, and can be uploaded in the online application or emailed to admissions.ausb@antioch.edu.
- High school transcript or proof of GED completion if applying with less than 90 quarter credits (60 semester credits) of transferable credit
- Admission essay

2020-2021 Tuition and Fees

Undergraduate Programs	Per Credit
Tuition Per Quarter Unit	$ 495

University Fees

Plan of Study

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits)

INT-3020 Educational Foundations (3 quarter credits)
WRT-3100 Academic Writing (3 quarter credits)

Ethics & Leadership (1 course; 3 quarter credits)

PHL-3670 Ethical Issues in Contemporary Society (3 quarter credits)
MGT-3750 Business Ethics & Social Responsibility (3 quarter credits)
PHL-3690 Ethical Issues in Human Services (3 quarter credits)
POL-3920 Engaged Citizenship (3 quarter credits)
SOC-3780 Class, Race, Gender and Sexuality (3 quarter credits)

Global (1 course; 3 quarter credits)

COM-3550 Intercultural Communication (3 quarter credits)
GBL-3000 History of Globalization (3 quarter credits)
GBL-3610 Global Economics (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
PSY-3330 Culture & Emotion (3 quarter credits)
QNT-3890 Research Methods (3 quarter credits)
SOC-3510 Diversity and Cultural Awareness (3 quarter credits)

Research (1 course; 3 quarter credits)

MGT-3200 Business Finance (3 quarter credits)
MKT-3020 Web Analytics (3 quarter credits)
QNT-3600 Macroeconomics (3 quarter credits)

Environmental (1 course; 3 quarter credits)

ECO-3020 Marine Ecology (3 quarter credits)
ECO-3040 Conservation Biology (3 quarter credits)
ECO-3050 Natural History of Santa Barbara (3 quarter credits)
ECO-3450 Global Environmental Studies (3 quarter credits)

Bachelor of Arts in Liberal Studies

The Bachelor of Arts degree in Liberal Studies provides students with a modern liberal arts education to broaden their understanding of self, world and contemporary issues. The AUSB BA Program has the most flexible scheduling options and is designed to help students explore and develop their own interests and to enhance or enrich a direction in life that is meaningful to self, to others and to society. There are several concentration options for students to choose from.

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits, see above)

Bachelor of Arts in Liberal Studies Concentration Requirements

Child Development & Education (CDE)

Required Courses for the Concentration (36 quarter credits)

CDE-3030 Child Psychology (3 quarter credits)
CDE-3040 Emerging Models of Early Childhood Education (3 quarter credits)
CDE-3070 Child Advocacy (3 quarter credits)
CDE-3080 Special Education: Response to Intervention (3 quarter credits)
CDE-3100 Practicum (3 quarter credits)
CDE-3200 The Parent/Child Relationship (3 quarter credits)
INT-3081 Senior Capstone Project (3 quarter credits)
PSY-3470 Cognitive Psychology (3 quarter credits)
SOC-3510 Diversity and Cultural Awareness (3 quarter credits)
9 quarter credits of electives (internships encouraged)

Communication and Marketing (CMMKT)

Required Courses for Concentration (36 credits)

COM-3230 Social Media (3 quarter credits)
COM-3550 Intercultural Communication (3 quarter credits)
INT-3081 Senior Capstone Project (3 quarter credits)
MGT-3220 Leadership & Project Management (3 quarter credits)

MGT-3230 Managing in a Global Environment (3 quarter credits)
MKT-3010 Integrated Marketing Communication (3 quarter credits)
MKT-3020 Web Analytics (3 quarter credits)
MKT-3050 Strategic Marketing (3 quarter credits)
WRT-3210 Professional Writing (3 quarter credits)
9 quarter credits of electives (internships encouraged)

Business and Entrepreneurship (BE)

Required Courses for the Concentration (36 credits)

ENT-3000 Entrepreneurship (3 quarter credits)
ENT-3790 Business Planning and Development (3 quarter credits)
GBL-3610 Global Economics (3 quarter credits)
INT-3081 Senior Capstone Project (3 quarter credits)
MGT-3200 Business Finance (3 quarter credits)
MGT-3220 Leadership & Project Management (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
MGT-3750 Business Ethics & Social Responsibility (3 quarter credits)
MKT-3050 Strategic Marketing (3 quarter credits)
9 quarter elective credits (internships encouraged)

Environmental Studies (ECO)

Required Courses for the Concentration (36 credits)

ECO-3010 Environmental Justice and Advocacy (3 quarter credits)
ECO-3020 Marine Ecology (3 quarter credits)
ECO-3040 Conservation Biology (3 quarter credits)
ECO-3050 Natural History of Santa Barbara (3 quarter credits)
ECO-3450 Global Environmental Studies (3 quarter credits)
ECO-3760 Sustainable Business Practices (3 quarter credits)
GBL-3610 Global Economics (3 quarter credits)
INT-3081 Senior Capstone Project (3 quarter credits)
POL-3920 Engaged Citizenship (3 quarter credits)
9 quarter elective credits (internships encouraged)

Preparation for Work and Graduate Study

The Environmental Studies Concentration prepares students for graduate work in environmental studies, environmental policy, environmental advocacy, and other related fields including green energy and business. It provides a meaningful background for a variety of other professional careers, as knowledge in environmental studies is central to many professions.

Students who intend to pursue doctoral-level graduate work in environmental studies should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with

some research in their field of interest. The Advisor should also be consulted concerning particular course work.

The Environmental Studies concentration prepares students for careers in: environmental health and management; natural resources and conservation; outdoor and environmental education; environmental law, policy, and regulation; environmental advocacy; international environmental issues; and non-profit or non-governmental organizations (NGOs).

Applied Psychology (APSY)

Required Courses for the Concentration (36 credits)

INT-3081	Senior Capstone Project (3 quarter credits)
PHL-3690	Ethical Issues in Human Services (3 quarter credits)
PSY-3201	Counseling Theory and Technique (3 quarter credits)
PSY-3400	Theories of Personality (3 quarter credits)
PSY-3440	Social Psychology (3 quarter credits)
PSY-3451	Contemporary Practices in Community Mental Health (3 quarter credits)
PSY-3470	Cognitive Psychology (3 quarter credits)
QNT-3890	Research Methods (3 quarter credits)
SOC-3510	Diversity and Cultural Awareness (3 quarter credits)

9 quarter elective credits (internships encouraged)

Preparation for Graduate Study

The Applied Psychology concentration prepares students for graduate work in psychology, social work, and other related fields. It provides a meaningful background for a variety of other professional careers, as knowledge in psychology is central to many professions in our service-oriented society.

Students who intend to pursue doctoral-level graduate work in psychology should plan on independent study in an area of research beyond the required Research Methods and Statistics course sequence. In their studies, they should be sure to develop library research skills and familiarity with some research in their field of interest. The Advisor should also be consulted concerning particular course work. Antioch offers both a Masters in Clinical Psychology and Doctorate of Clinical Psychology.

Liberal Arts (LBA)

Students may choose from the full range of courses offered in the BA Program. However, students in this concentration may not take more than 24 credits from any one course code (e.g., CDE, PSY and ECO).

Professional and Creative Writing (PCW)

Required Courses for the Concentration (36 credits)

COM-3230	Social Media (3 quarter credits)
COM-3320	Odyssey (3 quarter credits)
COM-3550	Intercultural Communication (3 quarter credits)
INT-3081	Senior Capstone Project (3 quarter credits)

WRT-3130 Creative Writing: Fiction (3 quarter credits)
WRT-3190 Creative Writing: Nonfiction (3 quarter credits)
WRT-3210 Professional Writing (3 quarter credits)
WRT-3390 Personal Journal (3 quarter credits)
WRT-3590 Literary Theory for Social Change (3 quarter credits)
9 elective quarter credits (internships encouraged)

Preparation for Graduate Study

The Professional and Creative Writing concentration prepares students for graduate work in multiple narrative areas, including writing for stage, screen, radio, and the page. AUSB offers a Master of Fine Arts in Writing and Contemporary Media. If you are interested in pursuing graduate study at Antioch, be sure to speak with your academic advisor or admissions counselor about your goals.

Bachelor of Arts in Management

The **BA in Management** is for people who want 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. Students will 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.

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits, see above)

Major Requirements for the Bachelor of Arts Degree in Management

(54 quarter credits in Management needed in total. At least 27 of those credits need to be from upper-division courses)

COM-3550 Intercultural Communication (3 quarter credits)
ENT-3000 Entrepreneurship (3 quarter credits)
ENT-3790 Business Planning & Development (3 quarter credits)
GBL-3610 Global Economics (3 quarter credits)
INT-3081 Senior Capstone Project (3 quarter credits)
MGT-3200 Business Finance (3 quarter credits)
MGT-3220 Leadership & Project Management (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
MGT-3241 The Business of: Rotating Topics (3 quarter credits)
MGT-3681 Management: Best Practices (3 quarter credits)
MGT-3741 Organizational Strategy & Culture (3 quarter credits)
MGT-3750 Business Ethics & Social Responsibility (3 quarter credits)
MGT-3850.SB Human Resources & Legal Issues (3 quarter credits)
MKT-3010 Integrated Marketing Communications (3 quarter credits)
MKT-3050 Strategic Marketing
Management Electives (9 quarter credits)

Bachelor of Arts in Psychology

The **BA in Psychology** is designed to provide students with a foundation in psychological theory and research. Students will develop competencies in writing and interpersonal communication; as well as develop psychology-specific skills for effective self-reflection, project management, and teamwork. Psychology students will also engage with ethics and socially responsible behaviors for professional and personal settings. This versatile degree provides students a wide range of possibilities for both career choices and graduate work.

Interdisciplinary Core Courses for all Undergraduate Degrees (18 quarter credits, see above)

Major Requirements for the Bachelor of Arts in Psychology

54 quarter credits in Psychology needed in total (at least 27 of those credits need to be from upper-division courses).

Introduction Psychology - Must be transferred to AUSB (3 quarter credits)
Course in area of Psychopathology* (3 quarter credits)
Course in area of Personality* (3 quarter credits)
Course in area of Developmental and Aging* (3 quarter credits)
Course in area of Learning and Cognition* (3 quarter credits)
Course in area of Social and Community* (3 quarter credits)
Course in area of Contemporary Issues in Culture & Practice* (3 quarter credits)

Psychology Electives (21 quarter credits)

INT-3081 Senior Capstone Project (3 quarter credits)
PSYC-4250 Neuropsychology (3 quarter credits)
QNT-3890 Research Methods and Statistics (3 quarter credits)
*Check with your advisor for details on which courses count for this area.

Bachelor of Arts Applied Studies

Students need a minimum of 180, and maximum of 200, quarter credits to graduate from Antioch University Santa Barbara's Bachelor of Arts in Applied Studies Program. This program accepts a maximum of 135 quarter credits in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM-3230 Social Media (3 quarter credits)
ECO-3760 Sustainable Business Practices (3 quarter credits)
ENT-3000 Entrepreneurship (3 quarter credits)

ENT-3790 Business Planning & Development (3 quarter credits)
MGT-3220 Leadership and Project Management (3 quarter credits)
MGT-3750 Business Ethics & Social Responsibility (3 quarter credits)

Professional Core Courses (4 courses=12 quarter credits)

COM-3550 Intercultural Communications (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
POL-3920 Engaged Citizenship (3 quarter credits)
WRT-3210 Professional Writing (3 quarter credits)

Applied Learning/Prior Experiential Learning (9 total quarter credits)

INT-3081 Senior Capstone Project (3 quarter credits)
Experiential Learning/Internship (6 quarter credits)

21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Arts in Applied Arts & Media

Students need a minimum of 180, and maximum of 200, quarter credits to graduate from Antioch University Santa Barbara's Bachelor of Arts Program. This program accepts a maximum of 135 quarter credits in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer):

Major Core Coursework (choose 4 courses=12 quarter credits)

COM-3230 Social Media (3 quarter credits)
COM-3250 World Media (3 quarter credits)
COM-3980 The Odyssey: Digital Magazine Publications (3 quarter credits)
MGT-3220 Leadership and Project Management (3 quarter credits)
MKT-3010 Integrated Marketing Communication (3 quarter credits)
MKT-3020 Web Analytics (3 quarter credits)
MKT-3050 Strategic Marketing (3 quarter credits)

Professional Core Courses (4 courses= 12 quarter credits)

COM-3550 Intercultural Communications (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
POL-3920 Engaged Citizenship (3 quarter credits)
WRT-3210 Professional Writing (3 quarter credits)

Applied Learning/Prior Experiential Learning (9 total credits)

INT-3081 Senior Capstone Project (3 quarter credits)
Experiential Learning/Internship (6 quarter credits)

21 Technical or Professional course quarter credits approved by Antioch Advisor

Bachelor of Science in Applied Technology & Business Leadership

Students need a minimum of 180, and maximum of 200, quarter credits to graduate from Antioch University Santa Barbara's Bachelor of Science in Applied Technology and Business Leadership Program. This program accepts a maximum of 135 quarter credits in transfer. You will need to meet the learning goals and complete the curriculum specific to your major, as well as certain undergraduate degree requirements. Applied Studies degree requirements include the following (earned through AUSB enrollment and/or transfer).

Major Core Coursework (choose 4 courses=12 quarter credits)

ENT-3000 Entrepreneurship (3 quarter credits)
ENT-3790 Business Planning & Development (3 quarter credits)
GBL-3610 Global Economics (3 quarter credits)
MGT-3200 Business Finance (3 quarter credits)
MGT-3220 Leadership and Project Management (3 quarter credits)
MGT-3741 Organizational Strategy & Culture (3 quarter credits)
MGT-3750 Business Ethics & Social Responsibility (3 quarter credits)
MKT-3010 Integrated Marketing Communication (3 quarter credits)

Professional Core Courses (4 courses= 12 quarter credits)

COM-3550 Intercultural Communications (3 quarter credits)
MGT-3230 Managing in a Global Environment (3 quarter credits)
POL-3920 Engaged Citizenship (3 quarter credits)
WRT-3210 Professional Writing (3 quarter credits)

Applied Learning/Prior Experiential Learning (9 total credits)

INT-3081 Senior Capstone Project (3 quarter credits)
Experiential Learning/Internship (6 quarter credits)

21 Technical or Professional course quarter credits approved by Antioch Advisor

Graduate Psychology Programs

Master of Arts in Clinical Psychology

Required Credits for Degree: 90 – 102 quarter credits

Standard Mode of Instruction: Classroom and Online

Program Overview

The Master of Arts in Clinical Psychology is an applied psychology program designed to prepare culturally sensitive individuals who want to be professionally licensed as Marriage and Family Therapists (LMFT) and/or as Licensed Professional Clinical Counselors (LPCC). The program meets the educational and training requirements of the Board of Behavioral Sciences for professional licensure as specified in the CA Business and Professional Code Section 4980.36

Antioch's Master of Arts in Clinical Psychology Program is designed for a diverse student body, including working adults. Classes are offered in three-hour blocks in the daytime and evenings. Additionally, some classes are offered online and on weekends, enabling students who follow the required course of full-time study to complete their degree in 24 months. Flexible options may be available including part-time and cross-campus registration.

General Description

The Master of Arts in Clinical Psychology Program provides education and training in the theory and practice of psychotherapy and meets the educational standards for a MFT and/or LPCC license. A licensed MFT in California is able to offer psychotherapy to individuals, couples, and families to facilitate quality of life and maintain healthy family and interpersonal relationships. A LPCC focuses on counseling for purposes of improving mental health. Within the Master's in Clinical Psychology Program, students also have an option of developing expertise in one of three concentrations; either Somatic Psychotherapy, Latinx Mental Health or Healthy Aging. The concentration in Somatic Psychotherapy is completed in an additional 9th quarter beyond the full time 8 quarter completion of an MA in Clinical Psychology. The Latinx Mental and Healthy Aging Concentrations can be completed within 24 months (8 quarters) with extra course content building on the foundations for meeting MA in Clinical Psychology requirements.

The Program emphasizes the academic, practical and personal knowledge that will enable each graduate to gain competence in core areas of study in Psychology including; diagnosis, treatment planning and psychological interventions. Multicultural competence, community mental health, and ethical practices are emphasized throughout the curriculum. Training in the application of psychology is a primary goal. Graduates find career opportunities working with diverse populations in a range of settings, including mental health, non-profit, school, medical, and private practice.

The MACP Program has a mission consistent with Antioch University's tradition of community-based education and awareness of social issues. The Program is designed to educate and train professionals in theory and practice while remaining responsive to social change. The classroom experience makes use of experiential teaching methods and a "hands-on" approach to learning, integrated with direct practice learning of psychotherapeutic skills in community-based clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as an appreciation for multicultural psychology. Central to the program is the development of self-awareness, respect for diversity, broad-based clinical skills, and the capacity for critical thinking. Antioch exposes students to a variety of theoretical orientations to meet the needs of diverse populations and communities. Faculty are seasoned professionals, many of whom are actively

engaged in clinical practice and/or supervision and use techniques drawn from a range of psychotherapeutic orientations and theories. Students are assisted in selecting and developing an orientation consistent with their values and worldview. Teaching methods combine lecture and discussion with experiential learning techniques. This model of learning requires that students access their personal experiences to use as a beginning reference point when acquiring new knowledge and clinical and professional skills.

Students who graduate from the Master of Arts in Clinical Psychology Program will demonstrate

- Theoretical Foundations of Professional Psychology
- Clinical Skills Integration
- Professional/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence/Clinical Suitability
- Critical Thinking

Degree Requirements

The Master's Degree in Clinical Psychology is a 90-credit degree that meets California licensing requirements for Marriage and Family Therapists. To complete the degree, a student must meet both a credit requirement and a residency requirement. Residency is defined as the number of quarters of study for which a student must be enrolled. In the MACP program, students must be enrolled for a minimum of 90 credits and 8 full-time quarters or the equivalent. Some of the coursework requirements are satisfied through weekend and online courses. A full-time quarter consists of approximately 9-13 credits. All quarters of residency must be completed for graduation.

Students also have options to pursue their Master's in Clinical Psychology Degrees with a Concentration in Somatic Psychotherapy (102 credits in 27 months), Latinx Mental Health (90 credits in 24 months) or, with a Concentration in Healthy Aging (95 credits in 24 months). The Program also offers a track for students interested in meeting qualifications for both MFT and LPCC by completing 9 additional credits of coursework required for LPCC licensure. The Latinx Mental Health and Healthy Aging concentrations and LPCC additional coursework may be completed in 8 full-time quarters. Students must complete their degree within five calendar years of the first admission including any leaves of absence or periods of withdrawal. (See Admissions and Registration policies for further detail).

Students are able to transfer up to 9 credits of graduate psychology courses taken elsewhere if they meet Antioch University's requirements for transfer credit. Credits must be current and no older than 5 years. To apply for transfer credit, obtain the Permission to Transfer Credits Form from the Student Services Office.

Board of Behavioral Sciences Education Requirements

Students awarded the degree in Clinical Psychology from Antioch University meet the Board of Behavioral Sciences (BBS) curriculum requirements for licensure as MFTs in the State of California and can also meet academic requirements towards LPCC licensure in California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state.

BBS regulations specify the coursework and professional training experience that must be completed within a 90-credit degree. Degree requirements for all MFT track students include 225 face to face hours of clinical training experience.

Personal Psychotherapy Requirement

The Psychology Program requires all students in the Clinical Program to engage in personal therapy and to demonstrate that they have begun psychotherapy before the end of their second quarter by submitting the "Begin Personal Psychotherapy" form to the Director of Clinical Training. This requirement is based upon the belief that psychotherapy is a vital component of the training and growth of psychotherapists, and that it is the professional responsibility of every therapist to identify, address, and work through personal issues that may have an impact on clinical interactions with future clients. Graduate students in the MACP Program are required to complete 20 hours of personal individual, couples, family or group therapy during the course of the program. This requirement is met by seeing a licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Psychologist, or a Board Certified Psychiatrist. Once the 20 hour requirement has been met the "Completion of Psychotherapy" form is submitted to the Director of Clinical Training. Psychotherapy hours earned prior to beginning the Program are not eligible for meeting this requirement. Students are advised to plan for this requirement and to complete their hours early in their enrollment in order to finish prior to graduation.

Dual Relationships in Psychology

In compliance with the CAMFT, LPCC, and APA Codes of Ethics, dual relationships are not permitted. A dual relationship in clinical practice occurs when a therapist allows an additional connection to develop with a client outside the boundaries of therapy. In the Psychology Program, a dual relationship occurs when someone becomes the student's instructor or supervisor who has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist. This kind of dual relationship has potential for harm because one person has the power to exploit the other by engaging in favoritism, prejudicial evaluation, or abuse of power. In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past.

Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor for psychotherapy in order to meet the Program's therapy requirement. It is acceptable however, to enter therapy after graduation with someone who was formerly the student's instructor.

Degree Concentrations

Students may elect to graduate with a concentration in addition to the coursework in Marriage and Family Therapy. Concentrations generally require additional academic units and coursework in addition to the ones required by the degree program. In some cases, courses in the concentration may substitute for those in the required degrees.

Currently the MACP Program offers concentrations in Somatic Psychotherapy, Latinx Mental Health and Healthy Aging.

- The concentration in **Somatic Psychotherapy** offers training in a unique therapeutic approach that examines the self through an integrated body-mind lens focusing on applied practice skills in various modalities and with diverse populations addressing trauma-related symptoms and other stressors.
- The concentration in **Latinx Mental Health** includes courses designed to develop proficiency in providing mental health services to Latino and Hispanic consumers. Students in this program are required to be proficient in Spanish and English.
- The concentration in **Healthy Aging** is designed to develop proficiency in providing counseling services to older adults and their families.

Independent Study

In exceptional circumstances, a student may apply to do an Independent Study (PSC 6110) in order to meet a program requirement As a rule, core courses may not be taken as Independent Study; however, the faculty may make exceptions where there are special circumstances. Student requests for Independent Study will not be honored when the course is being offered during the quarter. Courses in which there is a strong experiential or skills practice component may not be taken as Independent Study.

Independent Study courses should have both a breadth and a depth component. Courses are developed with the Student Advisor and require approval of the Chair prior to registration. If approved, the student and Advisor identify an evaluator for the student's learning. Evaluators assist students in setting learning objectives, creating assignments that will demonstrate the learning acquired and assigning the number of units to be granted for the work (calculated as one unit for each 10 hours of study). Finally, evaluators write the narrative evaluation for the course.

Experiential Learning and Confidentiality in the Classroom

Classes in the MACP Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others through feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience and an active focus on the application of new learning.

The use of this model to acquire clinical and professional skills requires informed consent from students for disclosure in the classroom or written assignments. In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Research with Human Subjects

Although Antioch Psychology Programs do not require a Master's Thesis, if a student is interested in conducting a research study it is important to be aware of the need for review of proposed research by a research ethics committee whenever human subjects are the focus of research. Proposed research

must be submitted to the Ethics Committee for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research.

Please confer with your faculty advisor or the Program Chair for information on how to obtain a Human Subjects Committee Review (from the Institutional Review Board).

Clinical Traineeship

The clinical traineeship allows students to gain knowledge and develop psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, educational, health care or rehabilitation sites. The MACP Program maintains relationships with sites serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties), as well as some sites in Los Angeles County. Students are required to obtain 225 hours of face to face client contact at their traineeship in order to graduate from the program. The Healthy Aging concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with older individuals and their families. The Latinx Mental Health concentration requires that 75 of the 225 client hours include in-person contact and/or client advocacy with Latinx clients. Hours earned during the clinical traineeship are counted towards the 3,000 hours of experience required for the MFT license. Students opting for the dual track of MFT and LPCC must complete 280 face to face hours.

To be eligible for traineeship, students must complete and receive full credit for 18 quarter units, for the following courses:

- Theories of Psychotherapy in Context
- Clinical Skills I
- Clinical Skills II
- Clinical Skills with Families and Couples
- Domestic Violence, Spousal, Elder, and Child Abuse
- Professional Ethics & Law
- Practicum: Professional Orientation

Students will not be able to accrue traineeship hours until these requirements have been satisfied and they are enrolled in a Practicum course. Students must have a traineeship site to be enrolled in the Practicum sequence.

Students should be familiar with Antioch University's Clinical Training Handbook and the regulations governing the practice of marriage and family therapy as defined by the BBS. It is also recommended that students consult the BBS website periodically for updated information (http://www.bbs.ca.gov).

LPCC licensure began in CA in 2012. The degree requirement is 280 face-to-face hours. Students interested in this license should seek updated detailed information on the BBS website (http://www.bbs.ca.gov/lpcc_program).

The Traineeship Application Process and Documentation

Prior to starting their traineeship students participate in a professional practicum orientation class. Students are responsible for seeking and identifying traineeship sites on their own. The Director of Clinical Training and Student Advisor are both available to provide consultation in this process. A list of approved traineeship sites with contact information is also available to students on the Clinical Training Sakai site.

Upon acceptance to a traineeship site, a Clinical Training Agreement is completed and signed prior to the start of training. The Clinical Training Agreement is a contract for the student's work in the traineeship and is required by the BBS. The site administrator, the clinical supervisor, the student, and the MACP Director of Clinical Training all sign this document. The original Agreement is kept in the student's permanent file and electronic copies are distributed to all signers. At the end of each thirteen-week quarter the supervisor completes an End of Quarter Evaluation rating the student's progress for that quarter. Hours are accrued and BBS paperwork retained by the student for future application for MFT licensure. New Clinical Training Agreements are completed if and when the student changes sites or supervisors.

All current and active students in traineeship must be covered by professional liability insurance which is provided by the University. Proof of this coverage is requested by many sites and is available electronically on the Clinical Training Sakai site.

Clinical Training Requirements

As part of the degree program, students participate in clinical traineeships within community agencies that provide them with experience in psychotherapy and counseling under the supervision of a licensed professional. Students are required to accrue 225 hours of face to face counseling experience with individuals, couples, families, and/or groups. Students enrolled in the Healthy Aging Concentration are required to complete 75 hours of face to face counseling and/or client advocacy with older adults and their families. Students enrolled in the Latinx Mental Health Concentration are required to complete 75 hours of face to face contact and/or client advocacy with Latinx or Hispanic clients. Supervised hours may also be applied toward licensure with the Board of Behavioral Sciences (BBS).

The required 280 face to face hours for LPCC track students are not counted towards LPCC licensure as determined by the Board of Behavioral Sciences. Students in the LPCC track accumulate hours towards LPCC licensure after they have graduated the program and received their PPC number.

Clinical Training Probation

Students are reviewed and evaluated for clinical suitability and skills in all clinical courses including both in-class instruction and field experience. Clinical suitability is defined as the ability to adopt a professional demeanor by establishing good personal and professional boundaries, accepting feedback with minimal defensiveness and/or reactivity, managing personal distress as well as freedom from behavioral or emotional problems that interfere with interpersonal functioning. Students in the MFT track are expected to abide by the ethical standards for Marriage and Family Therapists established by the California Association of Marriage and Family Therapists and the American Association of Marriage and Family Therapists; and by the California Board of Behavioral Sciences' statutes and regulations relating to the practice of Marriage and Family Therapy. Students in the LPCC track must abide by the ethical standards established by their licensing board.

When students demonstrate challenges in the area of Clinical Suitability as defined by the Program's Clinical Suitability criteria and identified either by the student's instructor, advisor, Director of Clinical Training, or Program Chair, a "Clinical Suitability Form" is completed to identify areas of concern and in need of development. At any time in the Program, a student may be placed on Clinical Training Probation and/or dismissed from the MACP Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles or statutes and regulations for marriage and family therapists.

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- One essay
- Two letters of recommendation
- The program does not require that applicants submit GRE scores.

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- Admission essay
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Admissions Committee and between 3 and 6 applicants. An individual interview is offered to applicants that reside out of state. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission. Additionally, applicants who are not granted admission will be notified via email as well.

Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, and community experiences.

2020-2021 Tuition and Fees

Tuition Per Quarter Unit	$ 726
4-7 Quarter Units per term	$ 4,360
8-15 Quarter Units per term	$ 7,267

University Fees

Plan of Study

Required Courses (90 quarter credits)

PSC-5011	Theories of Psychotherapy Context (3 quarter credits)
PSC-5031	Research Methods (3 quarter credits)
PSC-5040	Human Development & Diversity (3 quarter credits)
PSC-5041	Lifespan Human Development: The Older Adult (1.5 quarter credits)
PSC-5050	Clinical Skills in the Multicultural Context (3 quarter credits)
PSC-5051	Multicultural Awareness: Self, Culture & Context (3 quarter credits)
PSC-5061	Psychopathology (3 quarter credits)
PSC-5070	Clinical Skills with Families and Couples (3 quarter credits)
PSC-5071	Theories of Family Systems (3 quarter credits)
PSC-5072	Advanced Family Therapy: Special Populations (2 quarter credits)
PSC-5073	Advanced Family Therapy: Evidence Based Practice (2 quarter credits)
PSC-5080	Psychological Assessment: Evaluating Individuals & Systems in Context (3 quarter credits)
PSC-5200	The Process of Group Psychotherapy (3 quarter credits)
PSC-5201	Clinical Skills I: The Psychotherapeutic Relationship (3 quarter credits)
PSC-5202	Clinical Skills II: The Psychotherapeutic Process (3 quarter credits)
PSC-5220	Group Theories (1.5 quarter credits)
PSC-5240	Contemporary Theories of Psychotherapy (2 quarter credits)
PSC-5300	Psychotherapy with Children & Adolescents (3 quarter credits)
PSC-5311	Intimate Relationships (3 quarter credits)
PSC-5320	Trauma Counseling (3 quarter credits)
PSC-5321	Crisis, Disaster & Emergency Response (1.5 quarter credits)
PSC-5372	Human Sexuality & Counseling (3 quarter credits)
PSC-5382	Professional Ethics & the Law (3 quarter credits)
PSC-5385	Practicum: Professional Orientation (0 quarter credits)
PSC-5451	Substance Related Disorders & Other Addictive Behaviors (3 quarter credits)
PSC-5460	Psychopharmacology for Therapists (3 quarter credits)
PSC-5502	Domestic Violence: Spousal, Elder and Child Abuse (3 quarter credits)
PSC-5510	Community Mental Health (3 quarter credits)
PSC-5551	Dual Diagnosis: Substance Related Disorders and Mental Illness (1.5 quarter credits)
PSC-5631	Loss & Bereavement Through the Life Cycle (3 quarter credits)
PSC-6500	Practicum (0 quarter credits)
PSC-6511	Practicum I: Clinical Evaluation & Crisis Interventions (3 quarter credits)
PSC-6512	Practicum II: Treatment Planning and Clinical Interventions (3 quarter credits)
PSC-6513	Practicum III: Case Conceptualization (3 quarter credits)
PSC-6514	Practicum IV: Integrating Clinical Skills (3 quarter credits)

Healthy Aging Concentration Courses (12 quarter credits)

PSC-5600	Healthy Development Throughout the Aging Process (3 quarter credits)

PSC-5610 Social, Cultural, & Systemic Aspects of Aging (3 quarter credits)
PSC-5620 Clinical Skills with Older Adults (3 quarter credits)
PSC-6534 Practicum IV: Integrating Clinical Skills with Older Adults & Their Families (3 quarter credits)

Latinx Mental Health Concentration Courses (24 quarter credits)

PSC-5121 Clinical Skills I: The Psychotherapeutic Relationship in the Latinx Context (3 quarter credits)
PSC-5150 Clinical Skills with Latinx Families and Couples (3 quarter credits)
PSC-5160 The Process of Bilingual Group Psychotherapy (3 quarter credits)
PSC-5170 Clinical Skills II: The Psychotherapy Process with Latinx Clients (3 quarter credits)
PSC-6521 Practicum I: Clinical Evaluation and Crisis Intervention with Latinx Clients (3 quarter credits)
PSC-6522 Practicum II: Treatment Planning/Clinical Interventions with Latinx Clients (3 quarter credits)
PSC-6523 Practicum III: Case Conceptualizations with Latinx Clients (3 credits)
PSC-6524 Practicum IV: Integrating Clinical Skills with Latinx Clients (3 credits)

Somatic Psychotherapy Concentration Courses (12 quarter credits)

PSC-5700 Introduction to Theories and Techniques of Somatic Psychotherapy (3 quarter credits)
PSC-5702 Somatic Approaches to Trauma and PTSD (3 quarter credits)
PSC-5703 Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy (3 quarter credits)
PSC-5704 Practicum: Somatic Psychotherapy Consultation (3 quarter credits) OR
PSC-5706 Practicum: Case Consultation, The Art and Science of Sensory Awareness in the Environment (3 quarter credits)

Master of Arts in Psychology

Required Credits for Degree: 60 quarter credits

Standard Mode of Instruction: Classroom and Online

Program Overview

The Master in Psychology degree provides foundational practical and theoretical knowledge for a sustainable and successful career in the field of psychology. Students completing this course of study do not meet criteria for licensure but are qualified for consideration in a variety of fields of psychology or for entry into doctoral programs.

The core of this degree includes:

- Strong emphasis on theories of human development throughout the lifespan and within the social context,
- Evidence based research
- Counseling approaches outside of psychotherapy

- A 60 quarter-credit program that includes a Practicum/Special Project sequence of 11 units

Admission Requirements

How to Apply

- Complete the online admissions application.
- Official transcript indicating Bachelor's degree from a regionally-accredited college or university
- Two letters of recommendation
- Admission essays

Admission Review Process

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's degree conferral from a regionally accredited college or university
- All admission essays
- At least one letter of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for a group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Admissions Committee and between 3 and 6 applicants. As part of the process, at the time of the group interview each applicant is also asked to respond in writing to a brief essay question.

An individual interview is offered to applicants that reside out of state.

Phase Three

Upon successful completion of the interview and recommendation from the Admissions Committee, the applicant is notified via email (only) of an offer of admission.

The program does not require that applicants submit GRE scores

Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, and community experiences.

Plan of Study

Required courses (60 quarter credits)

PSC-5011	Theories of Psychotherapy in Context (3 quarter credits)
PSC-5031	Research Methods (3 quarter credits)
PSC-5040	Human Development and Diversity (3 quarter credits)
PSC-5041	Lifespan Human Development: The Older Adult (1.5 quarter credits) *
PSC-5051	Multicultural Awareness: Self, Culture, and Context (3 quarter credits)
PSC-5061	Psychopathology (3 quarter credits)
PSC-5200	The Process of Group Psychotherapy (3 quarter credits)
PSC-5220	Group Theories (1.5 quarter credits)
PSC-5250	Career Theories and Practice I (3 quarter credits)
PSC-5320	Trauma Counseling (3 quarter credits)
PSC-5321	Crisis, Disaster, and Emergency Response (1.5 quarter credits) *
PSC-5372	Human Sexuality and Counseling (2 quarter credits) *
PSC-5451	Substance Related Disorders and Other Addictive Behaviors (3 quarter credits) *
PSC-5502	Domestic Violence: Spousal, Elder and Child Abuse (3 quarter credits)
PSC-5510	Community Mental Health (3 quarter credits)
PSC-5551	Dual Diagnosis: Substance Related and Co-Occurring Disorders (1.5 quarter credits) *
PSC-5600	Healthy Development Throughout the Aging Process (3 quarter credits)
PSC-5610	Social, Cultural, and Systemic Aspects of Aging (3 quarter credits)
PSC-5630	Loss and Bereavement (2 quarter credits) *
PSC-6530	Practicum / Special Project (take 3 terms, total 11 quarter credits)**

*Courses offered online or on the weekend.

**PSC-6530 Practicum / Special Project courses can be a thesis, project, or supervised practicum relevant to the chosen area of specialization

Doctorate in Clinical Psychology

Required Credits for Degree: 106 quarter credits (post-Master entry); 142 quarter credits (post-Bachelor entry)

Standard Mode of Instruction: Classroom

Program Overview

PsyD Program Goals

The Doctoral Program in Clinical Psychology (PsyD) was developed to produce well-trained clinicians within a practitioner-scholar model using the core competencies of the National Council of Schools and Programs of Professional Psychology (NCSPP) and is designed to meet the APA Standards of Accreditation. The program builds on Antioch University Santa Barbara's outstanding local reputation for providing quality education at the graduate level. Key elements include:

- an educational approach integrating science, theory and practice
- preparation for the role of clinical, health service psychologist
- Antioch's appreciation of the diversity of human experience
- a focus on developing scholarly research and critical thinking skills

California Board of Psychology Educational Requirements

The PsyD program at Antioch University Santa Barbara meets the academic requirements for psychologist licensure in the State of California. Students interested in licensure in a state other than California should contact that state's professional licensing body for information on academic and clinical training requirements for licensure in that state. Although our regionally accredited degree generally meets out- of-state requirements, most states have specific requirements unique to that jurisdiction.

Information for graduates and costs of attending the program is available on the Student Admissions, Outcomes and Other Data page of our website in the PsyD program section. Full-time student tuition is $25,152 per year for academic coursework. Tuition per credit hour is $840 per quarter credit (although we do not enroll part-time students). Additional fees include quarterly lab, assessment and technology fees. Federal Stafford Loans are available. Some limited scholarship money is also available as well as access grants.

Program Delivery

The full-time program is offered across two days per week.

Entry Tracks

The PsyD program has two entry tracks: the post-bachelor's entry track and the post-master's entry track.

1) The post-bachelor's entry track includes foundational graduate courses in psychology as well as courses that prepare students to begin their work in clinical practicum sites in the summer or early fall following Year 1 of the doctoral program. This track requires a minimum of 5 years to complete. Students graduate with a Doctorate in Clinical Psychology and earn a non- licensable Master's Degree in Psychology after completion of 71 credits, which generally occurs after 2 years in the program.

   Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, volunteer and/or work experience in the field, or a master's degree in another discipline. The sequence of courses in Year 1 are focused on developing discipline specific knowledge to provide a foundation in psychological science, courses in research methodology, multi-cultural competency, psychopathology, life-span development, as well as in clinical theory, practice and skills. Students admitted into the post-bachelor's entry track, upon successful completion of the first year of coursework, will continue their studies with students who are admitted to the post-master's track in Year 2.

2) The post-master's entry track is for students with an MA or MS in psychology or closely related discipline (e.g., counseling, social work). Students in this track enter Year 2 of the doctoral program. Students applying for the post-master's track are required to provide syllabi demonstrating course equivalency with those courses offered in Year 1 of the program pertaining to psychological science and measurement, multicultural competency, psychopathology, human development, psychotherapy theories, and group psychotherapy. Syllabi are evaluated for equivalency at the discretion of the faculty according to the program's Course Equivalency Policy. The PsyD program accepts up to 9 credits transferred from graduate

courses taken at previous accredited institutions to waive three of the above listed courses in the Year 1 sequence.

PsyD Program Components

Coursework

Students will enroll for 11-13 credits per quarter over 9-12 quarters (depending on whether enrollment is at the post-bachelor's level or post-master's level) and a 1-credit, year-long full-time internship (this can be carried out as two years of half-time internship training) for a total of 106-142 quarter credits. Coursework taken during the first two years in the program include scientific foundations, clinical intervention and assessment courses. In addition, fourth-year students take 12 credits of courses in Family Forensic Psychology to attain a concentration in this area. 15 credits of professional coursework, 18 credits of practicum and clinical application courses, and 6 credits of Clinical Dissertation complete the degree program. The Clinical Dissertation proposal is initiated in Year 3 and completed during Year 4 prior to beginning the internship.

Clinical Dissertation

The Clinical Dissertation is intended to demonstrate that students have integrated the material they have learned during the doctoral program. Early in their program, students will select an appropriate project. The Research Methods sequence will prepare students for this important project. Beginning in Year 3, students will register for 6 credits of Dissertation in order to complete the proposal. It is expected that students will complete the proposal prior to applying for their internship. Students who have not completed the clinical dissertation during Year 4 will be required to enroll in Dissertation Continuation each term until the dissertation is completed.

We are interested in stimulating student creativity; therefore, the options for completion of this project vary. The PsyD is an applied degree, thus the Clinical Dissertation will involve the investigation of a practical application, either through empirical (quantitative or qualitative), theoretical or clinical evaluation strategies. Unlike the PhD dissertation, the clinical dissertation has an immediate practical application. Students will be guided in their work by their dissertation advisor, a second faculty member, and an outside expert. The dissertation process culminates in a professional presentation of the student's work to the community.

Clinical Hours

It is expected that students will acquire a minimum of 1,000 hours (post-masters) – 1,150 (post-bachelors) of clinical experience (practicum) prior to beginning the doctoral internship. We expect that most students will seek out clinical placements early in their program and will take advantage of summers to accumulate the requisite hours. During enrollment in the Practicum sequence, students will be required to be in Practicum Training (clinical placement). Students are required to register for continuation credits during summers that they are accruing clinical hours through practicum.

Professional Competency Evaluation (PCE)

During Practicum IV, students begin to identify and conceptualize a clinical case that might be developed for presentation as part of the PCE. The PCE is a formal oral presentation intended to demonstrate students' skill and knowledge in the field of clinical psychology and to integrate their academic and clinical learning. The PCE is to be completed at the end of Year 3. A passing evaluation is one of the requirements that must be met before applying for an internship.

Comprehensive Examination

Students are required to complete a written comprehensive examination at the end of Year 3. This examination measures knowledge of multiple content areas in clinical psychology. Students failing any section of the comprehensive evaluation must submit revisions. A passing evaluation on the exam is required for students to be eligible to apply for internship. Students failing any portion of the comprehensive exams are given an opportunity to remediate. Students retaking the exam have only one attempt for remediation. Failing any portion of the exam after the first remediation on this retake may result in dismissal from the program.

Advancement to Candidacy

Candidacy refers to the formal designation of a student's readiness for advanced clinical training. In order for a student to advance to candidacy, they must successfully complete all courses through the third year of training and 1000 hours of practicum experience, pass the Professional Competency Evaluation (PCE) and the Comprehensive Examination, and have their dissertation proposals approved. Additionally, the student must be in good academic standing and not be on any type of probation. Only when students have advanced to candidacy may they refer to themselves as "doctoral candidates."

Internship

Students are required to complete a doctoral internship following the completion of all curricular and practicum requirements (as a doctoral candidate). For information about internship sites specific to the state of California for which our incoming students are eligible, please see the California Psychology Internship Council (CAPIC) website. The AUSB Director of Clinical Training (DCT) will help students with the identification of appropriate internships. Students will earn one credit of academic credit during the internship year. Advancement to candidacy is required to apply for internship.

PsyD Specific Policies

Student/Trainee Competence

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and the profession. Therefore, faculty, training staff, supervisors and administrators in such programs have a duty and responsibility to evaluate the competence of students/trainees across multiple aspects of performance, development and functioning.

Academic competence in clinical psychology programs is defined and evaluated comprehensively in doctoral coursework, during students' practicum and internship clinical training, and throughout the development, production and presentation of their dissertation research. Consequently, in addition to

evaluating performance in coursework and related academic program requirements, other aspects of professional development and functioning will also be evaluated. These areas include cognitive, emotional, psychological, interpersonal, technical and ethical competencies. Such comprehensive evaluation is necessary in order for faculty, training staff and supervisors to appraise the entire range of academic performance, development, and functioning of their students/trainees.

It is important that students/trainees in professional psychology programs (at all levels) know that faculty, training staff, supervisors and administrators have a professional, ethical and potentially legal obligation to a) establish criteria and methods through which aspects of competence other than, and in addition to, a student/trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice), and b) ensure (as much as feasible) that the students/trainees who complete the program are competent to manage future relationships (e.g., client, colleague, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, or recommend graduate students or trainees with demonstrable problems (in cognitive, emotional, psychological, interpersonal, technical or ethical areas) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Evaluative areas other than and in addition to coursework, seminars, scholarship, examinations, or related program requirements include but are not limited to demonstration of sufficient: a) interpersonal and professional competence (e.g., the ways in which students/trainees relate to clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); b) self-awareness, self-reflection and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on others as listed in "a" above); c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica and supervision) rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, regardless of setting or context, when a student/trainee's conduct clearly and demonstrably a) impacts the performance, development or functioning of the student/trainee; b) raises questions of an ethical nature; c) represents a risk to public safety; or d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

The inclusion of this material is for the purposes of informing students/trainees that evaluation will occur at many levels during their enrollment in the program. Evaluation procedures will be consistent and content verifiable, will depend on more than one single source (e.g., across supervisors and settings), will be for the primary purpose of providing feedback to students/trainees, will focus on strengths as well as areas of improvement, and will be for the purposes of developing remediation plans when necessary (and if satisfactory remediation is possible). These materials will comprise part of the Annual Review Process described below.

The Annual Review Process

At the end of each academic year, an Annual Review Process will be undertaken in which every student in the PsyD program will be reviewed by the PsyD core faculty. This Review will include material generated on each student during the recently completed academic year.

The Review Process will encompass information regarding:

- academic performance
- professional and clinical performance
- professional development (including interpersonal functioning)
- overall progress towards degree

As such, we will review evaluations from instructors, practicum and internship supervisors, dissertation committee members and any additional information that might be forthcoming to the student's Advisor or program administrators.

Following a review of documents on each student in a specially convened faculty meeting, each student will meet individually with his or her Advisor to review the student's progress through the doctoral program. Information will be provided to the student regarding his/her functioning in each of the three areas reviewed. Student performance will be rated as:

- Highly Satisfactory (Exceeds expectations)
- Satisfactory (Meets expectations)
- Satisfactory with Concerns (Meets most expectations)
- Unsatisfactory (Below expectations)

If students receive unsatisfactory ratings in any area they can be placed on Academic Probation. Along with the ratings, any plans for remediation will be discussed with the student.

While the Annual Review Process considers all aspects of the student's functioning on an annual basis, this is not intended to be an overall grade based on the student's work during the year, but rather is intended to provide a snapshot of the student's progress at a given point in time. For instance, if at the time of the review, the student has not completed an assignment for a specific class, but is in the process of doing so and has completed all other academic requirements, s/he might receive a "satisfactory with concerns" in the academic area.

During the Annual Review Process, students will be given a copy of the document that includes written ratings. Where ratings are "Satisfactory with concerns" or "Unsatisfactory," specific explanations and plans for remediation will be included. Remediation plans may include suggestions and recommendations or possible actions to be taken (including Academic Probation, recommendations for leave, part-time enrollment or personal therapy). Arrangements for work that is incomplete will also be included. Thus, deadlines for late papers or other assignments will be included in the written documentation.

The Annual Review Process is only one opportunity students receive for constructive feedback. Course evaluations, field experience evaluations and other formal and less formal forms of feedback will also be provided at regular intervals throughout a student's time in the program. We believe that this high level of communication to the student is essential for maximizing the learning experience.

PsyD Academic Program Probation

The PsyD Academic Probation process is separate from the University Academic Standing Review process and may result in outcomes that are independent of the University Academic Standing Review.

PsyD Academic Probation determined by the program faculty and/or the Provost under the following conditions:

- earning 3 credits of No Credit in any learning activity;
- failure to follow a course of learning deemed necessary by the Advisor;
- an established pattern of ratings of "Unsatisfactory" or "Needs Improvement" and/or pattern of critical feedback in evaluations, which in the faculty's judgment is serious enough to indicate persistent academic problems which may warrant probation;
- critical feedback in clinical practicum or clinical learning activities that may be indicative of inability or impairment in the role of professional psychologist; or,
- documented plagiarism, academic dishonesty, ethical violations, or violations of school policy. (Note: Consequences of unethical behavior are not restricted to probation and may include expulsion.)

Placement on PsyD Academic Probation may occur as part of the Annual Review Process or may occur independently of such review.

When a student is placed on PsyD Academic Probation, the Advisor, Chair, or Provost notifies the

student of her/his PsyD Academic Probation status (if determination is made at a time other than the Annual Review). It is the student's responsibility to respond promptly by scheduling a meeting with the Advisor or Chair in the appropriate cases. A summary of the meeting between the Advisor and the student is documented. It may include specific steps the student must take by a deadline in order to have probationary status lifted or to remain in the program.

The student and advisor develop a plan to address the concerns relevant to the student's probationary status. Requirements are specified—for example, deadlines for incomplete work, standards for work in subsequent quarters, and/or the requirement to enroll at half-time status, Enrollment Maintenance, or to take an approved Leave of Absence. PsyD students placed on PsyD Academic Probation could have their approval to enroll in a clinical training placement delayed or they may be required to attend psychotherapy.

A student on PsyD Academic Probation is required to meet with the Advisor before registering for the following quarter to demonstrate required academic progress. Students on Academic Probation should note that often the Advisor must inspect their evaluations before signing the registration card. Students who are required to obtain psychotherapy have a right to confidentiality in that relationship, but they are required to submit a statement from the therapist indicating that they have attended sessions and are making appropriate progress.

The student is removed from PsyD Academic Probation at the Advisor, Chair, or Provost discretion, when in the Advisor, Chair, or Provost's judgment, the student's current work or conduct demonstrates remediation of the problem(s) that led to Probation. Student Services is then notified to remove the student from PsyD Academic Probation.

Students on PsyD Academic Probation who do not meet the conditions of their plan of remediation are informed in writing of the specific consequence. Students are not approved for Candidacy for Graduation or certified as ready for their pre-doctoral internship while on Academic Probation. Dismissal from the program is possible for failure to meet the conditions of the probation.

PsyD Clinical Training Probation

Students in the PsyD Program are reviewed and evaluated for clinical suitability and skills in all courses including Practicum and Field Experience. Students are expected to abide by the ethical standards for counselors and therapists established by the American Psychological Association. Students may be placed on Clinical Training Probation and/or dismissed from the PsyD Program for failure to demonstrate appropriate clinical skills and/or violation of the ethical principles for psychologists. Questions that arise about students' ethical conduct in clinical training work are addressed through the following procedure. The Advisor speaks with the involved student to obtain pertinent information and also consults with any other parties who can provide information about the situation. The Advisor recommends to the Program Chair a course of action to be taken. This information is also considered during the Annual Review Process.

Clinical Field Experience

Clinical field experience (part of the Practicum sequence) takes students out of the classroom and places them into the community to work with clients, professionals and peers from many schools and disciplines. The program allows students to gain knowledge and develop assessment and psychotherapeutic skills by providing services in a variety of settings such as non-profit, government, in-patient, educational, health care or rehabilitation sites.

The Psychology Program maintains training agreements with practicum placements serving a variety of populations in the tri-county area (Santa Barbara, Ventura, and San Luis Obispo Counties) as well as in Los Angeles County. It is expected that students will acquire a minimum of 1,000 hours of clinical experience prior to beginning the internship. We expect that most students will seek out clinical placements early in their program (and will take advantage of summers to accumulate the requisite hours). During enrollment in the Practicum sequence, students will be required to be in Practicum Training (field experience).

While those hours will not count toward the 3,000 hours of supervised professional experience, they will serve to prepare the student to apply for competitive doctoral internships. See the Clinical Training Manual for more details on the process of obtaining this experience, or consult with the Director of Clinical Training (DCT).

Doctoral Internship

Students are required to complete a full-time doctoral internship in order to graduate. Internship training sites are usually accredited by the American Psychological Association (APA), are members or meet membership criteria of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). The Director of Clinical Training will help students with the identification of appropriate internships. Students will earn one credit of academic credit during the internship year, but will be considered enrolled full-time if participating in a full-time internship, even if the internship is out-of- state.

Personal Therapy

The program values the utilization of personal therapy for student practitioners; it can help to both better understand one's personal issues and struggles and support students' ability to function effectively as a psychologist. The program highly recommends such therapy, but it is not a requirement. Personal problems may at times interfere with a student's ability to function in a clinical setting. The APA Guidelines specify that it is the trainee's responsibility to recognize when personal problems interfere with his/her effectiveness and to take appropriate steps so that the public is not harmed. This recognition may lead to a student decision to engage in personal therapy. In some instances, the program may recommend therapy in order to help students resolve the issues that seem to interfere with personal or professional functioning. In some circumstances therapy may be required as the result of our Annual Review Process. However, there are other reasons that students may wish to seek therapy during their doctoral training and they are encouraged to do so. This is not a requirement of the doctoral program, but the student may choose to enhance his or her personal and professional development through direct involvement as a client in individual, dyadic or group therapy. Because of ethical limitations on dual relationships, students may not seek psychotherapy with Core or Adjunct Faculty.

Part-Time Status

Students in the PsyD program are required to be enrolled full-time in the program. Exceptions to this are those instances in which a student may be placed on part-time status due to health reasons, disability or through administrative initiative. Students must petition the chair for permission to enroll in the program part-time.

Classroom Participation

The PsyD program capitalizes on the synergistic quality of student engagement in the classroom to maximize the learning experience. As such, student presence is important and highly valued. The program has high standards for student timeliness and persistent lateness to classes may be reflected negatively on course evaluations. Unless otherwise specified, missing more than two class periods in any 10-week course in the PsyD program results in being denied credit for that course.

Dual Relationships in Psychology

In compliance with the APA Code of Ethics, Antioch University faculty, staff and students refrain from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the objectivity, competence, or effectiveness of said person in performing their duties, or otherwise risk exploitation or harm to the person with whom the professional relationship exists. A dual relationship occurs when someone has a pre-existing significant relationship with the student, such as parent or child, spouse or partner, business associate, client or therapist, and then becomes the student's instructor or supervisor.

Dual relationships are problematic because they may lead to favoritism, prejudicial evaluation, or raise the potential for harm because one person has the power to exploit the other.

In order to avoid such relationships, students may not take an Antioch course from a faculty member if that faculty member is currently their therapist or has been their therapist in the past. Furthermore, students may not see a member of the Adjunct or Core Faculty or their current traineeship supervisor

for Psychotherapy in order to meet any requirement of the program. It is acceptable, however, to enter therapy after graduation with someone who was formerly the student's instructor.

Experiential Learning and Confidentiality in the Classroom

Some classes in the PsyD Program offer an opportunity for students to gain insight about themselves and their interpersonal impact on others by receiving feedback from classmates and instructors. Experiential education fosters this type of learning through shared experience.

In order to create safety in this learning environment, students are asked to maintain confidentiality with regard to the comments and experiences of other students. Respecting the privacy of others is most important in managing the risk and enjoying the benefits of experiential learning.

Advanced Doctoral Students in the Role of Instructing Less Advanced Students

Advanced doctoral students may serve as Teaching Assistants in courses where less advanced students are enrolled. So as to minimize any possibility of a dual relationship, advanced doctoral students will not evaluate the work of other students enrolled in the doctoral program, although they may be asked to evaluate the work of students enrolled in other Antioch programs, including the Master's in Psychology.

Integration of Diversity Material in the Curriculum

Antioch University Santa Barbara supports the integration of diversity material throughout curricula in all of its programs. Faculty in the PsyD program have agreed that it is advisable for all courses to reflect issues of diversity, rather than isolating diversity into one or two courses. Consequently, students can expect multicultural issues and issues related to other diverse groups to be considered in every course. In addition, students will enroll in Social Justice & Cultural Competency I and Clinical Issues in Multicultural Counseling to consider issues related to diversity and multiculturalism in a more focused manner. The Chair of the program remains responsible for ensuring that appropriate diversity content is included in all courses.

Research with Human Subjects

Students who are working toward completion of the Doctoral Dissertation requirement must be aware of the need for review of the proposed research by the campus Institutional Review Board (IRB). This review is required whenever human subjects are the focus of research. Proposed research must be submitted to the IRB for review. Ethical principles in human research include confidentiality, informed consent, care of subjects, and communication of the results of your research. Details of the IRB review process are included in the Dissertation Manual.

Faculty

The Faculty in the doctoral program consists of Core, Teaching, Clinical, Affiliate, and Adjunct Faculty. Core Faculty have primary responsibility for the delivery of courses and the development and implementation of program policies and procedures. Student advisement is also a responsibility of Core

and full time Faculty. Adjunct Faculty are carefully selected to teach courses in their area of expertise, to participate on dissertation committees and to provide input to the Annual Review Process. Because Antioch University Santa Barbara operates through participatory governance, Adjunct Faculty are encouraged to participate in as many aspects of the University as possible.

Student-Faculty Relations

Doctoral students at Antioch University Santa Barbara work collaboratively with faculty on research and other academic tasks through informal partnerships as well as through more formal relationships such as Graduate Research and Teaching Assistantships. While it is widely understood that doctoral students are colleagues-in-training, it must be acknowledged that because of the special evaluative relationship between student and faculty, this cannot be a completely reciprocal relationship. Nonetheless, Antioch's student-centered approach and its commitment to the development of the student as a whole person results in creating a collaborative and supportive educational environment.

Clinical Suitability

Students are assessed in all classes for clinical suitability including interpersonal and professional competence, self-awareness and self-evaluation, openness to feedback, and emotional stability and well-being. It is the ethical responsibility of the instructor to discuss any concerns about a student's fitness for practice with the program chair and/or program faculty.

Admission Requirements

Early Action Deadline: Feb 1

Final Deadline: May 1

*AUSB practices rolling admission. Complete applications are reviewed on an on-going basis and admission decisions are provided promptly. The Early Action Deadline guarantees priority consideration for specific financial aid programs and scholarships, as well as, the earliest decision notification. International applicants are encouraged to apply by the Early Action Deadline.

How to Apply

- Complete the online admissions application.
- Official transcripts indicating a bachelor's degree and, if applicable, a master's degree from a regionally-accredited college or university
- Two letters of recommendation
- Résumé
- Sample of work (5 pages): academic work or research paper sample
- Admission essays

Note: GRE scores are not required for admission.

Application Review Process:

Phase One

An application will be reviewed once the following are received by the Office of Admissions:

- Online admission application (including application fee or fee waiver)
- Unofficial or official transcript indicating Bachelor's conferral (and Master's transcript if applicable) from a regionally accredited college or university
- All admission essays
- Two letters of recommendation

Phase Two

Upon recommendation from the Admissions Committee an applicant is scheduled for an individual or group interview. The group interview lasts approximately 1 1/2 hours, and includes members of the Faculty and usually 3 applicants. An individual interview is offered to those that reside out of state.

Phase Three

Upon successful completion of the interview and recommendation from the Faculty, the applicant is notified via email or phone call of an offer of admission.

Note: GRE scores are not required for admission.

Qualified applicants should be high achieving students with an undergraduate degree in psychology, or substantial coursework in psychology, work experience in the field, or a master's degree in another discipline, with a required minimum 3.2 grade-point average (or with outstanding narrative evaluations for those earning their undergraduate or graduate degree at Antioch University or other institutions that may have not designated letter grades). Applicants who do not have an undergraduate degree in psychology or have not completed significant coursework in psychology are encouraged to apply; completion of some undergraduate coursework in psychology may be required for admission. Please contact the Office of Admissions to discuss your individual background and learn how you can strengthen your application with supplemental coursework.

Antioch University Santa Barbara particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, and community experiences.

2020-2021 Tuition and Fees

Unit/s	Tuition
Tuition Per Quarter Unit	$ 840
4-7 Quarter Units per term	$ 5,030
10-15 Quarter Units per term	$ 8,384

University Fees

Plan of Study

YEAR 1 COURSES

PSC-6010 Psychotherapy Theories (3 quarter credits)
PSC-6020 Academic Writing (3 quarter credits)
PSC-6030 Research Methods (3 quarter credits)
PSC-6060 Psychopathology (3 quarter credits)
PSC-6071 Family Systems I (3 quarter credits)
PSC-6081 Psychological Measurement (3 quarter credits)
PSC-6090 Lifespan Development I: Child & Adolescent (3 quarter credits)
PSC-6120 Social Justice & Cultural Competency I (3 quarter credits)
PSC-6130 Group Process & Therapy (3 quarter credits)
PSC-6204 Professional Seminar IA: Psychotherapy Skills (3 quarter credits)
PSC-6205 Professional Seminar IB: Foundations of Clinical Practice (3 quarter credits)
PSC-6221 Professional Seminar II: Case Conceptualization & Treatment Planning (3 quarter credits)
PSC-6520 Supervised Experience (0 quarter credits)
WRK-6010 Human Sexuality (0 quarter credits)
WRK-6020 Child Abuse Reporting (0 quarter credits)
WRK-6030 Introduction to Legal & Ethical Issues (0 quarter credits)

YEAR 2-5 COURSES

Foundational Courses in Psychology

PSC-7010 The Roots of Modern Psychology (3 quarter credits)
PSC-7030 Social Systems (3 quarter credits)
PSC-7050 Human Learning & Cognitive Processes (3 quarter credits)
PSC-7060 Psychobiology (3 quarter credits)
PSC-7071 Research Methods in Clinical Psychology (3 quarter credits)
PSC-7072 Advanced Research Methods in Clinical Psychology II (3 quarter credits)
PSC-7080 Data Analysis Strategies in Clinical Psychology (3 quarter credits)
PSC-7090 Affective Bases of Behavior (3 quarter credits)
PSC-7160 Lifespan Development II: Adult (3 quarter credits)

Assessment Courses

PSC-7200 Cognitive Assessment (2 quarter credits)
PSC-7201 Cognitive Assessment Lab (1 quarter credit)
PSC-7210 Psychodiagnostic Assessment (2 quarter credits)
PSC-7211 Psychodiagnostic Assessment Lab (1 quarter credit)
PSC-7220 Projective Testing (2 quarter credits)
PSC-7221 Projective Testing Lab (1 quarter credit)
PSC-7230 Neuropsychological Assessment (2 quarter credits)
PSC-7231 Neuropsychological Assessment Lab (1 quarter credit)

Intervention and Professional Courses

PSC-7101 Family Systems II (3 quarter credits)

PSC-7111 Advanced Family Therapy (3 quarter credits)
PSC-7120 Couples Therapy (3 quarter credits)
PSC-7130 Child & Adolescent Psychotherapy (3 quarter credits)
PSC-7140 Family Violence (3 quarter credits)
PSC-7150 Addictive Behaviors (2 quarter credits)
PSC-7300 Introduction to Family Forensic Psychology & Family Law (3 quarter credits)
PSC-7310 Assessing Families & Children in the Legal Context (3 quarter credits)
PSC-7320 Expert Testimony (1 quarter credit)
PSC-7330 Child Custody Evaluation (2 quarter credits)
PSC-7340 Mediation & Conflict Resolution (3 quarter credits)
PSC-7400 Integrating Science & Practice (3 quarter credits)
PSC-7410 Clinical Issues in Multicultural Psychology (3 quarter credits)
PSC-7420 Legal & Ethical Issues (3 quarter credits)
PSC-7430 Teaching Psychology (2 quarter credits)
PSC-7442 Professional Seminar IV: Advanced Clinical Skills (2 quarter credits)
PSC-7501 Professional Seminar III: Case Conference (3 quarter credits)
PSC-7510 Practicum I (3 quarter credits)
PSC-7520 Practicum II (3 quarter credits)
PSC-7530 Practicum III (3 quarter credits)
PSC-7540 Practicum IV: Supervision & Consultation (3 quarter credits)
PSC-7550 Practicum V: Integrating Family Forensics (3 quarter credits)

Workshops

WRK-7010 Psychopharmacology for Psychologists (0 quarter credits)
WRK-7020 Academic Writing in Psychology (0 credits)
WRK-7040 Advances in the Diagnostic & Statistical Manual (0 quarter credits)

Dissertation Coursework

DC-7000 Dissertation Continuation (0 quarter credits)
PSC-7600 Clinical Dissertation Seminar I (3 quarter credits)
PSC-7610 Clinical Dissertation II (3 quarter credits)

Internship

PSC-7901-7908 Internship (1 quarter credit)

Graduate Education Programs

****PLEASE NOTE: AUSB's Education degree programs and credential offerings are currently being revised and realigned with CTC requirements. Please check with your academic advisor for the most up-to-date degree requirements. No current revisions lengthen a student's anticipated time to complete a program or result in increased cost to the student.****

Since Antioch was founded in 1852 by Horace Mann, the grand architect of U.S. public education, its mission has been the education of the whole person—character, intellect and spirit. The Credential and Master's Programs in Education continue the tradition of social justice and equity in education.

Antioch considers teaching one of the most important professions and ranks teacher preparation among its highest priorities.

Programs of Study

- Master of Education with Multiple Subject Teaching Credential (MEd/TC)
- Master of Education with Mild Moderate Teaching Credential (MEd/TC)
- Induction Program

2020-2021 Tuition and Fees

Unit	Tuition
Tuition Per Quarter Unit	$ 664
13-23 Quarter Units per term	$ 6,648
6-12 Quarter Units per term	$ 3,987

University Fees

Master of Education and Multiple Subject Teaching Credential (MEd/TC)

Required Credits for Degree: 90-96 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Antioch University recognizes that good teaching requires a complex set of knowledge and skills that take commitment and time to develop. In order to develop this competence, Antioch offers its Master of Education degree in combination with credential preparation in a five-quarter program beginning in summer and ending the following summer.

The Multiple Subject Credential Program

- Offers an exciting alternative to traditional programs by emphasizing a full year of actual classroom experience along with comprehensive coursework.
- Provides students with the knowledge and pedagogical skills to address the Common Core State Standards using a progressive approach to theory and practice.
- Uses ethnographic methods to deepen knowledge about teaching and learning.
- Supports candidates to develop an area of expertise and confidence to provide leadership within the school community.

- Prepares effective teachers, with research-based practice, who have the professional skills to influence change in their schools, and to address social justice and ecological literacy through education.
- Teaches candidates to create classrooms and school communities where all members develop as whole human beings.
- Provides constructivist theories, progressive teaching methods and experience appropriate for effective work in low-performing schools where inequities are most prominent.
- Prepares elementary school teachers who empower their students through literacy, are knowledgeable about building character and citizenship skills, and are prepared to engage in school reform.

The Master of Education & Teacher Credentialing Program (MEd/TC) is a five-quarter cohort model. It begins in summer of the first year and ends in the summer of the following year, with four full-time quarters, summer through spring, followed by a fifth, half-time, low residency quarter. The first four quarters include a full school year of fieldwork concurrent with carefully sequenced coursework. Candidates who have completed all course and field work and successfully met all additional requirements are recommended for the California Preliminary Multiple Subject Teaching Credential at the end of the fourth quarter. The low residency 5th quarter allows candidates to search for teaching positions outside of the local area while they complete their Master's Projects.

Field Experience

The carefully sequenced Field Practicum/Student Teaching Curriculum provides a structure for candidates to not only put into practice what they learn in coursework, but also to reflect critically on that practice. In each placement, candidates learn to work effectively with diverse students—a primary objective of the program. They practice research-based teaching strategies and differentiated instruction to meet the academic and social needs of all students in the classroom.

The Field Practicum/Student Teaching Curriculum is designed to meet the standards of the California Commission on Teacher Credentialing, the educational requirements of the MAE/BC or MEd/TC Programs, the professional development needs of candidates, and the needs of the communities that candidates serve. In addition to developing candidates' instructional competencies, the Field Practicum/Student Teaching Curriculum enhances social change skills. Through reflection and application of theory, research, pedagogy, personal philosophy, and interpersonal interaction, candidates construct their professional theory of practice. Moreover, candidates learn how to identify the specific needs of culturally different communities and to work with them in responsive ways. Finally, candidates contribute their excitement to those communities about teaching, enthusiasm about learning, and optimism and vision about social change. All candidates begin the graduated Field Practicum sequence during their first quarter of enrollment. Assignments are developmentally sequenced, to gradually prepare for full-time teaching responsibilities. All university supervision of field work and student teaching is conducted by faculty who are thoroughly familiar with the mission and learning objectives of the entire program and who are current in their knowledge of the Common Core State Standards.

Admission Requirements

- Official transcript from a regionally-accredited college or university indicating Bachelor's degree conferral

- Two letters of recommendation
- Resume
- CBEST test scores, or proof of registration for the CSET Writing Skills exam (for credential programs only)
- CSET: Multiple Subjects exam, proof of registration or scores (for credential programs only)
- Admission essay

Plan of Study

Quarter 1 (Summer) 14-20 quarter credits

Prerequisites to the program:

HDV-4550.SB Child Development & Learning (3 quarter credits)
HDV-4581 Language Development & Acquisition (3 quarter credits)

Core Courses:

TEP-5051.SB Reading Instruction in the Elementary School Classroom (2 quarter credits)
TEP-5360.SB Foundations of Social Justice (4 quarter credits)
TEP-5361 Foundations of Social Justice Education Lab (1 quarter credit)
TEP-5370.SB Mediation & Conflict Resolution in Schools (3 quarter credits)
TEP-6011 Social & Legal Dimensions of Special Education (2 quarter credits)
TEP-6012 Teaching & Accommodating Students with Disabilities (1 quarter credit)
TEP-6350 Research Ethics for Human Subjects (1 quarter credit)

Quarter 2 (Fall) 23 quarter credits

TEP-5052 Reading Instruction in the Elem School Classroom (1 quarter credit)
TEP-5070.SB Real World Mathematics (3 quarter credits)
TEP-5191 Educational Technology for Universal Design (3 quarter credits)
TEP-5330.SB Field Practicum (10 quarter credits)
TEP-5380.SB Classroom Organization: Theory & Practice (3 quarter credits)
TEP-6141 Inquiry Project Planning (3 quarter credits)

Quarter 3 (Winter) 23 quarter credits

TEP-5040.SB Social Science & Children's Experience (3 quarter credits)
TEP-5110.SB Language Arts Curricula: Theory & Methods (3 quarter credits)
TEP-5121 Student Teaching with Professional Seminar I (12 quarter credits)
TEP-5130.SB The Arts and Culture in Language (3 quarter credits)
TEP-6161 Inquiry Project Data Collection & Beginning Analysis (2 quarter credits)

Quarter 4 (Spring) 21 quarter credits

(Multiple Subject Teaching Credential Curriculum completed after Quarter 4)

TEP-5100.SB Science: Discovery Teaching, Action Learning (3 quarter credits)
TEP-5151 Student Teaching & Professional Seminar II (12 quarter credits)
TEP-6021 Advocacy & Activity for Healthy Children (3 quarter credits)

TEP-6191 Inquiry Project Data Collection & Analysis (3 quarter credits)

Quarter 5 (Summer) 9 quarter credits

TEP-6212 Portfolio Development (6 quarter credits)
TEP-6310 Resilience & the School Community (3 quarter credits)

* Additional Requirements for the Multiple Subject Credential

- Passage of the CBEST and CSET
- Successful completion of all courses in the required sequence of instruction
- Passage of the RICA (Reading Instruction Competence Assessment)
- Successful completion of student teaching
- Successful passage of the edTPA
- Completion and documentation of the U.S. Constitution requirement
- Recommendation by the Program Chair on completion of the course of study
- Completion of Adult, Infant, and Child CPR

Master of Arts in Education with M/M Education Specialist Credential

Required Credits for Degree: 54 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

This 5 quarter (15-month) program designed for teachers who already possess a multiple subject or single subject credential weaves the requirements for the Preliminary Education Specialist Instruction Credential: Mild-to-Moderate Disabilities with coursework leading toward a Master of Arts in Education degree. The collaborative, cohort-based model is the ideal setting to learn essential skills related to student advocacy and working within diverse and inclusive classrooms.

Candidates experience two sequences of course content: **Credential and Research specific**.

Credential-specific Sequence

The credential sequence is a collection of courses that prepares candidates to provide instruction, assessment, and support to students with mild-to-moderate disabilities. Courses in the credential-specific sequence include student-teaching accompanied by a professional seminar for two quarters.

Students will also:

- Explore topics of personal and professional interest and to examine their potential roles as leaders in a reflective community of learners
- Have opportunities to reflect on their own strengths and challenges and to examine their own reasoning, values, and interpersonal skills.
- Have two quarters (six months) of student-teaching in a K-12 special education setting

- Learn and develop skills necessary to work with second language learners' English Language Development

Special Education Program

Candidates in the MA in Education with M/M Educational Specialist Credential program who are teachers with intern credentials use their own classrooms to satisfy the fieldwork requirements. They are supervised by district appointed personnel in addition to Antioch University Santa Barbara Field Supervisors.

Research Sequence

Each of the research courses will focus on applying the material studied and the development of effective interpersonal group skills. Students will address contemporary problems, participate in active problem solving, and work collaboratively in groups.

Candidates in the program complete a thesis. The research course sequence prepares students to write the literature review methods, data analysis and discussion sections of their research project.

Admission Requirements

- Official transcript from a regionally-accredited college or university indicating Bachelor's degree conferral
- Two letters of recommendation
- Resume
- CBEST test scores, or proof of registration for the CSET Writing Skills exam (for credential programs only)
- CSET: Multiple Subjects exam, proof of registration or scores (for credential programs only)
- Admission essay

Plan of Study

Quarter 1 (Summer) 3-8 quarter credits

TEP-5051.SB	Reading Instruction in Elem Classrooms (2 quarter credits)*
	*This course is required for Secondary Teachers who have not passed RICA.
TEP-6300.SB	Social Justice Education (3 quarter credits)**
	**Not required for candidates who earned a Multiple Subject credential at AUSB.
TEP-6350	Research Ethics for Human Subjects (1 quarter credit)
TESE-5361	Exploratory Practicum in Special Education (1 quarter credit)
TESE-6011	Individualized Education Design and Policy Implementation (1 quarter credit)

Quarter 2 (Fall) 8-10 quarter credits

TEP-5052	Reaching Instruction in Elem Classrooms (1 quarter credit)*
	*This course is required for Secondary Teachers who have not passed RICA.
TEP-6140	Educational Research (3 quarter credits)

TESE-5140.SB Intro to Autism Spectrum Disorder (1 quarter credit)
TESE-5192 Assistive Technology Applications for Students with Mild to Moderate Disabilities (1 quarter credit)**
**Not required for candidates who earned a Multiple Subject credential at AUSB.
TESE-5380 Comprehensive Behavior Assessment and Positive Behavior Support (3 quarter credits)
TESE-6012 Individualized Education Design and Policy Implementation (1 quarter credit)

Quarter 3 (Winter) 13-15 quarter credits

TEP-6160 Educational Research (3 quarter credits)
TESE-5090.SB Assessment in Special Education (3 quarter credits)
TESE-5110 Language Arts Curricula: Theory & Methods (2 quarter credits)
TESE-5160.SB Understanding and Teaching Students with Mild and Moderate Disabilities I (4 quarter credits)
TESE-5122 Student Teaching Mild/Moderate with Professional Seminar I (3 quarter credits)

Quarter 4 (Spring) 15-18 quarter credits

TEP-6190 Producing & Disseminating Educational Research (3 quarter credits)
TEP-6310 Resilience Education (3 quarter credits)*
*Course can also be taken in Summer 1 or 2
TESE-5152 Student Teaching Mild/Moderate with Professional Seminar II (3 quarter credits)
TESE-5170.SB Understanding and Teaching Students with Mild and Moderate Disabilities II (4 quarter credits)
TESE-5180.SB Family Dynamics and Communication for Special Education Services (3 quarter credits)
TESE-5362 Exploratory Practicum in Special Education (1 quarter credit)
TESE-5411 Intro to Autism Spectrum Disorder II (1 quarter credit)

Quarter 5 (Summer) 6 quarter credits

TEP-6211 Thesis Study (6 quarter credits)*

Six to nine units a quarter is considered part time. Ten to fifteen units a quarter is considered full time.

*Candidates who have a single Subject credential must take the Reading Instruction course and PASS RICA in order to be eligible for the Education Specialist Credential.

**Candidates who received a Multiple Subject credential at AUSB have already taken this course.

NOTE: Candidates who already possess a Multiple or Single Subject Ryan CLAD or 2042 Credential may take the MAE courses in addition to their Education Specialist courses to earn the Master of Arts degree in Education.

Induction Program

Required Credits for Degree: 9-12 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Formerly known as the Clear Credential program.

AUSB offers Induction pathways to clear your preliminary single subject, multiple subject, education specialist or single subject teaching credential: a two-year program, and a one-year early completion option.

Our traditional **two-year pathway** through induction allows new teachers to work on individualized growth goals alongside a site-based and university-based mentor, taking time over the two years to grow their practice in a community of other educators, as they work to clear their credential.

The **one-year pathway** is designed for candidates who have been teaching for three or more years and can demonstrate competency as a teacher. Candidates in the one-year program will also work toward developing and meeting individualized growth goals with the support of a site-based mentor and collegial university-based group.

In both options, candidates choose an area for mentorship based on their Individualized Learning Plan. The mentorships are offered to support candidates in meeting their individualized growth goals.

Admission Requirements

1. Complete our online application.
2. Include the following in your application:
    - Resume/CV
    - Teaching credential
    - Essay

2020-2021 Tuition and Fees

Program	Tuition
Tuition for 2-year program (includes fees)	$ 4,425
Tuition for Early Completion Option (includes fees)	$ 3,825

Plan of Study

One-Year Pathway

Quarter 1 (Fall) 3 quarter credits

TEP-6224 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6501 Fieldwork with Mentoring (1 quarter credit)

Quarter 2 (Winter) 3 quarter credits

TEP-6225 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6502 Fieldwork with Mentoring (1 quarter credit)

Quarter 3 (Spring) 3 quarter credits

TEP-6226 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6503 Fieldwork with Mentoring (1 quarter credit)

Two-Year Pathway

Quarter 1 (Fall) 3 quarter credits

TEP-6224 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6501 Fieldwork with Mentoring (1 quarter credit)

Quarter 2 (Winter) 3 quarter credits

TEP-6225 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6502 Fieldwork with Mentoring (1 quarter credit)

Quarter 3 (Spring) 3 quarter credits

TEP-6226 Professional Inquiry & Collegial Observation (2 quarter credits)
TEP-6503 Fieldwork with Mentoring (1 quarter credit)

Quarter 4 (Fall II) 1 quarter credits

TEP-6504 Fieldwork with Mentoring (1 quarter credit)

Quarter 5 (Winter II) 1 quarter credits

TEP-6505 Fieldwork with Mentoring (1 quarter credit)

Quarter 6 (Spring II) 1 quarter credits

TEP-6506 Fieldwork with Mentoring (1 quarter credit)

Graduate Creative Writing Programs

Master of Fine Arts in Writing and Contemporary Media

Required Credits for Degree: 48 semester credits

Standard Mode of Instruction:

Program Overview

In AUSB's Master of Fine Arts in Writing & Contemporary Media program, students learn the craft of professional storytelling. Whether students prefer writing for the stage, the screen, or new media, they will discover how to use the fundamental elements of narrative to craft stories. When students complete the MFA degree, they will have a high quality product in their chosen genre and will be prepared to apply their skills as a writer.

AUSB's student-centered MFA program empowers writers to explore the ever-changing landscape of storytelling through numerous genres: film and television, stage, and Internet. Through intensive study and mentorship, students strengthen their creative thinking and writing skills, applying those skills to their chosen focus. With this balance of creative expression and practical application, our graduates are able to:

- Write creatively and persuasively across a range of genres and formats
- Employ a full range of story-crafting techniques in various professional settings
- Understand how to match the right creative goal with the right genre and media platform
- Understand how to market and sell their own creative product

MFA Program Design

The AUSB low-residency MFA program consists of 48 semester credits of coursework completed over four semesters. Each semester begins with a 7-day residency in our picturesque Santa Barbara setting, in which students and faculty engage in intensive study and community-based learning. The remainder of the semester takes the collaborative process into our virtual setting, allowing students the freedom to pursue their creative projects with continued mentorship from their instructor.

Residencies

The Residency is an essential part of the AUSB MFA experience. Students spend an intensive week immersed in craft seminars, writing workshops, and developing an individualized reading and writing plan for the coming semester under the guidance of a mentor who is an expert in the student's chosen genre of writing. Residencies also typically include guest artists. Recent guest artists include Pulitzer Prize-winning novelist and screenwriter Richard Russo, acclaimed screenwriter Leslie Dixon, and writer/directors Jane Anderson, Billy Ray, and WarnerMedia Entertainment Senior Vice President Kelly Edwards.

Project Periods

After each residency, students return home and begin a 20-week project period. During this time, each student will submit 5 packets of work to their mentor. Each packet will contain 25-30 pages, which will include both scholarly and creative writing. Students will read at least two books, plays or screenplays during each packet period, and will write a short annotation of each work read.

During the student's final two semesters, they will create a final manuscript or project appropriate to their chosen genre. For example, a screenwriter would create a polished draft of a feature-length screenplay. Or a TV writer might create a pilot script for a series as well as a second episode script. For emerging media, the length and format of the project will be determined in consultation with a faculty mentor.

Admission Requirements

Criteria

The MFA in Writing & Contemporary Media program seeks applicants who want to participate effectively as writers in professional, academic, and community settings; want to develop their skills in the craft of writing; care deeply about the role of the arts and artists in society; and share a commitment to and appreciation for culturally diverse writers and traditions. The program upholds Antioch University Santa Barbara's tradition of honoring both academic and experiential learning. Applicants must be self-motivated individuals who are able to work independently in a distance-learning format. Program participants must have access to a computer, Microsoft Word, and the Internet.

Deadlines

Admissions for this program are rolling. The MFA Summer/Fall term begins mid-June, and the Winter/Spring term begins mid-December.

International Students

Please note: AUSB's MFA Program does not provide Visa credentials for international students.

Application Requirements

1. Complete the online admissions application
2. Complete and submit the Admission Essay.
3. Send in all official transcripts indicating bachelor's degree conferral from a regionally accredited institution.
4. Submit a sample of writing, media, or production work.

2020-2021 Tuition and Fees

Master of Fine Arts	Tuition
Tuition Per Semester Unit	$ 840

University Fees

Plan of Study

Program credit requirements (48 semester credits)

CRW-5101 Residency & Project Period I (12 semester credits)
CRW-5201 Residency & Project Period II (12 semester credits)
CRW-5301 Residency & Project Period III (12 semester credits)
CRW-5401 Residency & Project Period IV (12 semester credits)

Antioch University Seattle

Since its founding in 1975, Antioch University Seattle has been an institution of choice in the Pacific Northwest for adult students who want higher education to reflect their interests and commitments. Our academic programs prepare learners for meaningful engagement with professions that reflect Antioch's social justice mission by integrating the elements of that mission into their curriculum. Our programs in Psychology, Counseling and Therapy focus attention on social equity in order to graduate professionals who can understand multiple perspectives and support clients whose struggles are compounded by inequities. Our education programs engage future teachers and educators in developing skills and perspectives that improve lives throughout the region. And our Bachelor's degree completion program provides a unique opportunity to students who have struggled to finish in more traditional settings through an engagement with the liberal arts and advanced undergraduate work in a discipline that might lead to a profession. At Antioch University Seattle, we are committed to an inclusive, caring environment in which student learning and growth is the priority of every member of our community.

The Antioch University Seattle campus is located in a modern building in the heart of the Belltown neighborhood, near Seattle's downtown core and just a few short blocks from Seattle Center and the Space Needle. The campus houses classrooms, a library, computer access, art studio, dining hub, and study spaces. The campus is designed to be accessible to everyone, regardless of physical ability. AUS also hosts a number of low-residency and hybrid programs that offer maximum flexibility for working students or students outside of the Seattle area.

Sincerely,

Ben Pryor

Provost, Antioch University Seattle

Campus Leadership

Provost: Ben Pryor
Associate Provost, Chief Student Services Officer: Erica Holmes
Director of Student Accounts: Jon Stevens
Director of Financial Aid: Dan Malcore
Associate University Registrar: Rachel Keil
Director of Disability Support Services: Jill Haddaway
Primary Designated School Official (international student support): Heather Howell
School Certifying Official (VA Benefits): Jon Stevens
Director of Library Services: Bev Stuart

Campus Calendar

Please click here to view the Antioch University Seattle Academic Calendar.

Undergraduate Programs

Credits for Degree: 180 quarter credits

Standard Mode of Instruction: Classroom

Degree Credits

As this is a degree completion program, a minimum of 36 quarter credits in transfer is required. The degree requires a total of 180-quarter credits; a maximum of 120 lower division credits, plus a minimum of 60 upper division credits. A minimum of 45 residency credits must be earned at Antioch. Degree requirements can be met with a combination of transfer credits, prior learning credits (documented learning from life experience, maximum of 45 quarter credits) and current Antioch University credits.

Translating Prior Learning into College Credit

All Antioch Seattle Undergraduate programs honor the achievements and knowledge that adult learners have gained in the real world. Therefore, students have an option to earn academic credit for college-level knowledge and skills acquired outside the classroom prior to enrollment. For example, adults who have studied art, learned management skills working in an office or investigated theories of child development while raising their own children can receive college credit for the knowledge gained from these activities. Students can earn up to 45 credits for Prior Learning within the BA in Liberal Studies Program.

To gain credit for learning from work and life experience, students prepare documentation (including competency statements and narratives spelling out the learning) and then demonstrate this learning to qualified evaluators, who may be Antioch faculty or outside professionals who serve, for this purpose, as consultants. Receiving credit for prior learning happens through a carefully structured process that helps students to identify and organize the knowledge and skills they have gained through experience and connect that experience to more theoretical knowledge. Credit is granted for the college-level learning that has resulted from that experience. To obtain these credits, students first complete a zero credit/no cost workshop, *Documenting Life Learning,* to figure out what areas they could earn college credit in. Then students register for a course titled *Writing Prior Learning* that helps them document their prior learning, preparing them for the expert evaluator review and assessment.

Shared Student Learning Outcomes

Graduates of the Bachelor Programs can expect to evidence the Shared Learning Outcomes common to all AU undergraduate programs:

- Engage in critical inquiry that employs relevant sources and methods
- Consider diverse perspectives including opposing points of view and marginalized voices
- Connect learning with theories and experience through reflective practice
- Analyze power, oppression, and resistance in pursuit of justice
- Communicate effectively in oral, written, and visual forms
- Examine issues in both local and global contexts

General Education Requirements & Liberal Arts Core Competency Demonstration

To meet the general education requirements each student must transfer in or take a minimum of 6 quarter credits in each of Communication, Arts & Humanities, Science & Qualitative Reasoning, and the Social Sciences. In addition, each student presents evidence by graduation of competency in the breadth and depth of a liberal arts degree through a portfolio of best work.

Required Liberal Arts Courses

Students register for a minimum of 20 (and up to 28) quarter credits from required courses.

Elective Liberal Arts courses

Students will have access to a wide variety of courses from which to fulfill General Education and Liberal Arts core competency requirements. These range from Arts & Literature (e.g. Ceramics, Socially Engaged Community Art, Postcolonial Narratives, Fiction Writing); to Media & Communications (Media for Social Change, Documentary Film); Global & Social Justice (Translating Gender, Climate Change Activism, LGBTQ Studies, Wealth & Poverty);Leadership & Business (The Resilient Leader, Narrating Change-Stories for Collective Action, Sustainable Business Development); Spiritual Studies (Dreams & the Earth, Buddhism East & West, Eco-Spirituality); Urban Ecology (Urban Agriculture, Environmental Racism, Political Ecology of the Skagit River); and interdisciplinary seminars (War & the Soul; When a Community Weeps, Birds in the Human Imagination and in the Field).

Admission Requirements

Applicants to the BA programs are expected to have the following:

- A minimum of 36 transferable quarter credits
- Upper division writing and critical thinking skills
- Strong aptitude to work collaboratively with others in an interactive learning environment
- Interest in pursuing career paths and/or graduate study related to health counseling and psychology (BA in Health Counseling and Psychology)

2020-2021 Tuition and Fees

Undergraduate Tuition	Per Credit
BA Completion Programs	$ 600

University Fees

Bachelor of Arts in Liberal Studies

Program Overview

In line with the mission of Antioch University, the BA in Liberal Studies degree completion program is a 180-quarter-credit program built on principles of rigorous liberal arts education, lifelong learning and social responsibility. Guided by these principles, the curriculum places the student at the center of their learning process. Antioch offers a bachelor's degree completion opportunity for self-directed learners ready to steer their own educational pathways.

Students come to AUS with backgrounds ranging from recent community college experience to students with up to 30 or more years of work and life experiences. Students in the BA in Liberal Studies Program may have accumulated college credits from other accredited institutions, from recognized testing processes, from military service, and/or from prior learning experience. From these diverse backgrounds, BA Liberal Studies students, with faculty guidance, design their own plans of study to round out liberal arts learning outcomes and focus on an area of personal and career interest.

The BA degree completion program is designed to meet learners where they are personally, professionally and academically. Antioch's BA in Liberal Studies program is meant for the learner who is planning, among other things, to:

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

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

All these students share:

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

Customization is Key

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

MA/Graduate Pathway (12 overlapping credits)

The MA pathway provides an accelerated route for qualified students in the BA in Liberal Studies Program to transition into a graduate program at Antioch University while completing their undergraduate coursework. The Pathway requires acceptance into an Antioch Master's degree program, of which there are many options in Psychology and Education. Students apply to the MA program when they are within approximately 3-4 quarters of finishing their BA. If accepted into an MA program, the student launches into the first 12 credits of their graduate program while completing the BA in Liberal Studies degree.

Core Curriculum

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

Areas of Academic Concentration

In consultation with their academic advisors, students create a concentration that is in many ways like a traditional academic major. The significant difference is that students help design the combination of courses that make up their area of concentration, creating a unique mix of lower and upper division, and interdisciplinary coursework. In this way, students develop an area of concentration around their intellectual interests and career goals, drawing on past or current passions to shape concentrations that prepare them for graduate study or future career changes.

Concentrations require a minimum 40 quarter credits of coursework, comprised of transfer courses, prior learning, Antioch courses, independent studies, service learning, internships, and other learning activities. Concentrations must include a minimum 3 credits of community-based learning, and a final, capstone/senior synthesis project.

Students choose concentrations in one of two ways: 1) Individualized Concentrations are created through a degree committee structure, where the student, an academic advisor and two community advisors guide the student to design learning activities to form a coherent plan of disciplinary or interdisciplinary study, named by the student. Or, 2) Students choose one of the several areas of concentration established by the BA faculty drawing from a curriculum designed specifically to support these fields of study. In either instance, the student develops a learning plan with advisor approval to fulfill the area of concentration requirement.

Optional Emphasis Areas (12 quarter credits minimum)

Students may elect an 'emphasis' of in-depth study within their area of concentration. These emphasis areas provide students with a specialized area of knowledge and skills. Emphasis areas are framed by

the student, approved by the academic advisor, and must comprise at least 12 quarter credits that cohere around a central topic.

Area of Concentration Options

Arts and Literature Area of Concentration

The goal of the Arts and Literature concentration is to prepare students to work in fields such as writing, publishing, film, visual and performing arts, curating, and arts management. Arts and Literature is defined broadly to include art, theater, fiction and nonfiction writing and other forms of creative expression. While they often choose to focus on either creative writing or the visual and performing arts, students are required to engage in cross-disciplinary studies, including a critical understanding of creative expression across and within cultures, and in historical and contemporary contexts. They are encouraged to gain hands-on experience through internships, collaborations with local businesses or community art, history and literary organizations. The Arts and Literature concentration allows students flexibility to tailor their plans of study classes to particular interests. It also prepares students for graduate studies in a variety of fields.

Communication and Media Area of Concentration

The goal of this concentration is to prepare students to work in fields such as digital media, film, education, hypermedia, community journalism, advocacy and public relations. Students also acquire the necessary prerequisites for successful graduate study. While students may choose to focus on one area in communication, the concentration encourages cross-disciplinary study. They are encouraged to develop proficiency in at least one medium of communication, such as video, radio, graphic design, photography, writing or public speaking, and to gain real-world experience in at least one profession-related communication area, such as video production, journalism, podcasting, social justice advocacy, community relations or event planning.

Education Area of Concentration

The goal of the education concentration is to support students who eventually want to become classroom teachers and/or work in student support roles in schools, or serve as leaders in schools, colleges or community-based educational programs. Our coursework emphasizes models for transformative education, and the need for equity, justice and systems reforms throughout all forms and levels of education. Students with an education concentration may be early childhood educators needing to complete a BA, interested in preparing for a teacher's credential program through Antioch's graduate programs in Education, or aiming to start their own mission & justice driven educational program.

Global and Social Justice Studies Area of Concentration

The goal of the Global and Social Justice Studies concentration is to prepare students to work within global and social justice organizations (e.g. nonprofit, governmental, educational, political, labor, philanthropic, humanitarian, and/or community-based organizations). Students interested in addressing urgent social problems, strengthening their own civic engagement, and/or pursuing graduate studies are encouraged to participate in this concentration. Global and Social Justice Studies

foregrounds the important role social movements – consisting of diverse youth, workers, indigenous communities, religious leaders, women, artists, cultural workers, and committed individuals of every color - have played throughout history in creating a more peaceful global society. Through coursework and community-based learning opportunities, students will gain various political, theoretical, and organizational skills necessary to foster the conditions for empowerment and transformation within themselves as well as with their respective communities.

Leadership and Sustainable Business Area of Concentration

This concentration prepares students for work in fields such as management, organizational development, human resources, training, business, social entrepreneurship, sustainable systems design, public policy, community development, and leadership in areas from education to health care and social services. Students completing this concentration also acquire the necessary prerequisites for successful graduate study in these fields. Leadership & Sustainable Business engages students in reflective inquiry into the nature of dynamic leadership and resilient organizational life, with a particular emphasis on facilitating systemic and participatory change in a quickly evolving, interconnected and multicultural world. Studies in this area emphasize an ethic of social responsibility and entrepreneurial innovation driving business decisions and functions, along with concern for environmental sustainability and financial resilience within a just global economy.

Psychology and Counseling Area of Concentration

The goal of the Psychology and Counseling concentration is to prepare students for both graduate study in psychology or social work and/or work in the field, with the ultimate goal of working as case management, advocacy or counseling professionals. Students with interdisciplinary interests in areas such as art and psychology (or art therapy), drama and psychology (drama therapy) or writing and psychology, might also pursue this structured concentration. In addition, students with a BA degree might pursue this concentration if they are interested in working in case management, advocacy, community organizing, human service delivery, social justice work within human services, or related policy work. Viable employment options for students completing this area of concentration include work within non- profit organizations that address such needs as homeless youth and/or adults, people with disabilities, survivors of domestic violence and sexual assault, or within city, county or state (DSHS) human services departments.

Spiritual Studies Area of Concentration

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

Urban Ecology Area of Concentration

This concentration prepares students for work and/or graduate studies in a wide range of fields, including: social entrepreneurship, community development, social change advocacy, environmental stewardship, climate change activism, urban environmental education, public policy & law, urban design and government agencies (departments such as parks, utilities, social services or neighborhoods). A highly interdisciplinary concentration, Urban Ecology engages students in the study of political economy, food systems, environmental justice, cultural studies, policy studies, urban planning, education and social change. This concentration educates students to take innovative leadership roles with communities facing the challenges and opportunities of dense urbanization, a growing urgency for social justice, and quickly evolving environmental conditions. Graduates with this concentration are committed to nurturing resilient communities in which residents thrive culturally, psychologically, spiritually, and economically.

Individualized Area of Concentration

If none of the above choices works, a student can design their own academic concentration. Students who choose the individualized option work with a degree committee composed of the student, their academic advisor, and two specialists in the area of concentration. Degree Committees meet three times spaced over the student's time at Antioch to help design and, in the end, evaluate the student's program. For example, a student who studies psychology, art and social justice may have committee members from the community who are art therapists or are working in mental health clinics for disenfranchised people. These concentrations are shaped to personal interests and often cross disciplines.

Examples of individualized Areas of Concentration from recent graduates are:

- Sustainable Communities
- Change Management
- Somatics, Psychology and Dance
- Children, Family and Community
- Film and Social Change
- Culinary Anthropology

Plan of Study

Interdisciplinary Core Required Courses (20-28 quarter credits)

LIB-3010	Liberal Studies Seminar (3-4 quarter credits)
LIB-3020	Diversity, Power and Privilege (3-4 quarter credits)
LIB-4400	Competency Integration Seminar (1-2 quarter credits)
LIB-4450	Senior Synthesis Seminar (1-2 quarter credits)
LIB-4500	Senior Synthesis Project (2-6 quarter credits)
WRTG-4050	Writing in Academic Contexts (3 quarter credits)
WRTG-4060	Inquiry and Research (3 quarter credits)

A Writing Intensive ("W") Course (4 quarter credits)

Arts and Literature Area of Concentration

Possible Coursework

- American Family in Literature & Film
- Literature of Protest
- Literature for the new Millennium
- Gender, Danger and Desire in Fairy Tales
- LGBTQ Literature
- Post-Colonial Literature & Theory
- Pacific Voices: Asian American Literature
- Global Lenses: Social Issues in Narrative Film
- Poetry for an Age of Anxiety
- Poetry as Medicine: Healing Narratives
- Spoken Word: & Performance Poetry
- Writing Short Stories
- Writing Supernatural Narratives
- Nature Writing in the Urban Wild
- History of Color
- Collage: Multi Media Experiments on Paper
- Mural Painting
- Socially Engaged Art
- High Kitsch
- Spectacular! Art & Distraction
- Of Hands & Earth, Soul & Fire: Creative Expression in Clay
- Gesture in Sculpture
- Digital Self-Marketing

Sample Community-Based Learning Experiences:

- Designed original logos and set up a website for a start-up
- Work with nonprofits to create art, theatre and dance programs in local schools.

Sample Synthesis Projects:

- Curated an art show
- Completed the first draft of a science fiction novel
- Staged a reading of one act of an original play
- Painted a series of portraits

Communication and Media Area of Concentration

Possible Coursework:

- Critical Media Studies
- Visual Fieldwork
- Community Voices (radio)

- Documentary Film (video)
- Citizen Journalism
- Global Media and Resistance
- Intercultural Communications
- Media for Social Change
- Media Psychology
- Fake News, Journalism & Politics
- Surveillance
- Digital Self-Marketing

Sample Community-Based Learning Experiences:

- Produced and directed short videos with nonprofits
- Interned with local news organizations
- Apprenticed with graphic designers at a local firm
- Designed public relations and outreach materials for a small business

Sample Synthesis Projects:

- Shot and edited a documentary about the ecosystem and marine life in Puget Sound
- Developed a strategic communication campaign to raise awareness about healthy eating
- Organized nonviolent communication workshops dealing with domestic violence
- Hyper-local reporting: writing for community papers and blogs
- Internship with a local TV station

Education Area of Concentration

Possible Coursework:

- Critical Pedagogies
- Diversity & Equity
- Leadership & Reform
- Education Toward Food, Community & Citizenship
- Community Organizing in Action
- Civil Rights Tour
- Facilitating Participation
- Far-From-Equilibrium: Systems Perspectives on Change
- Mapping Worlds: Wayfaring at the Margins
- Ethics in Professional Settings

Sample Community-Based Learning Experiences:

- Work with nonprofits to create art, theatre and dance programs in local schools.

Sample Synthesis Projects:

- Develop a peer mentoring program for youth

- Creating a syllabus for a college course

Global and Social Justice Area of Concentration

Possible Coursework:

- Displaced Persons: Immigrants & Refugees
- Global Media & Resistance
- Environmental Racism; Environmental Justice
- Climate Change Activism
- Movements of the Marginalized
- Ethical Activism: Cultivating Hope for a Planet in Peril
- Critical Pedagogy
- Diversity & Equity in Education
- Leadership & Reform
- Civil Rights Tour
- Community Organizing in Action
- Far-From-Equilibrium: Systems Perspectives on Change
- Youth at Risk
- Applied Political Economy: Land & Life
- Wealth and Poverty
- Women's Health: Global Perspectives
- Post-Colonial Literature & Theory
- Sexualities. Genders & Identities
- Narrating Change: Stories for Collective Action
- Mapping Worlds: Wayfaring at the Margins

Sample Community-Based Learning Experiences:

- Women's Education Project
- Washington Fair Trade Coalition
- Social Justice Fund
- King County juvenile justice program
- Field based learning to organize/support an international human rights day event

Sample Synthesis Projects:

- Design and facilitate an educational curriculum related to social / global justice issue
- Design a community-based research project with a local organization
- Interview and document the "counter-narratives" of community activists
- Organize an International Human Rights Day event / symposium.

Leadership and Sustainable Business Area of Concentration

Possible Coursework:

- Leadership for Workplace Resilience

- The Mindful Leader
- Far-From-Equilibrium: Systems Perspectives on Change
- Narrating Change: Stories for Collective Action
- Coaching for Leadership & Change
- Case Studies in Leadership
- Facilitating Participation
- Community Organizing in Action
- Applied Political Economy: Land & Life
- Displaced Persons: Immigrants & Refugees
- Triple Bottom Line Accounting
- Entrepreneurial Finance
- Sustainable Business Development
- Business Systems & Impacts

Sample Community-Based Learning Experiences:

- Raising awareness about multicultural issues in one's work team/division
- Doing market research for a café and bookstore
- Assist a family owned business develop a human resources program
- Internship based on a project management initiative at work

Sample Synthesis Projects:

- Developing and implementing a volunteer training workshop
- Lead a change initiative at one's workplace
- Develop a business plan for a new environmental start-up
- Development of a sustainability transition plan for one's company
- Development of a triple bottom line accounting system for a family business
- Analysis of toxic waste disposal practices in a local medical facility & drafting a proposed set of waste reduction recommendations

Psychology and Counseling Area of Concentration

Possible Coursework:

- Developmental Perspectives
- Abnormal Psychology
- Counseling Role
- Health Psychology & Promotion
- Neuropsychology
- Biological Systems and Human Health
- Social Sciences Research
- Frontiers in Social & Cognitive Psychology
- Ethics in Professional Settings
- Intergenerational Trauma
- Grief & Loss
- Palliative Care & Bereavement Counseling

- Attachment & Attunement
- Relationships & Emotional Health
- Special Topics in Addictions
- Neurodiversity: Autism Myths & Marvels
- Depression & Anxiety
- Developing Somatic Awareness
- Feeding Ourselves
- Creative Arts Healing
- Applied Mindfulness
- When A Community Weeps

Sample Community-Based Learning Experiences:

- Volunteer with families in need at Fred Hutchinson Cancer Research Center
- Service learning project at Lambert House, which serves gay, lesbian, bisexual, transgender and questioning youth
- Counseling internship with a mental health agency

Sample Synthesis Projects:

- Advocacy project working for human rights for those with mental illness
- Review of the research on the application of Dialectical Behavior Therapy to female adolescents with substance abuse problems
- Oral history project with family members examining the role of depression in three generations of women's lives

Spiritual Studies Areas of Concentration

Possible Coursework:

- Eco-Spirituality
- Depth Psychology: Wisdom of the Psyche
- Emergent Spiritualities: Contemporary Views on the Sacred
- Cultivating Gratitude
- Buddhism and Islam
- Zen and Taoism
- Hinduism: Embracing Multiplicity & Paradox
- The Warrior Spirit
- Divine Feminine
- Modernity & the Search for Meaning
- Mythologies of Grace
- Shadow & the World Soul
- Practicing Self-Compassion: Meditations on Self-Care
- Dreams and the Earth
- Descent into the Underworld
- Pilgrimage: Walking with Intention
- The Spiritual Psychology of the Human Heart

Sample Community-Based Learning Experiences:

- Internship with a youth rites-of-passage program
- Create and implement a workshop on Right Livelihood
- Lead a meditation group in a prison
- Apprentice in a hospice care program or nursing home

Sample Synthesis Projects:

- Write an essay on the spiritual foundations of addiction
- Present a workshop on spirituality and social change
- Go on a vision quest or pilgrimage and write about the experience
- Analyze world events from an Archetypal perspective
- Exhibit a series of paintings based on dreams

Urban Ecology Area of Concentration

Possible Coursework:

- Applied Political Economy: Land & Life
- Displaced Persons: Immigrants & Refugees
- Wealth and Poverty
- Post-Colonial Literature & Theory
- Global Media & Resistance
- Sustainable Cities: Water, Energy & Resource Flows
- Water Rights & Wars; Global Perspectives
- Urban Agriculture
- Environmental Racism, Environmental Justice
- Eco Spirituality
- Movements of the Marginalized
- Critical Pedagogy
- Community Organizing in Action
- Far-From-Equilibrium: Systems Perspectives on Change
- Facilitating Participation
- Narrating Change: Stories for Collective Action

Sample Community-Based Learning Experiences:

- Apprentice with a local artist, writer or film-maker focused on community issues
- Organize a speaker/lecture series on a global issue
- Training with an international NGO
- Practicum with a labor union or community-based organization
- Work with a Community Garden

Sample Synthesis Projects:

- Develop a project on local, sustainable agriculture in the greater Seattle area
- Design an advocacy project promoting outdoor recreation and experiential education for troubled youth in public high schools
- Research the effects of global warming on coastal urban areas
- Facilitate a community issues forum
- Compare and contrast different farming systems (agri-business, organic, bio-dynamic, and permaculture)
- Design an advocacy project promoting experiential environmental education for at risk youth in public high schools
- Oral history project dealing with an immigrant community

Bachelor of Arts in Health Counseling and Psychology

Program Overview

The BA in Health Counseling and Psychology at Antioch University Seattle is an applied degree completion program embedded within a liberal arts undergraduate framework. It is designed for those with an interest in working at the intersection of wellness and mental health. Students undertake foundational coursework in psychology, health sciences, mind-body integration, and counseling, as well as basic research skills and clinical fieldwork. Graduates emerge with an integrative understanding of-- and commitment to promoting-- physical health, mental health, and wellbeing. The program addresses biological, social and behavioral factors of health, as well as how culture, geography, race and experiences factor into physical wellness. Students completing the major will gain the following competencies:

- Develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors.
- Learn how psychological research methods, theories, and principles can be applied to create and enhance integrative approaches for promoting health and treating illness.
- Learn the nature of the stress response and its impact on the etiology and course of many health problems.
- Apply foundational counseling skills to assist individuals in coping with psychosocial stress while increasing wellbeing.
- Develop skills for designing wellness programs to improve personal health habits and lifestyles.
- Acquire an understanding of the perspective of the individual in dealing with symptoms and complex healthcare systems and settings.
- Understand the impact that chronic, disabling, or life-threatening illnesses have on patients and their families.
- Discover how psychological principles and counseling methods can be applied to help patients manage and cope with chronic illness and increase wellness and resiliency.

Upon completion of the BA in Health Counseling and Psychology, graduates will be prepared to work in roles such as wellness coordinator, case manager, care coordinator, behavioral health specialist or residential site coordinator. As part of the major, students can pursue an optional emphasis area—such as wellness, trauma, addictions, or LGBTQ issues in healthcare—with a minimum of 12 credits of focused coursework. Graduates can also use the degree to pathway into graduate degrees at AUS in Clinical Mental Health Counseling, Couples and Family Therapy, Art Therapy and/or Drama Therapy.

MA/Graduate Pathway (12 credits)

The MA pathway provides an accelerated route for qualified students in the Health Counseling and Psychology Major to transition into a graduate counseling program at Antioch University Seattle while completing their undergraduate coursework. Requires acceptance into an AUS MA Program in Applied Psychology, either the MA in Clinical Mental Health (CMHC) or the MA in Couple and Family Therapy (CFT). Students apply to the MA program when they are within approximately 4 quarters of finishing their BA and have competed at least the required core psychology and health psychology coursework, and have begun the counseling coursework and supervised field experience. If accepted into an MA program, the student launches into the first 12 credits of their graduate program while completing the BA in Health Counseling and Psychology.

Optional Emphasis Areas (12 quarter credits minimum)

Students may elect an 'emphasis' of in-depth study prior to graduation. These emphasis areas provide students with a specialized area of knowledge and skills. Emphasis areas are framed by the student, approved by the academic advisor, and must comprise at least 12 quarter credits that cohere around a central topic. Examples include (but are not limited to): wellness, trauma, addictions, and LGBTQ issues in healthcare.

Plan of Study

Interdisciplinary Core Required Courses (20-28 quarter credits)

LIB-3010 Liberal Studies Seminar (3-4 quarter credits)
LIB-3020 Diversity, Power and Privilege (3-4 quarter credits)
LIB-4400 Competency Integration Seminar (1-2 quarter credits)
LIB-4450 Senior Synthesis Seminar (1-2 quarter credits)
LIB-4500 Senior Synthesis Project (2-6 quarter credits)
WRTG-4050 Writing in Academic Contexts (3 quarter credits)
WRTG-4060 Inquiry and Research (3 quarter credits)
A Writing Intensive ("W") Course (4 quarter credits)

Major Requirements

The major in Health Counseling & Psychology requires a minimum of 54 quarter credits. At least 50% of the coursework (i.e. 27 quarter credits) for the major must be taken at the upper division level. Coursework is divided into the following areas:

Core Psychology Coursework = min 12 quarter credits

- Developmental Perspectives (3-4 quarter credits)
- Abnormal Psychology (3-4 quarter credits)
- *Either* Positive Psychology & Strength-based Approaches *or* Nurturing Resilience (3-4 quarter credits)

- Research Methods (3-4 quarter credits)

Health Psychology Coursework = Min 9 quarter credits

- Health Psychology and Promotion (3-4 quarter credits)
- *Either* Biological Systems and Human Health *or* Neuropsychology (3-4 quarter credits)
- *Either* Creative Arts Healing *or* Applied Mindfulness (3-4 quarter credits)

Counseling Coursework and Supervised Field Experience = Min 9 quarter credits

- Counseling Role (3-4 credits)
- Ethics in Professional Settings (3-4 credits)
- Psychology Field Experience (2 quarters of 3 credits each)

Major Electives

HCP students choose from a wide range of electives to round out their major. Examples include:

- Intergenerational Trauma
- Grief & Loss
- Palliative Care & Bereavement Counseling
- Addictions & Attachment
- Relationships & Emotional Health
- Neurodiversity: Autism Myths & Marvels
- Resiliency & Strength-based Approaches
- Depression & Anxiety
- Developing Somatic Awareness
- Practicing Self-Compassion
- When A Community Weeps

Sample HCP Supervised Field Experiences:

- Help run a support group at a wellness center or hospital
- Work at Lambert House, which serves lesbian, gay, bisexual, transgender and questioning youth
- Counseling internship with a mental health agency
- Phone counseling at Crisis Connections
- Volunteer on a research project

Sample HCP Senior Synthesis Projects:

- Review of the research on the application of therapy to a specific group of patients (for example, adolescents) encountering a physical or mental illness of interest to you
- Oral history project with family members, examining the role of a physical or mental illness in three generations of lives, and examining the intersections of physical and mental health
- Advocacy project working for human rights for those with a physical or mental illness
- Project for cancer survivors to examine strength and resiliency in their lives

Certificate in Culturally Responsive Early Childhood Education

Credits for Certificate: 12 current learning credits

Standard Mode of Instruction: Classroom

Program Overview

This certificate program assists experienced early childhood educators earn academic credit for experiential learning from professional work in the field. It is designed to help students build a bridge toward completing a 4 year degree.

This six month certificate program involves four courses—two writing and two reflective practice courses - focused on developing critical thinking and communication skills. These courses support students to prepare prior learning portfolios from which students can earn up to 45 prior learning credits over the two quarters for a possible overall certificate total of 57 lower division credits. Prior learning credits are awarded for demonstrated learning from past work experience as an early childhood educator. While all credits earned will be transcripted, a certificate is awarded if a student successfully completes all four of the current courses, plus a minimum of 30 prior learning credits.

The program is designed as a cohort of up to 24 students who move through the two quarters together with two instructors. Classes are held on Saturdays and Sundays, approximately every other weekend.

This is a multilingual-friendly program, which will have one bi-lingual instructor per cohort. Some critical materials will be translated into the second language and some assignments allowed in the second language designated for the cohort. Current planned language cohorts are Spanish, with planning underway to begin Somali and Cantonese cohorts in the future. All students must speak and write English in order to participate, and speakers of all languages are most welcome in any cohort.

Admission Requirements

Applicants to the Certificate in Culturally Responsive Early Childhood Education are expected to have the following:

- A minimum of 5 years of professional experience in the field
- Evidence of ability to do lower division (100 and 200 level) college courses, which could include any of the following: high school diploma, GED, home school certificate or successful completion of CLEP tests or a college course
-

2020-2021 Tuition and Fees

Certificate tuition per quarter (2 quarters): $3000

University Fees

Plan of Study

First Quarter Courses

EXP-2030 Reflective Practice in ECE I (3 quarter credits)
WRTG-1000 Narrative Writing (3 quarter credits)

Second Quarter Courses

EXP-2031 Reflective Practice in ECE II (3 quarter credits)
WRTG-1010 Expository Writing (3 quarter credits)

Course Equivalencies/Prior Learning Credits

Students select from among the following options to demonstrate up to 45 total prior learning credits via portfolio:

ART-2070 Cultural Arts (5 quarter credits: prior learning)
ECE-1050 Intro to Early Childhood Education (5 quarter credits: prior learning)
ECE-1070 Health, Safety, Nutrition (5 quarter credits: prior learning)
ECE-1200 Practicum in Early Childhood Education (5 quarter credits: prior learning)
ECE-1340 Family Child Care (5 quarter credits: prior learning)
ECE-1600 Curriculum Development (5 quarter credits: prior learning)
ECE-1800 Language and Literacy Development (5 quarter credits: prior learning)
EDUC-1220 Working with Young Dual Language Learners (5 quarter credits: prior learning)
EDUC-1300 Guiding Behavior (5 quarter credits: prior learning)
EDUC-1320 Introduction to Culturally Relevant Anti-Bias Education (5 quarter credits: prior learning)
EDUC-1420 Supporting Children with Special Needs (5 quarter credits: prior learning)
EDUC-1500 Child, Family, and Community (5 quarter credits: prior learning)
LANG-2060 Conversational Somali (5 quarter credits: prior learning)
LANG-2061 Narrative Writing in Somali (5 quarter credits: prior learning)
LANG-2070 Conversational Cantonese (5 quarter credits: prior learning)
LANG-2071 Narrative Writing in Cantonese (5 quarter credits: prior learning)
LANG-2100 Special Topics in Language Learning (5 quarter credits: prior learning)
MAT-1030 Business Math (5 quarter credits: prior learning)
SCI-2070 Science of Nutrition (5 quarter credits: prior learning)
SPA-2050 Conversational Spanish (5 quarter credits: prior learning)
SPA-2051 Narrative Writing in Spanish (5 quarter credits: prior learning)

Graduate Education Programs

The School of Education provides collaborative and challenging learning environments that continue Antioch's long tradition of progressive education and response to contemporary demands on and opportunities for children, youth and adults.

Antioch Seattle education programs draw on current research and study the implications of that research for learning. All offerings in the School promote constructivist pedagogy, critical reflection about practice in the increasingly multicultural world, critical reflection about the social and political beliefs that influence institutions including schools, and commitment to social justice through transformative education. Education programs emphasize close integration of theory and practice and

reflect Antioch's commitment to social justice, whole person learning and leadership for responsible educational change.

All education candidates are expected to develop as competent practitioners who use teaching and learning opportunities to promote the principles and values of diversity and equity for all people.

Programs

Antioch University Seattle offers a number of degrees and teacher preparation options.

- Master of Arts in Teaching (MAT) leading to recommendation for a Washington State Residency teaching certificate with an Elementary Education endorsement, with the option to complete a middle-level endorsement in mathematics, science, or humanities
    - Teacher candidates seeking an optional Middle Level endorsement in Humanities, Mathematics or Science must pass the corresponding middle level endorsement exam (administered by Pearson) by the end of the second quarter of the Master of Arts in Teaching Program to be placed for student teaching in middle school.
- The Alternative Route to Teacher Certification (ARTC) Program supports paraeducators and other classified instructional staff as well as individuals with conditional certificates to prepare for the Washington State Residency teaching certificate with an Elementary Education endorsement and the option to complete an English Language Learners (ELL) or Library Media endorsement. This is offered at BA or MA levels.
- Master of Arts in Education (MAEd) with an option for a concentration in: Adult Education, Drama Therapy, Play Therapy, Sexuality Education, Leadership in Edible Education, and Leadership in Social Justice
- Masters of Arts in Education (MAEd) in Urban Environmental Education
- Add-on Endorsements: Library Media, Environmental and Sustainability Education, and English Language Learners

2020-2021 Tuition and Fees

Graduate Education Tuition	Per Credit
Master of Arts	$ 673
Endorsements & Academic Certificates	$450

Graduate Education Tuition	Per Term
Culturally Responsive Early Childhood Ed Certificate	$ 3000

University Fees

Master of Arts in Teaching

Credits for Degree: 56 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

The MAT emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate technology across content areas
- Reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

Candidates will complete an internship during each of the first three quarters of the program. In quarter four, candidates complete a culminating master's project integrating their internship experiences with what they learned in their content and methods courses. In quarter five, candidates complete student teaching.

Completion Requirements for Certification and Degree

- Completion of the Elementary Education (56 credits) course requirements and maintaining Satisfactory Academic Progress Optional: one additional Washington State endorsement may be added by passing the appropriate middle level content exam by end of the second quarter of the program and a student teaching internship in the middle level content area: Middle Level Humanities, Middle Level Mathematics, or Middle Level Sciences
- Successful completion of each internship as a prerequisite for enrolling in the following internship
- Successful completion of the culminating master project as a prerequisite for enrolling in student teaching
- Successful completion of student teaching, and evidence-based demonstration of meeting the Washington State effective teaching standards
- Required certification exam: Passing scores on Washington Teacher Performance Assessment (edTPA) and submission of edTPA notebook to the program
- Required professional growth plan for program completion

Upon successful completion of student teaching and all requirements, candidates qualify for recommendation for a Washington State Residency teaching certificate.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, MAT applicants must have:

- BA or BS degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0*

- Minimum of 40 hours experience working with K-8 youth
- One to two letters of recommendation
- A current resume or CV
- A structured Admissions Interview
- The following admissions exams are required by September 1 : Submitted WEST-B score (or an approved WEST-B alternative), passing scores on the NES Elementary Education exam
- A Fingerprint/Background Clearance

*Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.

Transfer into the MAT program

- Applicants who began a graduate teacher preparation program at another regionally accredited university may request a transfer credit evaluation*
- Courses are reviewed or equivalent content on a course-by-course basis, official transcripts and course syllabi for all requested courses must be submitted
- Courses must carry a grade of B or better
- Candidates may transfer up to 12 credits

*Transfer credits at the discretion of the program

Plan of Study

EDUC-5020	Education and Society - Foundations of Schooling in America (3 quarter credits)
EDUC-5090	Child Development and Learning Theory (3 quarter credits)
EDUC-5100	Strategies of Instruction and Assessment (3 quarter credits)
EDUC-5390	Art/Social Studies Inquiry and Integration & PNW History (3 quarter credits)
EDUC-5520	Instructional Methods: Science I (3 quarter credits)
EDUC-5570	Mathematics in Elementary Education I: K-3 (3 quarter credits)
EDUC-5580	Health, Physical Education and Safety; Child Abuse and Neglect (3 quarter credits)
EDUC-5590	Mathematics in Elementary Education II: 4-8 (3 quarter credits)
EDUC-5640	Literacy Issues and Methods I: Integrated Reading and Writing: K-3 (3 quarter credits)
EDUC-5660	Literacy Issues and Methods II: Integrated Reading and Writing: 4-8 (3 quarter credits)
EDUC-5771	Foundations for Teaching English Language Learners (3 quarter credits)
EDUC-5860	Classroom Management I (1 quarter credit)
EDUC-5871	Classroom Management II (2 quarter credits)
EDUC-5901	Student Teaching (1-9 quarter credits)
EDUC-5910	Support Seminar (1 quarter credit)
EDUC-6151	Integrated Master's Project I (1 quarter credit)
EDUC-6161	Integrated Master's Project II (1 quarter credit)
EDUC-6171	Integrated Master's Project III (1 quarter credit)
EDUC-6180	Master's Capstone Project (2 quarter credit)
SPED-6310	Differentiation in an Inclusive Classroom (3 quarter credits)

Alternative Route to Teacher Certification

Credits for Certification and Degree: 52-56 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

The ARTC Program works to prepare paraeducators – as well as other classified staff and employees with conditional or emergency certifications -- to become reflective, community-oriented teachers. The ARTC program allows candidates to remain in their positions while preparing for the Washington State Residency teaching certificate with an Elementary Education endorsement. All participants will either complete the English Language Learners (ELL) or Library Media endorsement and will have the option to take one additional quarter in order to earn their Masters of Arts in Teaching (MAT).

ARTC emphasizes justice-oriented pedagogy, student-centered learning, and innovative program design. Candidates learn to:

- Plan and implement curriculum that meets the needs of a variety of learners
- Teach in diverse classroom settings – with particular attention to meeting the needs of the Kent community
- Manage the material and human dynamics of the classroom
- Nurture the holistic development of all students
- Integrate technology across content areas
- Reflect on one's role as a teacher
- Communicate effectively with students, colleagues, parents and community members
- Assume leadership roles to advocate for children

The ARTC program begins with a summer intensive during the first quarter of the program. Candidates complete their student teaching and continue their coursework during the second, third and fourth quarters of the program. In quarter five, candidates have the option to complete a culminating master's project.

Completion Requirements for Certification and Degree

- Completion of the Elementary Education course requirements and maintaining Satisfactory Academic Progress
- An additional Washington State endorsement in English Language Learners (ELL) or Library Media will be incorporated into the program and will require candidates to pass the appropriate content exam by end of the fourth quarter of the program and a student teaching internship in the ELL or Library Media content area.
- Successful completion of student teaching, and evidence-based demonstration of meeting the Washington State effective teaching standards
- Required certification exam: Passing scores on Washington Teacher Performance Assessment (edTPA)

Upon successful completion of student teaching and all requirements, candidates qualify for recommendation for a Washington State Residency teaching certificate.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, ARTC applicants must have:

- a BA or BS degree
- Letter of Interest/Admissions Essay
- Structured admissions interview
- The following admissions exams are required by April 2020 for the summer 2020 cohort: Submitted WEST-B score, passing score on the NES Elementary Education exam and the AUS writing assessment (assessment given during interview process)

Plan of Study

Certificate in Teaching (Alt Route Program) - 52 quarter credits

EDUC-5020	Education and Society - Foundations of Schooling in America (2 quarter credits)
EDUC-5080	Child Abuse & Neglect (1 quarter credit)
EDUC-5090	Child Development & Learning (3 quarter credits)
EDUC-5100	Strategies of Instruction & Assessment (3 quarter credits)
EDUC-5101	Learning Theory, Instruction & Assessment (3 quarter credits)
EDUC-5380	Art/ Social Studies Inquiry & Integration (2 quarter credits)
EDUC-5550	Science in K-8 Education (2 quarter credits)
EDUC-5560	Math in K-8 Education (3 quarter credits)
EDUC-5670	Literacy Issues & Methods (3 quarter credits)
EDUC-5771	Foundations for Teaching English Language Learners (3 quarter credits)
EDUC-5881	Classroom Management (2 quarter credits)
EDUC-5901	Student Teaching (10 quarter credits)
EDUC-5911	Support Seminar (3 quarter credits)
SPED-6310	Differentiation in an Inclusive Classroom (3 quarter credits)

Select one endorsement track:

ARTC English Language Learners endorsement courses (12 quarter credits):

EDUC-5772	Literature, Linguistics, & Language Acquisition (3 quarter credits)
EDUC-5773	Planning, Instruction, and Assessment for ELL: English Language Arts & Social Studies (3 quarter credits)
EDUC-5774	Planning, Instruction, and Assessment for ELL: Mathematics & Science (3 quarter credits)
EDUC-5775	Seminar on ELL Topics in Education (3 quarter credits)

ARTC Library Media endorsement courses (12 quarter credits)

LIBM-6020	School Library Program and Collection Management (3 quarter credits)
LIBM-6040	Tech Tools for Tchr Librarians (3 quarter credits)
LIBM-6090	Legal and Ethical Issues in School Libraries (3 quarter credits)
LIBM-6080	Selection for Collections: Children’s and Adolescent Library Materials (3 quarter credits)

Master of Arts in Teaching (Alt Route Program) - 56 quarter credits

Plan of Study

Alternative Route to Teacher Certification required courses (40 quarter credits):

EDUC-5020	Education and Society - Foundations of Schooling in America (2 quarter credits)
EDUC-5090	Child Development & Learning (3 quarter credits)
EDUC-5080	Child Abuse & Neglect (1 quarter credit)
EDUC-5101	Learning Theory, Instruction & Assessment (3 quarter credits)
EDUC- 5380	Art/ Social Studies Inquiry & Integration (2 quarter credits)
EDUC-5550	Science in K-8 Education (2 quarter credits)
EDUC-5560	Math in K-8 Education (3 quarter credits)
EDUC-5670	Literacy Issues & Methods (3 quarter credits)
EDUC-5771	Foundations for Teaching English Language Learners (3 quarter credits)
EDUC-5881	Classroom Management (2 quarter credits)
EDUC-5901	Student Teaching (10 quarter credits)
EDUC-5911	Support Seminar (3 quarter credits)
SPED-6310	Differentiation in an Inclusive Classroom (3 quarter credits)

Select one endorsement track:

ARTC English Language Learners endorsement courses (12 quarter credits):

EDUC-5772	Literature, Linguistics, & Language Acquisition (3 quarter credits)
EDUC-5773	Planning, Instruction, and Assessment for ELL: English Language Arts & Social Studies (3 quarter credits)
EDUC-5774	Planning, Instruction, and Assessment for ELL: Mathematics & Science (3 quarter credits)
EDUC-5775	Seminar on ELL Topics in Education (3 quarter credits)

ARTC Library Media endorsement courses (12 quarter credits)

LIBM-6020	School Library Program and Collection Management (3 quarter credits)
LIBM-6040	Tech Tools for Tchr Librarians (3 quarter credits)
LIBM-6090	Legal and Ethical Issues in School Libraries (3 quarter credits)
LIBM-6080	Selection for Collections: Children's and Adolescent Library Materials (3 quarter credits)

ARTC Masters Capstone (4 quarter credits)

EDUC-6191	Masters Capstone Project (4 quarter credits)

Master of Arts in Education

Credits for Degree: 48 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

A Master's Degree in Education is a path toward new careers and/or professional advancement for many students. However, the program offers much more than professional preparation or "occupational payoff." It offers a deep and careful study of the field of education and on-the-ground connections between coursework and fieldwork, between theory and practice, between ideal and implementation.

The MAEd Program at AUS gives a wide breadth of students the opportunity to achieve their diverse professional goals and to strengthen their educational commitments. The program focuses on curriculum, instruction, and social change and is flexible enough to meet the needs of a variety of educators. Its aim is to help those educators become more reflective, thoughtful, well-informed, analytic, scholarly, justice-oriented, and effective in the important work that they are doing. Another overarching goal of the program is to instill the confidence and skills to help educators become change agents in their own communities. Courses and assignments bring students out into the field, helping them to apply what they are learning to real-world contexts.

Program Highlights

Core Courses build a strong foundation of educational knowledge and theory. These courses provide a rich, interactive, collaborative learning environment in which candidates delve into a wealth of crucial issues and are encouraged to make strong connections between theory and practice. These core courses cover four key areas of study:

- **Curriculum Studies & Reflective Practice** is an introduction to the field of curriculum studies and an opportunity for students to engage in deep reflective practice about their own educational beliefs, curricular orientations, and practices.
- **Diversity & Equity** provides a critical, historical and philosophical context for exploring equity and justice in education. Including power, privilege, culture, public policy, educational access, and the equitable allocation of resources.
- **Leadership & Reform** provides an overview of the wide landscape of educational change in American schools, particularly those seeking progressive, democratic values and alternative social and cultural possibilities.
- **Inquiry & Research** explores the multifaceted avenues of inquiry available to reflective practitioners with a primary emphasis on qualitative research. Students examine studies from various research paradigms as they prepare to design and carry out their own Inquiry Projects.

Inquiry Sequence is a series of courses that carry students through the process of proposing, designing, and implementing their own unique research projects. These projects are individually tailored and are tied to students' areas of passion and interest in the field of education, as well as to their professional goals. Often students utilize the Inquiry Report to engage in projects that will advance, augment, or kick-start their careers such as creating a training module, building a democratic curriculum in ESL or urban water infrastructure, writing a grant proposal, or probing the feasibility of advanced interactive online learning platforms.

Area of degree concentration

Because students enter the program from a variety of arenas and have a wide range of professional and personal goals the program is designed to be flexible and responsive to their needs and interests. Students delve deeply into their unique areas of study via these options:

- Adult Education
- Leadership in Edible Education
- Play Therapy
- Sexuality Education
- Self-designed Area of Study
- Environmental and Sustainability Education*
- Urban Environmental Education
- Leadership for Social Justice

*Denotes Washington state endorsement

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch University Seattle, MAEd applicants must have:

- a BA or BS degree
- Undergraduate cumulative GPA of at least 3.0 out of 4.0*
- A current resume or CV
- Admissions interview
- Letter of Interest
- A minimum of one letter of recommendation

*Minimum undergraduate cumulative GPA of 3.0 is required. Applicants with a GPA below 3.0 may be considered and should submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.

Transfer into the MAEd program

- Applicants who began a graduate program at another regionally accredited university may request a transfer credit evaluation
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted
- Courses must carry a grade of B or better
- Candidates may transfer up to 12 credits

Antioch BA completion students Graduate Pathways

Graduate level MAEd courses successfully taken as an undergraduate may be subsequently applied to the MAEd degree, up to 12 credits, if the student is successfully admitted to the MAEd program.

Plan of Study

Core Knowledge Areas (16 quarter credits)

EDUC-5040 Diversity & Equity (4 quarter credits)
EDUC-5110 Curriculum Studies & Reflective Practice (3-4 quarter credits)
EDUC-5460 Leadership & Reform (4 quarter credits)
EDUC-6070 Inquiry & Research (4 quarter credits)
WRTG-5110 Writing in Education (1 quarter credit)

Inquiry Sequence and Reflection (12 quarter credits)

To enhance the selected studies, inquiry projects enable students to examine in detail an area of professional interest. Students design their projects to pose and answer questions important to their work as educators.

EDUC-6100 Inquiry Proposal (3-4 quarter credits)
EDUC-6200 Inquiry Development (4 quarter credits)
EDUC-6500 Inquiry Report (2-4 quarter credits)
WRTG-6100 Writing the Literature Review (1 quarter credit)
WRTG-6500 Writing the Inquiry Report (1 quarter credit)

Optional Concentrations:

Adult Education (20 quarter credits)

EDUC-6710 Adult Teaching & Learning Frameworks (4 quarter credits)
EDUC-6720 Professional Opportunities in Education (4 quarter credits)
EDUC-6730 Teaching Toolkit (4 quarter credits)
EDUC-6740 Improving Adult Education through Assessment (4 quarter credits)
EDUC-6750 Adult Education Internship/ Practicum (4 quarter credits)

Leadership in Edible Education (12-16 quarter credits)

EDUC-6400 Education Toward Food, Citizenship, & Community (3-4 quarter credits)
EDUC-6420 Food in Schools & Postsecondary Institutions (3-4 quarter credits)
EDUC-6450 Edible Education I: Theory & Practice (3-4 quarter credits)
EDUC-6470 Edible Education II: Field Application & Culminating Project (3-4 quarter credits)

Play Therapy (12 quarter credits)

COUC-5600 Introduction to Play Therapy (3 quarter credits)
COUC-5610 Advanced Play Therapy (3 quarter credits)
COUC-5630 Seminar in Play Therapy I (3 quarter credits)
COUC-5640 Seminar in Play Therapy II (3 quarter credits)

Sexuality Education (15 quarter credits)

COUN-5240 Human Sexuality (3 quarter credits)

COUN-5471 Diversity in Sexual Expression (3 quarter credits)
COUN-5910 Elective Special Topics in Sex Therapy/Education (1 quarter credit)
COUN-6800 Sexual Attitude Reassessment (SAR) (2 quarter credits)
EDUC-5830 Fundamentals of Sexuality Education (3 quarter credits)
EDUC-6832 Practicum in Sexuality Education (3 quarter credits)

Leadership for Social Justice (18 quarter credits)

EDUC-6440 Deconstructing "The Village": Critical and Global Perspectives on Educational Contexts (3 quarter credits)
EDUC-6442 Becoming a Race-Conscious Educator (3 quarter credits)
EDUC-6460 Pedagogy, Power, & Control (3 quarter credits)
EDUC-6462 Building Responsive School, Family, and Community Partnerships (3 quarter credits)
EDUC-6464 Theories of Change and Pathways for Action (3 quarter credits)
EDUC-6466 Researching the Impact of School: Reproducing Social Class or Enabling Mobility? (3 quarter credits)

Certificate in Sexuality Education

Credits for Certificate: 16 quarter credits

Standard Mode of Instruction: Hybrid (Classroom and online)

Program Overview

Our Certificate in Sex Education is designed for students, alumni, and community members who hold a Master's Degree-or-higher in Education or Mental Health to broaden their educator skills specific to delivering content around and promoting sexual health.

Antioch's certificate has been developed for currently enrolled students and post-graduate professionals to meet the minimum education credit requirements to achieve certification as a sexuality educator as issued by the **American Association of Sex Educators, Counselors, and Therapists** (AASECT). Antioch University Seattle is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU) and students will receive up to 200 hours of Continuing Education Credits during the course of the program.

This certificate program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT). Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact **ce@aasect.org**.

Admission Requirements

- Online application form
- Transcript
- Recommender
- Curriculum Vitae or Resume
- Personal statement

- Provide proof of either: Current enrollment in an AUS Masters in Education, OR Couple and Family Therapy or Clinical Mental Health Counseling program; PsyD in Clinical Psychology; or PhD in Counselor Education and Supervision; at Antioch University or equivalent institution OR Bachelors-Masters- or Doctorate-level degree in education OR a clinical mental health-related field
- Attend orientation with a certificate advisor and/or faculty prior to enrollment in the certificate program; sign acknowledgment of sexual conduct and ethics and grievance policy.

Applicants to the Certificate in Sex Education may waive credits for course equivalencies.

Plan of Study

Certificate Coursework (16 total quarter credits)

COUN-5240	Human Sexuality (3 quarter credits)
COUN-5471	Diversity in Sexual Expression (3 quarter credits)
COUN-5910	Sex Therapy Special Topic Electives (2 total)
COUN-6800	Sexual Attitude Reassessment (SAR) (2 quarter credits)
EDUC-5830	Fundamentals of Sex Education (3 quarter credits)
EDUC-6832	Sexuality Educator Practicum (3 quarter credits)

Equivalent coursework will be reviewed on a case-by-case basis and may be applied for transfer equivalency and waived from the required course list.

Endorsement Options

Credits for Endorsement: 15-21 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Endorsement areas lead to recommendation for Washington State endorsement, for those who already possess a Washington State Teaching Certificate.

The below programs may also be taken as certificates, rather than endorsements. Those who have not already completed a Washington State Teaching Certificate may take the courses for graduate credit and will earn a graduate certificate after completing all required courses in a given program, although they will not earn a Washington State endorsement.

Pathway 3

Educators may add an endorsement by a program that requires coursework, verification of the content area by passing the content exam and demonstrating the new endorsement's teaching method in a practicum or extensive internship and portfolio qualification.

Endorsement areas include English Language Learners, Library Media and Environmental and Sustainability Education. These endorsement areas may be pursued as part of the MAEd.

Admission Requirements

1. Complete and submit the online admissions application.
2. Submit a copy of your Washington State Teaching Certificate.
3. Essay or Résumé – Submit a brief essay describing why you are interested in this program or submit current Résumé/Curriculum Vitae (CV). Documentation of relevant professional and volunteer experience, professional affiliations, publications and licensure.

Plans of Study

Library Media Coursework (21 quarter credits)

LIBM-6020 Program and Collection Management (3 quarter credits)
LIBM-6031 Promoting a Leading School Library Program (3 quarter credits)
LIBM-6040 Tech Tools for Teacher-Librarians (3 quarter credits)
LIBM-6050 Librarians as Curriculum and Assessment Leaders (3 quarter credits)
LIBM-6070 Information Literacy Across the Digital Landscape (3 quarter credits)
LIBM-6080 Selection for Collections: Children's and Adolescent Library Materials (3 quarter credits)
LIBM-6090 Legal and Ethical Issues in School Libraries (3 quarter credits)

Courses from other institutions, in additional areas of study, supplement those taken at Antioch University Seattle.

English Language Learner Coursework (15 quarter credits)

EDUC-5771 Foundation for Teaching English Language Learners (3 quarter credits)
EDUC-5772 Literature, Linguistics, & Language Acquisition (3 quarter credits)
EDUC-5773 Instruction and Assessment Methods for ELL: English Language Arts (3 quarter credits)
EDUC-5774 Instruction and Assessment Methods for ELL: Mathematics, Science, and Social Studies (3 quarter credits)
EDUC-5775 Seminar on ELL Topics in Education (3 quarter credits)

Sustainability Coursework (20 quarter credits)

EDUC-6300 Introduction to Ecological Perspectives in Environmental Education and Sustainability (2 quarter credits)
EDUC-6310 Introduction to Cultural, Social and Economic Perspectives in Environmental Education and Sustainability Education (2 quarter credits)
EDUC-6320 Contemporary Issues in Environmental Education and Sustainability Education: Ecological Dimensions (2 quarter credits)
EDUC-6330 Contemporary Issues in Environmental Education and Sustainability Education: Cultural, Social and Economic Dimensions (2 quarter credits)
EDUC-6340 Identifying, Investigating, and Evaluating Current Issues in Environmental Education and the Sustainability Education (4 quarter credits)
EDUC-6350 Policy-making, Engagement, and Action in Environmental Education and the Sustainability Education (4 quarter credits)

EDUC-6360 Professional Development and Contributions in Environment Education and Sustainability Education (4 quarter credits)

Master of Arts in Education: Urban Environmental Education

Credits for Degree: 48 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Master of Arts in Education with a concentration in Urban Environmental Education (UEE).

The UEE concentration reflects the mission of Antioch University to provide an innovative and immersive approach to learning that prepares educators to address the social, educational, economic and cultural issues of urban life. Education becomes a powerful means for aligning environmental outcomes with the complexities of urban life through relevant and meaningful strategies including place-based learning, youth and community development, and environmental justice.

The concentration in UEE will respond to the changing urban demographic by creating a diverse and fully engaged cadre of educators who can serve as leaders, mentors and role models for urban youth as they grapple with issues through the boundaries of school and community. We learn from each other and the multiple perspectives within the communities where we practice. Our approach creates leaders who know how to incorporate the ecology of the city, respond to the multiple cultural perspectives and are able to educate others about the social, cultural, political and economic forces that drive city environments. This includes cultivating civic engagement intended to align environmental solutions with improvements in shelter, food, water, air, safety and health.

Program Highlights

The UEE is structured as a cohort model. The educational approaches will extend teaching and interdisciplinary learning to include youth and community development and environmental justice. The program prepares educators to work with communities by designing environmental education methods, place – based learning and community engagement as a means to authentically work within the complexity of urban neighborhoods. Educational efforts will take place in communities working closely with local organizations that focus on sustainability, resilience and environmental justice.

Concentration/Endorsement Options

Concentration areas are selected or designed by students in cooperation with an advisor. Students can combine courses, independent studies and collaboration projects. Areas of specific interest include Environmental and Sustainability Education, First Peoples' Education and Adult Education, among others.

Admission Requirements

In addition to fulfilling the general admission requirements of Antioch Seattle, applicants must have:

- BA or BS degree

Admissions decisions will consider:

- Cumulative GPA
- A current resume
- Structured admissions interview
- AUS writing Sample

Plan of Study

Core Knowledge Areas (16 quarter credits, satisfied by required courses)

Diversity and Equity:
Example: EDUC-6220 Equity, Race, Culture and Environment
Curriculum Studies:
Example: EDUC-6210 Urbanizing Environmental Education
Leadership and Reform:
Example: EDUC-6371 Strategies for Community Engagement
Urban Ecology:
Example: EDUC-5360 Urban Ecology: System Change and Impact

Required UEE Courses (48 quarter credits)

Required Courses (32-33 quarter credits)

EDUC-5201	Creating a Professional Learning Community (2 quarter credits)
EDUC-5210	Future of Environmental Learning (3 quarter credits)
EDUC-5240	Urban Planning and Participatory Action (3 quarter credits)
EDUC-5250	Urban Environmental Education: Capstone and Portfolio (1-2 quarter credits)
EDUC-5320	Multicultural Environmental Education Strategies (2 quarter credits)
EDUC-5325	Multicultural Environmental Leadership (2 quarter credits)
EDUC-5360	Urban Ecology: Systems Change and Impact (3 quarter credits)
EDUC-6210	Urbanizing Environmental Education (3 quarter credits)
EDUC-6220	Equity, Race, Culture and Environment (3 quarter credits)
EDUC-6230	Non-profit Management for Administration and Leadership (3 quarter credits)
EDUC-6351	Leadership & Reform: Policy & Leadership (2 quarter credits)
EDUC-6371	Community Engagement Strategies (2 quarter credits)
EDUC-6380	Complex Urban Systems (3 quarter credits)

Participatory Action Research and Practicum Sequence (16 quarter credits):

EDUC-6250	Participatory Action Research: Theory & Practice (3 quarter credits)
EDUC-6251	Inquiry Series Practicum I (1 quarter credit)
EDUC-6260	Inquiry Proposal (3 quarter credits)
EDUC-6261	Inquiry Series Practicum II (1 quarter credit)
EDUC-6270	Inquiry Development (3 quarter credits)
EDUC-6271	Inquiry Series Practicum III (1 quarter credit)
EDUC-6280	Legacy Project (3 quarter credits)

EDUC-6281 Inquiry Series Practicum IV (1 quarter credit)

School of Applied Psychology, Counseling and Family Therapy Programs

The School of Applied Psychology, Counseling and Family Therapy (SAPCFT) provides education and training in the theory and application of psychological principles to current and future license-eligible clinical professionals. The School also provides rich curricula of study in the field of psychology for those who are interested in the subject but do not intend to become licensed professionals.

Steeped in Antioch's long tradition of recognizing the diversity of individual backgrounds, the curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Additionally, specializations and classes promote self-exploration, empowerment and whole-person learning. Informed by this tradition and viewpoint, the School of Applied Psychology, Counseling and Family Therapy balances traditional and contemporary perspectives in the field to develop graduates who are informed, effective practitioners and change agents. Ultimately, the professional licensure specializations develop practitioners who become part of an Antioch community of mental health professionals dedicated to helping their clients adapt to the challenges created by life in a rapidly changing and complicated world.

A Commitment to Diversity

Antioch University Seattle's School of Applied Psychology, Counseling and Family Therapy programs reflect the University commitment to diversity in at least three distinct areas:

Curriculum: Skill-based classes and field experience address emerging issues and trends and promote values of ethical practice, social responsibility and cultural pluralism. The courses deliver the critical skills and knowledge necessary to prepare students to meet professional challenges and serve a diversity of people.

Faculty: Core and teaching faculty bring broad professional experience and diverse backgrounds in education to Antioch Seattle. In addition to their teaching and advising responsibilities, they are active in their professional communities and/or in clinical practices.

Students: Masters and doctoral level graduate students at Antioch vary in age, background and professional experience as well as ethnicity. Many have worked in psychology-related fields, such as substance abuse or crisis hotline work. Some are homemakers preparing to re-enter the workforce. Others are leaving professions such as banking, law or education to prepare for a different career. A few enter immediately after receiving their undergraduate degrees.

Required Corequisite in Writing

Writing is an integral part of academic studies in the SAPCFT. All MA students are required to register for Writing in Psychology (WRTG-6110) their entry quarter, unless assessment scores indicate an exemption. Writing assessments are conducted formally through the Center for Teaching and Learning: the Writing Lab coordinates synchronous online assessment sessions that last approximately one hour each. The writing assessment constitutes an important required step in the MA candidate's application

process. This exercise is designed to assess the writing proficiency of and supports required for candidates entering a rigorous, academic program that relies greatly on successful written discourse.

WRTG-6110 Writing in Psychology offers graduate students in the SAPCFT a comprehensive experience in writing from and about research for the psychological discourse community. The class emphasizes critical reading & thinking, the development of technical & library skills as well as the integration of primary and secondary sources in graduate level writing. Students gain experience in composing in multiple genres requiring formal research.

2020-2021 Tuition and Fees

Graduate Applied Psychology, Counseling and Family Therapy Tuition	Per Credit
Master of Arts (MA)	$751
Academic Certificates (per-credit cost of degree program if enrolled in degree; reduced per-credit costs if not enrolled in degree program)	$ 751

University Fees

Master of Arts in Counseling - Clinical Mental Health Counseling

Credits for Degree: 90 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Students in the CMHC program acquire comprehensive skills for the practice of counseling in a diverse society. The CMHC program provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling. These goals are accomplished through a combination of required coursework, electives, practical experience and a supervised internship. This clinical program meets the educational requirements for Washington state licensure in Clinical Mental Health Counseling as well as the national standards of the counseling profession. The CMHC program is also professionally accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Addictions Studies Concentration/Certificate

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Addiction Studies courses are available to MA CMHC, CFT or CAT students, community members and alumni and have been designed to meet the Washington State Department of Health education requirements for the alternative training track to become a CDP (Chemical Dependency Professional) now available to licensed mental health counselors and licensed marriage and family therapists, as well as several other professions. This certificate/concentration is an opportunity to deepen understanding and skills for effectively treating addiction. Students must successfully complete Survey of Addiction to take the other courses.

Multicultural Counseling Concentration

Housed within the CMHC Program and with the ability to fit entirely within the required CMHC electives sequence, the Multicultural Concentration is available to MA CMHC, CFT or CAT students the Multicultural Counseling concentration is designed to provide advanced knowledge and skills related to the multicultural competencies applied in clinical and community settings. The intent of this elective concentration is to equip students with an advanced understanding of multicultural dynamics and strategies when promoting clinical change and social advocacy within diverse communities. The primary objectives are to increase students':

1. Awareness of their own cultural values and biases in developing empathic and culturally sensitive counseling relationships as well as their social impact on others;
2. Understanding on how race, culture, ethnicity, oppression, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking actions, and the appropriateness or inappropriateness of counseling approaches;
3. Skills in adapting to the cultural values of various diverse groups as well as addressing barriers that prevent minorities from accessing mental health services as well as other discriminatory practices;
4. Confidence in applying culturally appropriate intervention strategies, especially in the context of internalized oppression/privilege within the counseling relationship in order to promote client and community resilience.
   Coordinator: Dr. Mariaimeé Gonzalez, PhD

Prerequisites: Graduate Status and Coordinator Permission. Earned Intermediate Competency in COUN-5040 Multicultural Perspectives (3 quarter credits)

The 15 quarter credit multicultural counseling concentration incorporates courses currently available within the MA degree offerings in the School of Applied Psychology, Counseling, Couples and Family Therapy.

Plan of Study

Required Courses Completed Before Internship (58 quarter credits)

COUN-5001 Group Advising (0 quarter credits)
COUN-5030 Family of Origin Systems (3 quarter credits)
COUN-5040 Multicultural Perspectives (3 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5070 Group Counseling (3 quarter credits)
COUN-5080 The Counseling Profession and Identity (3 quarter credits)
COUN-5105 Counseling Theories and Practice: Part One (3 quarter credits)
COUN-5115 Counseling Theories and Practice: Part Two (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5160 Psychodiagnostics and Treatment Planning (3 quarter credits)
COUN-5180 Ethics and Professional Issues (3 quarter credits)
COUN-5231 Human Growth and Development Across the Lifespan (3 quarter credits)
COUN-5270 Career Development and Counseling (3 quarter credits)

COUN-5290 Survey of Addiction: Introduction to Addiction Counseling Fundamentals (3 quarter credits)
COUN-5500 Research Methods: Introduction to Research (3 quarter credits)
COUN-5520 Assessments: Tests and Measurements (3 quarter credits)
COUN-5600 Trauma, Disaster Response and Crisis Counseling (3 quarter credits)
COUN-5920 CMHC Pre-Internship Practicum and Supervision (1 quarter credit)
COUN-5930 Supplemental Supervision (0-1 quarter credit)
COUN-5980 Internship Preparation (0 quarter credits)
COUN-6300-6410 Advanced Theories: Varying topics (3 quarter credits)

Elective Courses (16 quarter credits)

- One elective class from the Multicultural Counseling Series
- Other elective credits

Required Internship Credits (16 quarter credits)

COUN-6003 CMHC Internship & Case Consultation Quarter 1-4 (4 quarter credits)

Addiction Studies Concentration/Certificate (15 quarter credits)

COUN-5290 Survey of Addiction: Intro to Addiction Counseling Fundamentals (3 quarter credits)
COUN-5610 Physiology and Pharmacology in Addiction Counseling (3 quarter credits)
COUN-5700 Advanced Assessment, Ethics, and Case Management in Addiction Counseling (3 quarter credits)
COUN-5710 Advanced Clinical Skills in Addiction Counseling (3 quarter credits)
COUN-5720 Advanced Theory and Practice in Addiction Counseling (3 quarter credits)

Multicultural Counseling Concentration (15 quarter credits)

Multicultural Series Courses* (9 quarter credits)
COUN-5350 Social Justice, Advocacy and Practice (3 quarter credits)
COUN-6160 Internalized Oppression (3 quarter credits)

Project

Students will also submit a project in COUN-5350 Social Justice, Advocacy and Practice, that applies the competencies of multicultural counseling to an Advocacy Project that addresses community oppression, barriers, and/or issues related to equity and social justice.

*Multicultural Counseling Series Courses:

COUN-5400 African American Counseling Experiences & Perspectives (3 quarter credits)
COUN-5410 Jewish American Counseling Experiences & Practices (3 quarter credits)
COUN-5430 Asian American & Pacific Islanders Counseling Experiences & Practices (3

quarter credits)
COUN-5440 American Indian Counseling Experiences & Practices (3 quarter credits)
COUN-5450 Latinx Counseling Experiences & Practices (3 quarter credits)
COUN-5460 Client with Disabilities Experiences & Perspectives in Counseling (3 quarter credits)
COUN-5470 Sexual Minorities Experiences & Perspectives in Counseling (3 quarter credits)
COUN-6160 Internalized Oppression (3 quarter credits)
COUN-6220 Spirituality, Religion, & Atheism in Counseling (3 quarter credits)
COUN-6700 Multicultural Attunement (3 quarter credits)
COUN-6710 Multicultural Seminar (1 quarter credit)

Master of Arts in Marriage and Family Therapy

Credits for Degree: 80 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Students in the Couple and Family Therapy (CFT) Program develop the basic conceptual and relational competencies needed for the professional practice of couple and family therapy. The CFT program mission is to prepare knowledgeable, skilled, self-aware, ethical, and culturally responsive clinicians for the practice of individual, couple, and family therapy. This mission is accomplished through a combination of required coursework, electives, practical experience and a supervised internship. The CFT curriculum meets the educational requirements for licensure as a Marriage and Family Therapist in the State of Washington and is professionally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Plan of Study

Required Coursework Completed Before Internship (36 quarter credits)

COUN-5000 Competency Assessment I (0 quarter credits)
COUN-5010 Competency Assessment II (0 quarter credits)
COUN-5020 Competency Assessment III (0 quarter credits)
COUN-5030 Family of Origin Systems (3 quarter credits)
COUN-5040 Multicultural Perspectives (3 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5120 Individual Therapy in the Family System (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5191 Ethics and Professional Issues in Couple and Family Therapy (4 quarter credits)
COUN-5800 Applied Couple Therapy (4 quarter credits)
COUN-5810 Applied Family Therapy, Part I (Children and Parenting) (3 quarter credits)
COUN-5815 Applied Family Therapy, Part II (Adolescents and Family Therapy) (3 quarter credits)
COUN-5850 Assessment, Diagnostics & Treatment Planning in Couple and Family Therapy (4 quarter credits)

COUN-5980 Internship Prep (0 quarter credits, required 3 quarters before internship)

Other Required Credits (13 quarter credits)

COUN-5025 Competency Assessment – IV (0 quarter credits)
COUN-5220 Human Development in the Family Lifecycle (3 quarter credits)
COUN-5240 Human Sexuality (3 quarter credits)
COUN-5512 Introduction to Research in Couple and Family Therapy (4 quarter credits)
COUN-5820 Theories of Couple and Family Therapy (3 quarter credits)

Elective Courses (12 quarter credits)

Advanced Systemic Theories and Models Elective Series (3 quarter credits)
Multicultural Series (3 quarter credits)
Abuse Series (3 quarter credits)
General elective (within MA Psychology curriculum; 3 quarter credits)

Required Internship Courses (19 quarter credits)

COUN-6002/6004/6006 Internship Case Consultation

Master of Arts in Mental Health Counseling with a specialization in Art Therapy or Master of Arts in Marriage and Family Therapy with a specialization in Art Therapy

Credits for Degree: 93-94 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Students develop comprehensive skills in art therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. The Art Therapy specialization is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Art Therapy students meet educational requirements towards art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, applicants must have

- Art coursework (27 quarters/18 semester hours) in both 2D and 3D media. Painting, drawing, and ceramics/sculpture are required.

- A portfolio of 20 works that demonstrate multiple media competencies. Portfolios presented on PowerPoint are preferred, and they may be submitted as a PDF document, or a link to a website that contains your portfolio. Please note that portfolios become the property of Antioch University and are not returned.
- Psychology coursework (18 quarter/12 semester hours) including Abnormal Psychology and Lifespan or Developmental Psychology (course must include at least two developmental stages) with a minimum grade of C taken within the last 10 years.

Plan of Study

MA in Counseling – Art Therapy with Clinical Mental Health Counseling

Required Psychology Courses Completed Before Internship (39 quarter credits)

COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5080 The Counseling Profession and Identity (3 quarter credits)
COUN-5105 Counseling Theories and Practice: Part One (3 quarter credits)
COUN-5115 Counseling Theories and Practice: Part Two (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5160 Psychodiagnostics and Treatment Planning (3 quarter credits)
COUN-5231 Human Growth and Development Across the Lifespan (3 quarter credits)
COUN-5270 Career Development and Counseling (3 quarter credits)
COUN-5290 Survey of Addiction: Introduction to Addiction Counseling Fundamentals (3 quarter ' credits)
COUN-5520 Assessment: Tests and Measures (3 quarter credits)
COUN-5600 Trauma, Disaster Response and Crisis Counseling (3 quarter credits)
COUN-5980 Internship Preparation (0 quarter credits)
COUN-6300-6410 Advanced Theories: Varying Topics (3 quarter credits)

Required Art Therapy Courses Completed Before Internship (41 quarter credits)

COUC-5030 Family of Origin Systems and Creative Arts Therapy (3 quarter credits)
COUC-5040 Multicultural Perspectives and Creative Arts Therapy (3 quarter credits)
COUC-5050 Group Art Therapy (3 quarter credits)
COUC-5070 Art Therapy in Diverse Settings: Individual and Group Therapy (3 quarter credits)
COUC-5080 Techniques and Practice of Art Therapy (3 quarter credits)
COUC-5100 History and Theory of Art Therapy I (3 quarter credits)
COUC-5180 Ethics in Creative Arts Therapy (3 quarter credits)
COUC-5400 Developmental and Treatment Models in Art Therapy (3 quarter credits)
COUC-5510 Intro to Creative Arts Therapy Research (3 quarter credits)
COUC-5920 CMHC/AT Pre-internship Practicum (1 quarter credit for 2 quarters)
COUC-6510 Advanced Creative Arts Therapy Research (3 quarter credits)
COUC-6530 Advanced Art Therapy Assessment (3 quarter credits)
COUC-6500 Art Therapy Master's Project (3 quarter credits)
-OR-
COUC-6600 Art Therapy Thesis (3 quarter credits)

Required Internship Credits (14 quarter credits)

COUC-6003 CMHC/AT Internship & Case Consult (4 quarters) (4 quarter credits)

MA in Marriage and Family Therapy with Art Therapy

Required Psychology Courses Completed Before Internship (35 quarter credits)

COUN-5000 Competency Assessment I (0 quarter credits)
COUN-5010 Competency Assessment II (0 quarter credits)
COUN-5020 Competency Assessment III (0 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5120 Individual Therapy in the Family System (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5220 Human Development in the Family Life Cycle (3 quarter credits)
COUN-5240 Human Sexuality (3 quarter credits)
COUN-5800 Applied Couple Therapy (3 quarter credits)
COUN-5810 Applied Family Therapy, Part I (Children and Parenting) (3 quarter credits)
COUN-5815 Applied Family Therapy, Part II (Adolescents and Families) (3 quarter credits)
COUN-5820 Theories of Couple and Family Therapy (3 quarter credits)
COUN-5850 Assessment, Diagnostics, & Treatment Planning in CFT (4 quarter credits)
COUN-5980 Internship Preparation (0 quarter credits)

Required Art Therapy Courses Completed Before Internship (41 quarter credits)

COUC-5000 Competency Assessment I (0 quarter credits)
COUC-5010 Competency Assessment II (0 quarter credits)
COUC-5020 Competency Assessment III (0 quarter credits)
COUC-5030 Family of Origin Systems and Creative Arts Therapy (3 quarter credits)
COUC-5040 Multicultural Perspectives and Creative Arts Therapy (3 quarter credits)
COUC-5060 Family Group Art Therapy (3 quarter credits)
COUC-5070 Art Therapy in Diverse Settings: Individual and Group Therapy (3 quarter credits)
COUC-5080 Techniques and Practice of Art Therapy (3 quarter credits)
COUC-5100 History and Theory of Art Therapy I (3 quarter credits)
COUC-5180 Ethics in Creative Arts Therapy (3 quarter credits)
COUC-5400 Developmental and Treatment Models in Art Therapy (3 quarter credits)
COUC-5510 Intro to Creative Arts Therapy Research (3 quarter credits)
COUC-5910 CFT/AT Pre-internship Practicum and Supervision (1 quarter credit)
COUC-6510 Advanced Creative Arts Therapy Research (3 quarter credits)
COUC-6530 Advanced Art Therapy Assessment (3 quarter credits)
COUC-6500 Art Therapy Master's Project (1-5 quarter credits)
-OR-
COUC-6600 Art Therapy Thesis (1-5 quarter credits)

Elective Courses (3 quarter credits)

One of the following electives:

COUN-5280 Abusive Relationships (3 quarter credits)

COUN-5290 Survey of Addiction: Introduction to Addiction Counseling Fundamentals (3 quarter credits)

Required Internship Credits (15 quarter credits)

COUC-6003 CFT/AT Internship & Case Consult (3 quarter credits)
COUC-6004 AT/CFT Internship & Case Consultation or Case Supervision Quarters V+ (1 quarter credit)

Master of Arts in Mental Health Counseling with a specialization in Drama Therapy or Master of Arts in Marriage and Family Therapy with a specialization in Drama Therapy

Credits for Degree: 92-96 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Students develop competencies in drama therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission requirements:

In addition to fulfilling general admission requirements, applicants must have:

- Drama coursework (at a minimum, 2 3-quarter-credit courses in Drama such as Improvisation, Directing, Drama/ Theater in education, Acting or Playwriting) or 270 hours of direct theater experiences including acting, directing and/or improvisational work performed in a college, community or professional setting)

Plan of Study

MA in Counseling – Drama Therapy with Clinical Mental Health Counseling

Required Psychology Courses Completed Before Internship (39 quarter credits)

COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)

COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5080 The Counseling Profession and Identity (3 quarter credits)
COUN-5100 Theories/Practice of Counseling: Part One (3 quarter credits)
COUN-5110 Theories/Practice of Counseling: Part Two (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5160 Psychodiagnostics and Treatment Planning (3 quarter credits)
COUN-5180 Ethics and Professional Issues (3 quarter credits)
COUN-5231 Human Growth and Development Across the Lifespan (3 quarter credits)
COUN-5270 Career Development and Counseling (3 quarter credits)
COUN-5290 Addictions and Substance Abuse (3 quarter credits)
COUN-5520 Tests and Measurements (3 quarter credits)
COUN-5600 Trauma, Disaster Response, and Crisis Counseling (3 quarter credits)
COUN-5980 Internship Preparation (0 quarter credits)
COUN-6300-6380 Advanced Theories: Varying subtitles (3 quarter credits)

Required Drama Therapy Courses Completed Before Internship (43 quarter credits)

COUC-5030 Family of Origin Systems and Creative Arts Therapy (3 quarter credits)
COUC-5040 Multicultural Perspectives in Creative Arts Therapy (3 quarter credits)
COUC-5090 Creative Arts Therapy (4 quarter credits)
COUC-5200 Special Populations in Drama Therapy (4 quarter credits)
COUC-5210 Ethical Issues in Drama Therapy (1 quarter credit)
COUC-5220 Introduction to Drama Therapy (4 quarter credits)
COUC-5240 Improvisation (3 quarter credits)
COUC-5260 Psychodrama (4 quarter credits)
COUC-5280 Community-Based Theater & Sociodrama (3 quarter credits)
COUC-5300 Intro to Drama Therapy Research (3 quarter credits)
COUC-5920 CMHC/Creative Arts Pre-internship Practicum and Supervision (1 quarter credit)
COUC-6500 Drama Therapy Master's Project (1-5 quarter credits)
COUN-5070 Group Counseling (3 quarter credits)

Required Internship Credits (10 quarter credits)

COUC-6007 DT/CMHC Internship and Case Consultation, Quarters 1-2 (2 quarter credits)
COUC-6009 DT/CMHC Internship and Case Consultation, Quarters 3-4 (3 quarter credits)

MA in Marriage and Family Therapy – Drama Therapy with CFT

Required Psychology Courses Completed Before Internship (38 credits)

COUC-5000 Competency Assessment I (0 quarter credits)
COUC-5010 Competency Assessment II (0 quarter credits)
COUC-5020 Competency Assessment III (0 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5100/5110 Theories/Practice of Counseling (3 quarter credits)
COUN-5120 Individual Therapy in the Family System (3 quarter credits)

COUN-5150 Psychopathology (3 quarter credits)
COUN-5220 Human Development in the Family Life Cycle (3 quarter credits)
COUN-5240 Human Sexuality (3 quarter credits)
COUN-5800 Applied Couple Therapy (3 quarter credits) (3 quarter credits)
COUN-5810 Applied Family Therapy, Part I (Children and Parenting) (3-4 quarter credits)
COUN-5815 Applied Family Therapy, Part II (Adolescents and Families) (3 quarter credits)
COUN-5820 Theories of Couple and Family Therapy (3 quarter credits)
COUN-5850 Assessment, Diagnostics, & Treatment Planning in CFT (3 quarter credits)
COUN-5980 Internship Preparation (0 quarter credits)

Required Drama Therapy Courses Completed Before Internship (46 credits)

COUC-5030 Family of Origin Systems and Creative Arts Therapy (3 quarter credits)
COUC-5040 Multicultural Perspectives and Creative Arts Therapy (3 quarter credits)
COUC-5070 Group Counseling: DvT (3 quarter credits)
COUC-5090 Creative Arts Therapy (4 quarter credits)
COUC-5200 Special Populations in Drama Therapy (4 quarter credits)
COUC-5210 Ethical Issues in Drama Therapy (1 quarter credits)
COUC-5220 Introduction to Drama Therapy (4 quarter credits)
COUC-5240 Improvisation (3 quarter credits)
COUC-5260 Psychodrama (4 quarter credits)
COUC-5280 Community-Based Theater & Sociodrama (3 quarter credits)
COUC-5300 Intro to Drama Therapy Research (3 quarter credits)
COUC-5910 CFT/Creative Arts Therapy Pre-internship Practicum (1 quarter credits)
COUC-6500 Drama Therapy Master's Project (1-5 quarter credits)

Abuse Series Elective Course (3 quarter credits) (can be taken during internship)

COUN-5280 Abusive Relationships (3 quarter credits) or
COUN-5290 Survey of Addiction Abuse Series (3 quarter credits)

Required Internship Credits (12 quarter credits)

COUC-6006 DT/CFT Internship and Case Consultation (3 quarter credits) Quarters 1-4
COUC-6008 DT/CFT Internship and Case Consultation (1 quarter credits) Quarter 5+

Master of Arts in Clinical Mental Health Counseling with a low residency specialization in Dance/Movement Therapy (DMT/CMHC) or Master of Arts in Marriage and Family Therapy with a low residency specialization in Dance/Movement Therapy (DMT/MFT).

Credits for Degree: 99.5 quarter credits

Standard Mode of Instruction: Hybrid (online and classroom)

Program Overview

Students develop competencies in dance/movement therapy concurrent with earning a master's degree in Marriage and Family Therapy or Clinical Mental Health Counseling. Degrees with this specialization also meet the educational requirements for Washington State licensure in Marriage and Family Therapy or Clinical Mental Health Counseling. A fee is collected for each class to cover costs associated with supplies and various other expenses including, but not limited to, presentations or exhibits of student work.

Admission Requirements

In addition to fulfilling general admission requirements, and in accordance with the ADTA (American Dance Therapy Association) admissions standards:

- We look for candidates with an undergraduate degree in diverse backgrounds such as liberal arts, dance, psychology, biology, engineering, etc. (A degree in psychology and/or dance is not required.)
- Significant experience in at least two different dance/movement forms (such as ballet, modern, jazz, improvisation, popular/street/indigenous, liturgical, ballroom, traditional/ethnic/folk, African, Caribbean, Korean, Latin, Middle Eastern, Native American, Tai-chi, Aikido, etc.) and in-depth knowledge of one of them is required.
- Teaching, performing, and/or choreography experience is preferred.
- College-level psychology courses are recommended.

Plan of Study

Required Psychology Courses Completed Before Internship (36 credits)

COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5080 The Counseling Profession and Identity (3 quarter credits)
COUN-5100 Theories/Practice of Counseling: Psychodynamic and Cog. Behavior* (3 quarter credits)
COUN-5110 Theories/Practice of Counseling: Human/Trans/Eastern* (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5160 Psycho-diagnostics and Treatment Planning* (3 quarter credits)
COUN-5230 Human Development in Context: Gender: A Lifespan Perspective (3 quarter credits)
COUN-5270 Career Development and Counseling* (3 quarter credits)
COUN-5290 Survey of Addiction (3 quarter credits)
COUN-5520 Assessment: Tests and Measurements* (3 quarter credits)
COUN-5600 Trauma, Disaster Response, & Crisis Counseling (3 quarter credits)
COUN-5980 Internship Preparation (0 quarter credits)
COUN-6300-6380 *Advanced Theories: Varying Subtitles (3 quarter credits)

Required Dance Movement Therapy Courses Completed Before Internship (49.5 credits)

COUC-5030 Family of Origin & Creative Arts Therapy (3 quarter credits)
COUC-5180 Ethics in Creative Arts Therapy (3 quarter credits)
PY-5581Q Theory & Practice of DMT II: Special Populations (4.5 quarter credits)
PY-6181Q DMT & Counseling Approaches to Crisis & Trauma (4.5 quarter credits)

PY-6806Q Theory & Practice of DMT I: Theoretical Origins (4.5 quarter credits)
PY-6822BQ Advanced DMT Seminar: Professional Identity (4.5 quarter credits)
PYB-5020Q Psychomotor Assessment of Children (4.5 quarter credits)
PYB-5140Q Psychomotor Assessment of Adults (4.5 quarter credits)
PYB-5900Q Research and Evaluation in Counseling and Therapy (4.5 quarter credits)
PYB-6060Q Social-Cultural Diversity (4.5 quarter credits)
PYG-6040Q Group Work in DMT and Counseling (4.5 quarter credits)
PYP-6911Q Practicum in DMT I (1.5 quarter credits)
PYP-6921Q Practicum in DMT II (1.5 quarter credits)

Required Internship Credits (14 credits)

COUC-6000A CMHC/DMT Internship I*
COUC-6010A Case Consultation I: CMHC/DMT*
COUC-6000A CMHC/DMT Internship II*
COUC-6010A Case Consultation II: CMHC/DMT *
COUC-6000A CMHC/DMT Internship III*
COUC-6010A Case Consultation III: CMHC/DMT *
COUC-6000A CMHC/DMT Internship IV*
COUC-6010A Case Consultation IV: CMHC/DMT *

Certificate in Play Therapy

Credits for Certificate: 12 quarter credits

Standard Mode of Instruction: Hybrid online and classroom

Program Overview

The AU Play Therapy Certificate meets the minimum requirements as issued by the Association of Play Therapy and applies towards credentialing as a Registered Play Therapist. It also may fit entirely within the required CMHC electives sequence. Certification is offered through an innovative hybrid learning model incorporating online learning with traditional seminar coursework.

Admission Requirements

- Must be enrolled in or have completed an MA program that leads to licensure.
- If enrolled in a program outside of Antioch University, applicant must provide an MA transcript.
- If already licensed, applicant must provide a copy of their license.
- Statement of Purpose (for students not currently attending AUS)

Plan of Study

COUC-5600 Introduction to Play Therapy (3 quarter credits)
COUC-5610 Advanced Play Therapy (3 quarter credits)
COUC-5630 Play Therapy Seminar I (3 quarter credits)

COUC-5640 Play Therapy Seminar II (3 quarter credits)

Certificate in Sex Therapy

Credits for Certificate: 23 quarter credits

Standard Mode of Instruction: Hybrid (online and classroom)

Program Overview

Antioch's clinical Certificate in Sex Therapy is designed for students, alumni, and community members who hold a license to practice mental health therapy in their respective state, or who are license eligible, to broaden their clinical skills in sex therapy.

Antioch's certificate has been developed for graduate students and post-graduate professionals to meet the minimum education credit requirements and supervision hours to achieve certification as a sex therapist as issued by the **American Association of Sex Educators, Counselors, and Therapists** (AASECT) certification requirements. Antioch University Seattle is the only accredited institution in Washington that is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU). Students will receive up to 220 hours of Continuing Education Credits during the course of the program.

This certificate program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT). Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact **ce@aasect.org**.

Admission Requirements

- Online application form
- Transcript
- Recommender
- Curriculum Vitae or Resume
- Personal statement
- Provide proof of either: Current enrollment in an AUS Master's Couple and Family Therapy or Clinical Mental Health Counseling program; PsyD in Clinical Psychology; or PhD in Counselor Education and Supervision;at Antioch University or equivalent institution or Masters or Doctorate-level degree in clinical mental health-related field.
- Attend orientation with a certificate advisor and/or faculty prior to enrollment in the certificate program; sign acknowledgment of sexual conduct and ethics and grievance policy.

Applicants to the Certificate in Sex Therapy must demonstrate prerequisite graduate courses in the following areas: Systems Theory; Communication and Counseling Skills; Psychodiagnostics and Treatment Planning; and Professional Ethics.

Plan of Study

COUN-5240 Human Sexuality (3 quarter credits)

COUN-5242 Fundamentals of Sex Therapy (3 quarter credits)
COUN-5471 Diversity in Sexual Expression (3 quarter credits)
COUN-5800 Applied Couple Therapy (4 quarter credits)
COUN-5910 Sex Therapy Special Topics Electives (2 quarter credits)
COUN-6800 Sexual Attitude Reassessment (SAR) (2 quarter credits)
COUN-6805 Sex Therapy in Abusive Systems (3 quarter credits)
COUN-6810 Advanced Theory and Practice in Sex Therapy (3 quarter credits)

Low Residency Certificate of Respecialization in Dance/Movement Therapy

Credits for Certificate: 29 semester credits

Standard Mode of Instruction: Low-Residency (online with face residencies)

Program Overview

The LR DMT certificate fulfills the majority of requirements to apply through the Alternate Route pathway for the R-DMT (registered dance/movement therapist) credential awarded by the American Dance Therapy Association (ADTA). The low-residency certificate program is completed over three years and includes three residencies in Keene, NH and 9 credits online.

Admission Requirements

- Must be enrolled in or have completed a master's degree in education or mental health (Social Work, Marriage and Family Therapy, Clinical Psychology, etc.). (Additional psychology courses are required for those without a clinical degree.) Please check with your state licensing boards regarding private practice.)
- Significant experience in at least two different dance/movement forms (such as ballet, modern, jazz, improvisation, popular/street/indigenous, liturgical, ballroom, traditional/ethnic/folk, African, Caribbean, Korean, Latin, Middle Eastern, Native American, Tai-chi, Aikido, etc.) and in-depth knowledge of one of them is required.
- Teaching, performing, and/or choreography experience is preferred.
- Applicants must submit a one- to two-page response to each admission question specified in the program application.

Plan of Study

PY-5581 Theory & Practice of DMT II: Special Populations (3 semester credits)
PY-6181 DMT & Counseling Approaches to Crisis & Trauma (3 semester credits)
PY-6806 Theory & Practice of DMT I: Theoretical Origins (3 semester credits)
PY-6820A Internship in DMT I (1 semester credit)
PY 6820B Internship in DMT II (1 semester credit)
PY-6822B Advanced Seminar in DMT: Professional Identity (3 semester credits)
PYB-5020 Psychomotor Assessment of Children (3 semester credits)
PYB-5140 Psychomotor Assessment of Adults (3 semester credits)

PYB-5900-C	Research and Evaluation in Counseling and Therapy (3 semester credits)
PYB-6060	Social and Cultural Diversity (3 semester credits)
PYG-6040	Group Work in Dance Movement Therapy and Counseling (3 semester credits)

Master of Arts in Psychology: Integrative Studies

Credits for Degree: 60 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

The Master of Arts in Psychology: Integrative Studies is a non-clinical 60 credit MA degree in Psychology for students who will not complete a clinical degree and are recommended by the faculty of the program as appropriate for this option. This degree does not meet the requirements for eligibility for licensure or credentialing as a licensed mental health provider in Washington State. The option is most appropriate for students who have completed at least 45 credits in their original degree plan of study. Students eligible for this degree work with their advisor to develop an individualized plan of study based upon credits already completed. In addition, it requires an application project which is taken for academic credit in lieu of an internship.

Plan of Study

Students eligible for this degree work with their advisor to develop an individualized plan of study based upon credits already completed.

Doctorate (PhD) in Counselor Education and Supervision

Credits for Degree: 72 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

Cognates: Counselor Education & Supervision

Creative Arts Therapy Counselor Education & Supervision

The PhD in Counselor Education and Supervision is designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, and counseling. Students develop competencies in counselor education and supervision or creative arts therapy counselor education and supervision. Students who complete the PhD in Counselor Education and Supervision most often go on to achieve positions in higher education as faculty and/or researchers; in community or governmental organizations as clinical supervisors and/or program administrators; or in research positions in public or private mental health sectors. There are also many opportunities for leadership positions within the profession of counseling.

Program Intent and Mission

The PhD in Counselor Education and Supervision at Antioch University Seattle is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program seeks to meet the growing need for highly qualified counselor leaders — advanced counseling practitioners, educators and supervisors — attracting candidates regionally as well as nationally and internationally.

Distinct Curricular Themes

A. A counselor education curriculum that exceeds national standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education program development and outcome evaluation.
B. A multicultural emphasis on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
C. A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to “best practices”.
D. A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, and creative arts training.
E. A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. A Creative Arts Therapy cognate area is designed for those candidates trained in the creative arts therapies wishing to apply their knowledge of counselor education, supervision, leadership, and program development with creative arts therapists.

Program Goal and Objectives

The PhD in Counselor Education and Supervision at AUS prepares counselors for advanced competency in, a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling. The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. Core faculty members at AUS are committed to an active mentoring process with candidates in promoting professional identity and advanced competence as counselor educators, supervisors, and counseling professionals emphasizing the following program objectives:

- Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters- level instruction as well as student assessment and program evaluation.
- Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- Objective 7: Creative Arts Cognate. Students are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists.

Program and Curricular Overview

The degree requires 72 quarter credits over a minimum of three academic years. Students who have graduated from a CACREP accredited master's degree will be considered to have met "entry level" requirements for the practice of counseling, depending on the total credit requirement of their master's degree program. Students who graduated from other counseling and related programs must document that they have met the equivalent requirements or will be required to complete those as part of their doctoral program.

The program allows students to pursue advanced study in one of two cognate areas: Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision. Additionally, the program provides for advanced preparation in the following content areas:

- Theory pertaining to the principles and practice of advanced counseling, group work, consultation, and counselor supervision
- Instructional design and methods relevant to an andragogy consistent with the best practices associated with reflective learning and counselor training
- Design and implementation of quantitative and qualitative research methodology related to the inquiry of counseling practice and program delivery outcomes
- Advanced practices in counselor education leadership, ethics, social advocacy, and multicultural counseling, supervision, and training
- A unique cognate integrating the creative arts therapies with counselor training, supervision, and masters level program development in Art, Drama, Play, and other creative arts therapy

Career Choices for Counseling Graduates

Many professional options are open to graduates of the Counseling Programs (MA CMHC or PhD in CES). Depending on the specialization, graduates can seek professional positions in organizations such as community agencies, health care settings, hospitals, mental health clinics, private practices, colleges and universities, consulting and research. Due to shared CACREP accreditation, the 90 MA CMHC credits may (at the discretion of any given university/program) fully transfer into CACREP accredited or aligned doctoral programs in Counselor Education and Supervision (CES). Those who choose to continue their education find the CACREP accredited Antioch CMHC degree provides a solid foundation for entering a doctoral program in Counselor Education and Supervision, or obtaining post-master's credentials in an area of professional interest, such as substance-abuse counseling or other clinical specialties.

Graduates of the PhD in Counselor Education and Supervision program will have expanded opportunities in counselor education, leadership, and supervision practices. They will find their scope of practice expanded to include assessment, diagnosis, expert witness testimony, and university teaching. Graduates work in private practice, for state or county agencies and at universities.

Admission Requirements

Applicants are assessed for judgment, potential and passion, not achievement alone. Admitted students enter an educational environment which models rigor, nurtures a desire to learn, and fosters collaborative relationships between faculty and students. Students admitted into doctoral study have been repeatedly assessed and have demonstrated that they have skills, knowledge, and abilities far above the average. The PhD candidate will demonstrate a high level of professional autonomy and the ability to work in collaboration with others -- qualifications that are identified with professional leadership. Doctoral courses and experiences are designed to help the student leave the university. The Admission process is as follows:

Applicants will have completed a master's degree in counseling or closely related field that includes the areas of competency required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Those areas not covered in the student's master's program or through continuing education must be taken as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

A. Applicants will be License eligible in Washington State.
B. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice (e.g. Art, Drama, Dance/Movement, Music, or other creative arts therapies).
C. Doctoral candidates are expected to have the potential to write at a scholarly level.
D. Applicants to the program must demonstrate a commitment to and capacity to work with individuals from diverse backgrounds and adhere to the American Counseling Association Code of Ethics.

2020-2021 Tuition and Fees

Graduate Degree Tuition	Per Credit
PhD in Counselor Education & Supervision	$ 818

University Fees

Plan of Study

Supervision Student Learning Domain (11 quarter credits)

COUN-7400 Multicultural Supervision (3 quarter credits)
COUN-7420 Advanced Counseling Supervision (3 quarter credits)
COUN-7440 Advanced Ethical and Legal Issues (3 quarter credits)
COUN-8000 Internship (1 quarter credit)
COUN-8010 CES Internship Supervision (1 quarter credit)

Teaching Student Learning Domain (12-15 quarter credits)

COUN-7300 Instructional Design and Adult Learning (3 quarter credits)
COUN-7320 Counselor Education and Clinical Training (3 quarter credits)
COUN-7340 Global Mental Health Issues and Professional Sustainability (3 quarter credits)
COUN-8000 Internship (1 quarter credit)
COUN-8010 CES Internship Supervision (1 quarter credit)
COUN-8900 Advanced Special Topics Seminar (1-4 quarter credits)

Research & Scholarship Student Learning Domain (15 quarter credits)

COUN-7120 Research Methodology: Quantitative (3 quarter credits)
COUN-7140 Research Methodology: Qualitative (3 quarter credits)
COUN-7160 Research in Counselor Education (3 quarter credits)
COUN-7180 Program Development & Evaluation (3 quarter credits)
COUN-8000 Internship (1 quarter credit)
COUN-8010 CES Internship Supervision (1 quarter credit)
COUN-8100 Dissertation (1 quarter credit)

Counseling Student Learning Domain (12 quarter credits)

COUN-7200 Advanced Clinical Counseling Theory (3 quarter credits)
COUN-7210 Advanced Group Counseling (3 quarter credits)
COUN-7220 Advanced Trauma Counseling & Crisis Response (3 quarter credits)
COUN-7980 Practicum (1 quarter credit)
COUN-8000 Internship (1 quarter credit)
COUN-8010 CES Internship Supervision (1 quarter credit)

Leadership & Advocacy Student Learning Domain (9 quarter credits)

COUN-7500 Advocacy, Social Justice, and Professional Leadership (3 quarter credits)

COUN-7520 Consultation and Organizational Change (3 quarter credits)
COUN-8000 Internship (1 quarter credit)
COUN-8010 CES Internship Supervision (1 quarter credit)
COUN-8950 Advanced Professional Seminar and Inquiry (1 quarter credit)

Creative Arts Therapy Student Learning Domain (13 quarter credits)

COUC-7320 Creative Arts Therapy Counselor Education and Clinical Training (3 quarter credits)
COUC-7340 Global Mental Health Issues & Professional Sustainability in the Creative Arts Therapies (3 quarter credits)
COUC-7420 Advanced Counseling Supervision & Creative Arts Therapy (3 quarter credits)
COUC-7520 Creative Arts Therapy Consultation and Organizational Change (3 quarter credits)
COUC-8950 Advanced Creative Arts Therapy Professional Seminar & Inquiry (1 quarter credit)

Additional coursework may be required based on the program's assessment of prior preparation.

The doctoral learning domains provide an overall focus to the curriculum as well as to student assessment. Competency benchmarks for the learning domains are illustrated in the course syllabi. Below are criteria describing student performance levels in relationship to course outcomes and areas of professional competence.

Definitions of Competency Levels

- "Below Minimum Competency" reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.
- "Required Competency" indicates that the student has met the "required competencies" of the assignment as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.
- "Intermediate Competency" denotes the student has met the "required competency" criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.
- "Advanced Competency" denotes the student has met the "Intermediate Competency" criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a beginning professional in terms of the defined criteria.

Doctor of Psychology (PsyD) in Clinical Psychology

Credits for Degree: 140 quarter credits

Standard Mode of Instruction: Classroom

Program Overview

The PsyD program at Antioch University Seattle prepares students for competent entry as a generalist into the practice of health service psychology through doctoral education and training. The PsyD program aims to educate students as health service psychologists and as scholars in psychology in order to promote health, education, social justice, and human welfare. Our curricula shall advance students in the broadest and most liberal manner, including conducting research in psychology. We

seek to promote the highest standards of ethics, conduct, education, and achievement in a manner that balances traditional and contemporary perspectives in order for students to become responsible change agents in our complex world.

APA Accreditation

Antioch University Seattle's (AUS) PsyD program was conferred a period of five years of accreditation by the American Psychological Association (APA) on Friday, November 17, 2017. The APA is the premiere psychology organization in the United States, overseeing standards, practices, and research in both psychology and psychiatry to "benefit society and improve people's lives." The organization is affiliated with over 60 national and international associations and has been influential on decisions ranging from marriage equality to conduct in war. AUS PsyD is the only APA-accredited PsyD program in Clinical Psychology in the state of Washington and in our geographic area.

Program Design

Antioch University Seattle's PsyD program is a 140-quarter credit doctoral degree program that is organized into an 11-week quarter system. The PsyD program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism.

AUS's PsyD program implements a competency-based assessment process whereby students are asked to apply knowledge to practice, demonstrating that they can use the disciplinary content they learn. Competencies are woven into all classes, supervisor evaluations, and other measures of student performance. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners, and agents of change in a complex world.

The overarching goal of the PsyD program is to prepare students for competent entry into the practice of professional psychology and meets Washington's State licensure requirements for clinical psychology. To accomplish this, we have identified three broad goals and nine objectives. Below are the goals, objectives, and competencies for our program:

Aim #1: Graduates are competent for entry-level practice as health service providers and professional psychologists in multiple roles.

- Objective 1.A: Students intervene to alleviate suffering and promote health.
    - Competency: Intervention
- Objective 1.B: Students assess clients and communicate their findings
    - Competency: Assessment
- Objective 1.C: Students design, analyze, and report on research and evaluation
    - Competency: Research
- Objective 1.D: Students accept and offer supervision and consultation
    - Competency: Supervision and Consultation

Aim #2: Graduates are reflective practitioner/scholars.

- Objective 2.A: Students build meaningful relationships with clients, organizations, and their community.
    - Competency: Communication and Interpersonal Skills
- Objective 2.B: Students integrate science with theory and practice.
    - Competency: Assessment and Intervention
- Objective 2.C: Students practice ethically and professionally.
    - Competencies: Ethical/Legal Standards & Policy and Professionalism

Aim #3: Graduates are socially responsible and work for social justice.

- Objective 3.A: Students celebrate diversity and avoid oppressing others.
    - Competency: Social Justice & Individual/Cultural Diversity
- Objective 3.B: Students are agents of social change
    - Competency: Social Justice

Features of the Program

- Antioch University Seattle provides broad and general doctoral-level study and training in the theory and application of clinical psychology. The curriculum promotes values of ethical practice and social responsibility
- The PsyD program is a tightly planned five year, full-time program
- Elective course options and an annual series of colloquia and workshops focusing on clinical practice trends, evidence-based practices, and social justice round out the program
- Practical experiences integrated throughout the program, including a full-year internship are required
- Clinical focus with flexibility to choose a clinically-relevant doctoral dissertation
- On-site Community Counseling Clinic for supervised training
- Potential involvement with faculty research, publication and other scholarly activities including the Institute of War Stress Injuries, Recovery, and Social Justice
- Participation in a social justice practicum
- Preparation for licensure and entry-level competence in the practice of clinical psychology
- An academic, non-terminal Master of Arts in Psychology degree is awarded after satisfactory completion of 60 required quarter credits

Elective Coursework

Elective course options for the program may include these areas:

- Forensic Psychology
- Integrated Behavioral Health Psychology
- Clinical Neuropsychology
- Pediatric Psychology
- History of War and Traumatic Stress Injuries: Social Justice Perspective

Graduation Requirements

In addition to the required courses included in the curriculum, students also must meet the following

graduation requirements:

- Completion of a one-year residency defined as a minimum of nine credits each quarter, for three consecutive quarters, during the first year in the PsyD program. Residency during an alternate year will be considered on a case-by-case basis, and only in light of personal exigencies;
- Successful completion of 140 graduate quarter credits from courses listed for degree (students may have had some courses waived as equivalent to graduate courses from another institution);
- 300 hour Social Justice Practicum or equivalent;
- Satisfactory ratings on annual review evaluations from the faculty;
- One performance archived in an electronic portfolio for all levels of ten core competencies;
- Successful passage of the Clinical Oral Examination;
- Acknowledgement of satisfactory completion of dissertation by all dissertation committee members;
- Documentation of 40 hours of personal psychotherapy;
- Satisfactory completion of 900 pre-internship hours and at least 1,500- 2,000 hours from the Clinical Internship.

PsyD Competencies

The AUS PsyD program has adopted the Profession-Wide Competencies (APA, 2017) throughout the program, including the curriculum, clinical training, and dissertation. In addition, the Discipline-Specific Knowledge domains in curricular design and implementation. Students who enter the program with a mental health-related master's may take a one-credit elective course, PSYC7980 Practicum: Prior Learning, to determine whether some levels of competency can be demonstrated on entry to the program. The portfolios help assess and advise students, help the PsyD faculty continuously improve the program, and demonstrate competencies defined as indicators of learning and professional practice.

Clinical Training Sequence

The sequence of clinical training starts with the series of first year foundational PSYC-7010-7030 courses, during which all students will begin a *Social Justice Service Practicum* or a *Social Justice Community Project* (for students entering the program with master's degree): an approved placement in an agency, institution, or other setting that challenges students through exposure to people from backgrounds significantly different from their own.

Social Justice Practicum

The total Social Justice Practicum requirement is 300 hours, 100 of which must be under supervision, and meets the Washington state requirements for practicum experience toward licensure (WAC 246-924-046). Washington State describes a practicum as applied experience obtained while training for the doctoral degree and must occur over at least two semesters or three quarters. The Social Justice Practicum is divided into a 120-hour Service practicum (done during Year 1 concurrent with the PSYC-7010-7030 series) and a 180-hour Clinical practicum (done during Year 2). All students will initially be placed in the AUS Community Counseling and Psychology clinic and will be required to see 2-5 clients per week under supervision. Upon completion of the 300-hour Social Justice Practicum, students will

be ready to begin their Pre-internship-I placement. Pre-internship-I hours can be earned by continued work at the AUS clinic or through a community placement.

Pre-Internship II (Third Year)

During Year 3, students will obtain an additional Pre-internship II placement (450 hours). Several Clinical Milestones are scheduled to occur toward the end of Year 3. These include: the Clinical Oral Examination; the optional awarding of the non-terminal MA degree in Psychology; the acceptance of the Dissertation Proposal and, following these, obtaining Internship Eligibility status. Students often use the 4th year to make progress on their dissertation, complete any additional required courses and, ideally, complete the dissertation prior to the beginning of the Clinical Internship.

Clinical Internship

The Clinical Internship is an organized 2000-hour full-time (or 20 hour/week part- time over two years) clinical internship training experience. All students must complete at least 2000 hours of clinical internship in order to graduate. Students apply to clinical internship by using the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Match Program. Local and national sites are available for application.

Student Admissions, Outcomes, and Other Data Time to Completion

The AUS PsyD program is designed to be completed in five years on a full-time year-around basis, including coursework, clinical training, and dissertation. Students past 7 years must petition to continue in the program on an annual basis with the maximum time to complete the program within 10 years in extraordinary circumstances. For additional program outcome data (i.e., licensure rate, attrition rate, internships, program costs, time-to-completion rate), please visit the PsyD Program Website.

Admission Requirements

Application materials should demonstrate:

- Critical thinking skills
- Graduate-level writing skills
- Ability to complete a rigorous doctoral program

Admission is selective. Finalists are invited for a campus interview. The Admissions Committee of the program determines admission. Decisions of the Committee are final.

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Current resume or CV
- Previous undergraduate degree from a regionally accredited institution with a minimum cumulative GPA of 3.0. (Applicants with a GPA below 3.0 may be considered and must submit a letter explaining the reasons for their low GPA as well as what has changed that would assist them in pursuing a graduate program.)

- GRE (Verbal, Quantitative, Analytical Writing)
- Completed online admissions application
- Admission essay
- Completion of the prerequisite courses in Abnormal Psychology, Development Psychology, and Introduction to Statistics. Applicants with an undergraduate degree in Psychology from regionally accredited institutions are exempt from the Abnormal Psychology and Developmental Psychology requirement. Introduction to Statistics is required of all applicants. Prerequisites must be fully completed at the time of application submission. All academic work must have been completed within the last ten years at regionally accredited institutions.

2020-2021 Tuition and Fees

Graduate Degree Tuition	Per Credit
Doctor of Psychology (PsyD) in Clinical Psychology	$ 896

University Fees

Plan of Study

Clinical Training Courses

While all the PsyD program courses combine theory and practice, these courses are specifically designed to support you while completing your clinical training experiences with group and individual supervision.

MA en Passant Award

*An asterisk next to a course in the following list signifies required courses (60 credits) for the non-terminal MA in Psychology for matriculating PsyD students.

Three first-year courses focus on developing clinical skills and multicultural competency while you engage in a social justice service practicum **(7 quarter credits)**:

PSYC-7010 Foundational Clinical Skills* (2 quarter credits)
PSYC-7020 Social Justice and Cultural Competency I* (3 quarter credits)
PSYC-7030 Social Justice and Cultural Competency II* (2 quarter credits)

Core Courses (65 quarter credits)

PSYC-7050 Cognition and Affect* (3 quarter credits)
PSYC-7200 Biological Bases of Behavior I: Clinical Medicine* (3 quarter credits)
PSYC-7210 Psychopathology* (3 quarter credits)
PSYC-7220 Biological Bases of Behavior II: Psychophysiology* (3 quarter credits)
PSYC-7230 Psychopharmacology I* (3 quarter credits)
PSYC-7240 Learning Theory (3 quarter credits)

PSYC-7250 Life Span Development I – Child* (3 quarter credits)
PSYC-7260 Life Span Development II – Adult* (3 quarter credits)
PSYC-7270 History and Systems of Psychology* (5 quarter credits)
PSYC-7280 Psychopharmacology II: Drugs of Abuse (2 quarter credits)
PSYC-7300 Ethics* (3 quarter credits)
PSYC-7360 Social Psychology* (5 quarter credits)
PSYC-7370 Group Processes and Therapy (3 quarter credits)
PSYC-7410 Individual Differences and Personality Theories I* (3 quarter credits)
PSYC-7420 Individual Differences and Personality Theories II* (2 quarter credits)
PSYC-7450 Advanced Ethics (2 quarter credits)
PSYC-7760 Psychopathology II: Developmental Psychopathology (3 quarter credits)
PSYC-8040 Community Psychology (3 quarter credits)
PSYC-8060 Consultation and Supervision (5 quarter credits)
PSYC-8071 Professional Issues in Career Management* (3 quarter credits)
WRTG-7010 Writing in PsyD (1 quarter credit)
WRTG-7021 Conceptualizing the Dissertation Inquiry & Research (1 quarter credit)

Assessment Courses (18 quarter credits)

PSYC-7110 Assessment: Intelligence & Practicum (4 quarter credits)
PSYC-7130 Assessment: Personality & Practicum (4 quarter credits)
PSYC-7170 Assessment: Integration & Practicum (4 quarter credits)
PSYC-7350 Psychometrics* (5 quarter credits)
PSYC-8035 Assessment Lab (1 quarter credit)

Research Courses (12 quarter credits)

PSYC-7310 Research Ethics, Quantitative Methods and Analysis I* (3 quarter credits)
PSYC-7320 Quantitative Methods and Analysis II* (3 quarter credits)
PSYC-7330 Qualitative Methods and Analysis I (3 quarter credits)
PSYC-7340 Qualitative Methods & Analysis II (3 quarter credits)

Interventions Series (9 quarter credits)

The interventions series consists of three theoretical and conceptually-based courses and require concurrent enrollment with Professional Seminars (a supervised clinical experience). These courses are taken usually in the second year.

PSYC-7800 Interventions I (3 quarter credits)
PSYC-7820 Interventions II (3 quarter credits)
PSYC-7840 Interventions III (3 quarter credits)

Professional Seminars (6 quarter credits)

The intervention series, social justice practicum, and pre-internship coincide with an integrative cumulative sequence of three consecutive supervisory seminars entitled "Professional Seminar" (ProSem) that students will take in their Second Year. These courses are accompanied by 1 credit of

individual supervision (PSYC-8010 Supplemental Supervised Experience) each quarter for the total of 3 credits.

PSYC-7910	Professional Seminar I (2 quarter credits)
PSYC-7920	Professional Seminar II (2 quarter credits)
PSYC-7930	Professional Seminar III (2 quarter credits)

Elective Courses

In addition to the 126 credits of clinical training and core courses, students need 14 elective credits to reach the 140 credit degree requirement. These courses may include Pediatric Psychology, Integrative Behavioral Health Psychology, Forensic Psychology, or Clinical Neuropsychology.

PsyD Dissertation Process (6 quarter credits)

PSYC-8901	Dissertation Seminar I: Prospectus (2 quarter credits)
WRTG-8901	Writing the Dissertation Prospectus (1 quarter credit)
PSYC-8902	Dissertation Seminar II: Prospectus (2 quarter credits)
WRTG-8902	Writing the Dissertation Proposal (1 quarter credit)

PsyD Dissertation Continuation

With two exceptions (listed below), students who have passed their Proposal (all credits of PSYC-8902) enroll in the PSYC-8440 Dissertation Continuation every quarter until their dissertation is fully complete, including final editing and online .pdf submission.

The fee for Dissertation Continuation Status is $1000 per quarter. For Financial Aid purposes this is considered full time and does not jeopardize financial aid status. Beyond the Proposal, the fee assumes / covers ongoing and regular consultation work with the Dissertation Chair and Committee members as well as Academic Advisors.

Exceptions

- Students who have passed their proposal do not enroll for dissertation continuation while enrolled in other coursework.
- Students on formal internship (PSYC-8000 Supervised Experience) do not enroll for dissertation continuation.

AU Graduate School of Leadership & Change

Welcome Letter from Provost and Introduction

The Antioch University Graduate School of Leadership & Change (GSLC) is a nationally recognized center of excellence for graduate education offering degrees of purpose to explore the interdisciplinary theory, research and practice of leading change that addresses the world's most pressing problems.

The PhD in Leadership and Change (PhDLC) is a distinctive doctoral program that combines faculty-mentored, individualized learning rooted in the mission of Antioch University, the learning goals of lifelong adult learners, and the needs of professionals as disciplined reflective change agents and engaged scholar-practitioners.

Our newly developed Master of Arts in Leadership Practice (MLP) launches in the 2020-21 academic year. Much like the flagship PhDLC program, the MLP is innovative and designed to both challenge and support socially engaged leaders and change agents to engage the complex challenges of their fields.

Culminating nearly two successful decades, our uniquely designed graduate programs bring together geographically dispersed and dynamically diverse learning communities of students, faculty and

alumni in bold conversations, transformative action, engaged scholarship and rigorous research.

We are thrilled to welcome you to our community of learners.

Laurien Alexandre, PhD

Provost, Antioch University Graduate School

of Leadership and Change

Campus Leadership

Provost: Laurien Alexandre
Associate Director of Academic and Student Services: Jen Swartout
Associate Director of Engagement and Special Assistant to the Provost: Leslee Creighton
Admissions Counselor: Mandy Kagol
Student Accounts Specialist: Jackie Dailey
Director of Financial Aid: Katy Stahl
Associate University Registrar: Tara Rhinehart
Director of Disability Support Services: Karen Crist
School Certifying Official (VA Benefits): Jackie Dailey
Faculty Research Librarian: Stephen Shaw

Campus Calendar

Please click here to view the Antioch University Graduate School of Leadership and Change Academic Calendar.

Academic Programs

PhD in Leadership and Change

Required Credits for Degree: 63 annual credits

Standard Mode of Instruction: Low-residency (3 residencies per year)

Program Overview

The PhD in Leadership and Change is a distinctive program rooted in the mission of Antioch University, the learning goals of lifelong adult learners, and the needs of professionals as disciplined reflective change agents and engaged scholar-practitioners.

We view this PhD as a degree that prepares students to enter the community of scholar- practitioners. It is a degree that is appropriate for university researchers as well as practicing professionals. Scholars, whether in industry or academy, honor the practices and obligations of scholarship as stewards of their discipline and professional domain. Whether in a business or university, scholars perform pedagogical roles in their professional lives. We believe the PhD degree prepares scholars to practice their profession with highest standards in multiple and varied academic and non-academic settings.

Accordingly, within the context of domain and disciplinary competence, it is our view that the essential characteristics of a scholar as a professional are:

- ***To be Reflective.*** One doesn't just act, but regularly steps back and reflects on what the action means. Reflection can't be done in isolation, however; therefore, it is important to establish communities of reflection. Thus, the PhD in Leadership and Change places a high value on disciplined reflection within and among peers, in the form of cohorts.
- ***To be Responsible.*** One upholds the standards of evidence, argumentation, and the drive for honesty in one's own work. Thus, the PhD program places a high value on the scholarly enterprise, ethical behavior, and rigorous inquiry skills.
- ***To be Communal****.* It is a scholar's obligation to pass on what she/he knows. The work of the scholarly community transcends any one person. Thus, this program places a high value on collaborative learning, dialogue, and a robust community of learners.

In order to prepare people to become stewards of discipline, domain, or profession, and to be, in the words of the Carnegie Foundation's former President, Lee Shulman, "officers of the community of scholars," we believe it is important to rethink key aspects of doctoral education. This PhD program is designed for working professionals who will understand and lead organizational change in their professions as reflective practitioners and engaged scholars. Understanding and leading change in the professions requires the essential elements of the scholar as professional: to be a reflective practitioner, to be responsible and act with integrity as one leads, and to be communal in one's learning, leading, and reflecting. In essence, our program posits that scholarship is not site bound, and we believe that working professionals can, in fact, be working scholars in the best sense of that tradition and community. While retaining Antioch's educational philosophy and values, this PhD program has developed educational goals and activities that are distinctive within American higher education and represent an alternative to most present PhD programs. In developing this program, special emphasis has been given to some of the major issues raised in the national discussion on re-envisioning the PhD. These discussions have emphasized the need for programs:

- to be more learner-centered,

- to encourage students to collaborate with each other in their doctoral work,
- to increase the quality and availability of faculty mentoring for students, and
- to increase the integration of professional practice with academic learning.

Further, this re-envisioning effort has also called for experimentation with new types of PhD programs and for the assessment of these programs to determine their effectiveness.

In Spring 2010, the PhD program underwent a Program Review, a process in which external reviewers evaluate the degree to which a degree program is fulfilling what it says it does and how well it does it. The reviewers concluded their assessment by saying, "The PhD program is serving as a national model to inform the continuing discussion of the nature of doctoral education in the United States and around the world. It is once again placing Antioch University at the forefront of innovation, leadership, and change. Moreover, the PhD program serves as a model for experimentation in innovation within the University itself, having a highly successful model as measured by student satisfaction as well as degree retention and completion."

Admission Requirements

The PhDLC program admits a cohort of up to 25-30 students each year.

Entry date: July 1, annually

Application Deadlines: Applications are accepted on a rolling basis year-around.

- Early admission review cycle: applications completed by October 1
- Regular admission review cycle: begins February 1 and continues through mid-May or until the cohort is full

A master's or other graduate degree issued from an institution recognized by an accrediting body that has been approved by the United States Department of Education or the Council for Higher Education Accreditation and five years of relevant professional experience are minimum eligibility requirements. In addition, selection for admission will depend upon such characteristics as capacity for self-directed learning, evidence of strong academic skills and conceptual abilities, and an interest in interdisciplinary study and applied research. Applicants must demonstrate a strong potential for individual and professional growth, evidence of leadership and aspiration to lead, and an interest in being a socially engaged professional.

How to Apply

1. Online Application
2. Admissions essay
3. Three recommender forms
4. Transcripts
5. Resume
6. Research-oriented writing sample
7. Application fee

Application material can be submitted via email to **admissions.phdlc@antioch.edu** or hard copies can be mailed to:

PhD in Leadership and Change
Antioch University
900 Dayton St.
Yellow Springs, OH 45387

Please note: All materials submitted for application to the PhD program become the property of the PhD program.

2020-2021 Tuition and Fees

Annual tuition is set at $25,488. Payment plans are available. Tuition is charged on an annual basis until candidacy is obtained. Once candidacy is reached, tuition is half of the current pre-candidacy annual tuition and is charged on a trimester basis.

Plan of Study

Learning Achievements: 34 annual credits

LC-7100A1	Reflective Leadership Essay (2 annual credits)
LC-7100B1	Change Project Proposal (2 annual credits)
LC-7100B2	Change Project Final (4 annual credits)
LC-7110	Learning Plan (1 annual credits)
LC-7150	Ethics Essay (1 annual credits)
LC-7160	Cultural Global Essay (2 annual credits)
LC-7170	Case Study in Leading Change (2 annual credits)
LC-7180A	Nature of Leadership and Change-A (1 annual credits)
LC-7180B	Nature of Leadership and Change-B (2 annual credits)
LC-7300B2	Research Redesign Essay (2 annual credits)
LC-7310A	Critical Review of Research (Proposal) (1 annual credits)
LC-7310B	Critical Review of Research (Final) (3 annual credits)
LC-7400A	Individual Agreement Prop A (1 annual credits)
LC-7400B	Individual Agreement Prop B (1 annual credits)
LC-75011	Individual Agreement Final-A (4 annual credits)
LC-76011	Individual Agreement Final-B (4 annual credits)
LC-7800	Reflective Int Candidacy Essay (1 annual credits)

3 ProSeminars: 6 annual credits

LC-7010	Proseminar I (2 annual credits)
LC-7020	Proseminar II (2 annual credits)
LC-7030	Proseminar III (2 annual credits)

Attend 9 residencies: 0 credits

RES-9010	Residency I (0 credit)
RES-9020	Residency II (0 credit)
RES-9030	Residency III (0 credit)
RES-9040	Residency IV (0 credit)

RES-9050 Residency V (0 credit)
RES-9060 Residency VI (0 credit)
RES-9070 Residency VII (0 credit)
RES-9080 Residency VIII (0 credit)
RES-9090 Residency IX (0 credit)

Dissertation: 23 annual credits

LC-8000 Dissertation Proposal (4 annual credits)
LC-8100 Dissertation (19 annual credits)

Master in Leadership Practice

Required Credits for Degree: 30 semester credits

Standard Mode of Instruction: Hybrid

Program Overview

The curriculum of the Master in Leadership Practice (MLP) focuses on leading responsible and ethical practices and leading innovative practices that are intended to improve the lives of those being served in organizations, workplaces, and communities around the world. The program makes critical leadership studies applicable and makes inclusive change strategies practical as you base your action project on sound inquiry, creative design, systems thinking, and a belief in responsible futures and the common good.

The MLP is focused on the development of knowledge, skills and practices of responsible leadership for cross-sector professionals. Designed in a hybrid, low-residency model, the program combines face-to-face and technologically enabled learning. The MLP is delivered over 4 trimesters. Students earn seven or eight semester credits in each term for a total of 30 semester credits. Each semester is composed of three interwoven courses, one that focuses on the theory/scholarship of leadership, one that focuses on leadership skills development and capabilities, and one that focuses on the action of leadership practice.

Admission Requirements

The MLP program admits up to 15-20 students twice per year.

Entry dates: July 1, March 1
Application deadline: rolling

A Bachelor's degree issued from an institution recognized by an accrediting body that has been approved by the United States Department of Education or the Council for Higher Education Accreditation and 2-3 years of relevant professional experience in the arena of intended project or venture are minimum eligibility requirements.

In addition, selection for admission will depend upon such characteristics as: capacity for self-directed learning, evidence of strong academic skills and conceptual abilities, an interest in interdisciplinary and cross-sector study, and a deep interest in bold action to lead change.

How to Apply

- **Online Application**
- Admissions essay
- Two letters of recommendation
- Transcripts
- Resume

Please note: All materials submitted for application become the property of the Antioch Graduate School of Leadership and Change.

2020-2021 Tuition and Fees

Tuition per trimester: $7,000

University Fees

Plan of Study

Trimester 1: Imagining the Common Good semester credits — total 8

LDR-5401 Orientation Residency	1 semester credit
Theory and Practice of Leadership LDR-5101 Foundations of Responsible Leadership	2 semester credits
Capabilities and Skills Development Studio LDR-5201 Developing Leadership Practices for the Common Good	2 semester credits
Action Project LDR-5301 Context Setting and Call to Action	3 semester credits

Trimester 2: Designing Responsible Disruption semester credits — total 7

Theory and Practice of Leadership LDR-5102 Business Models, Strategy & Creativity	2 semester credits
Capabilities and Skills Development Studio LDR-5202 Strengthening Creativity & Innovation	2 semester credits
Action Project LDR-5302 Assessing and Designing for Responsible Disruption	3 semester credits

Trimester 3: Piloting Bold Innovations **total 7 semester credits**

Theory and Practice of Leadership LDR-5103 Inclusion, Change & Wellbeing	2 semester credits
Capabilities and Skills Development Studio LDR-5203 Building Inclusive Organizations and Communities	2 semester credits
Action Project LDR-5303 Piloting with Purpose	3 semester credits

Trimester 4: Reframing for Just Futures **total 8 semester credits**

LDR-5402 Capstone Residency	1 semester credit
Theory and Practice of Leadership LDR-5104 Power, Complexity and Global Responsibility	2 semester credits
Capabilities and Skills Development Studio LDR-5204 Creating Individual, Organizational & Community Resilience	2 semester credits
Action Project LDR-5304 Reframing and Pursuing Sustainable Futures	3 semester credits

Campus Handbook

PhDLC Learner's Guide

PhDLC Program Handbook

MLP Learner's Guide and Handbook

University Course Catalog Listing

Undergraduate Courses

Graduate Courses

Antioch University Faculty Listing

Please visit the Antioch University website for current listings of all faculty

AU New England: Faculty Directory | Antioch University New England

AU Los Angeles: Faculty Directory | Antioch University Los Angeles

AU Santa Barbara: Faculty Directory | Antioch University Santa Barbara

AU Seattle: Faculty Directory | Antioch University Seattle

AU Graduate School of Leadership and Change: Faculty Directory | Antioch University GSLC

AU Distance and Extended Programs: Faculty Directory - Antioch University Online

State-Specific Required Disclosures

Information for California Residents

The following disclosures are required by the California Bureau for Private Postsecondary Education.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818; www.bppe.ca.gov; Telephone (888) 370-7589 or by fax (916) 263-1897 (916) 431-6959 or by fax (916) 263-1897.

Authorization

Antioch University Los Angeles along with its branch location, Antioch University Santa Barbara, is a private not-for-profit institution and is authorized for operation in the state of California by the State of California Bureau of Private Postsecondary Education (BPPE), which means compliance with state standards as set forth in the CEC and 5, CCR. Antioch University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Student Records

The official academic record, permanently maintained by the Office of the University Registrar, consists of the academic transcript and Student Learning Evaluation for each of the courses taken by the student.

Except for the transcript and Student Learning Evaluations, all other records are considered temporary and are maintained either locally or in an off-site facility. Non-permanent records are subject to the University Record Retention Policy and Schedule. Records whose retention period has expired are formally and confidentially destroyed.

The permanent records of students who attended Antioch University Los Angeles prior to July 1, 1985 are archived at Antioch University in Yellow Springs, Ohio. Inquiries and requests regarding those records must be directed to the Office of Records Administration, Antioch University, 900 Dayton St., Yellow Springs, OH 45387-1623; Telephone (937) 769-1291, FAX (937) 769-1354.

California Commission on Teacher Credentialing Accreditation

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the

discipline of credential holders in the State of California. Antioch University Los Angeles is fully accredited by this agency.

Tuition and Fees

Information on total charges for a period of attendance and an estimated schedule of total charges for each of our educational programs offered in California is available here for our Los Angeles location and here for our Santa Barbara location. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.

Housing Information

Antioch University Los Angeles is non-residential and has no dormitory facilities under its control. Antioch University Los Angeles has no responsibility to find or assist students in finding housing. However, there are several housing options (apartments/condos) available within the campus' location in Culver City and in adjacent cities/areas such as Marina Del Rey, Mar Vista, Palms, Santa Monica, Westchester, El Segundo, Manhattan Beach, Inglewood, etc.. The estimated cost of renting an apartment or a condo ranges from $1,000 (studio-type) to $2,800 a month depending on the area. To get a better idea you may search www.zillow.com for more information.

Facilities, Equipment, and Materials for Instruction:

The Antioch University Los Angeles (AULA) campus is located in Culver City, California, on the west side of greater Los Angeles, in an area historically known as Fox Hills. The AULA campus is in a large office park which houses a variety of tenants, including small businesses, law firms, and creative agencies. The AULA campus comprises three full floors in the Culver 400 building. The campus has over 17,000 square feet of classroom and conference room space, where instruction takes place. Instructions are all in English. All dedicated classrooms have built-in audio-visual equipment, enabling use of technology and video playback for instruction. AULA also uses mobile audio-visual equipment to bring technology to smaller conference spaces when needed. In addition to classroom space, the AULA campus has two computer labs. Each computer lab is just over 800 square feet in size, and is equipped with technology for instruction. The AULA campus also has a library space that occupies over 1,600 square feet, as well as a tutoring and instruction space called the “Teaching and Learning Center” that occupies just over 1,400 square feet.

Selected classes may be offered at a BPPE-approved satellite location. Please check with your academic program for details. These are our currently approved satellite locations.

3500 West Temple Street, Los Angeles, CA 90004
16315 Grevillea Avenue, Lawndale, CA 90260
1933 South Broadway, 11th Floor, Los Angeles CA 90007

400 W Washington Blvd, Los Angeles, CA 90015

Transferability of Credits

The transferability of credits you earn at Antioch University Los Angeles or its branch location, Antioch University Santa Barbara, is at the complete discretion of an institution to which you may seek to transfer. Acceptance credits you earn in undergraduate studies or in any graduate programs, including all certificate programs, is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Antioch University to determine if your earned credits will transfer.

Financial Aid

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.

Recipients of federal aid programs are subject to federal, state and institutional regulations regarding the return of Title IV funds. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds they have received. Students who withdraw from all their classes prior to completing more than 60% of the term will have their financial aid eligibility recalculated based on the percentage of the term completed and will be required to repay any unearned financial aid they have received.

Student Tuition Recovery Fund Disclosure

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF

may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Tuition Refund Policy

All students receiving federal financial aid funds who fully withdraw from the university after the 100% refund period are subject to the “Federal Return of Title IV Funds” policy which determines the amount of Federal Title IV aid that must be returned to the Federal government by the school and the student. Refer to the Withdrawal and Return of Title IV Funds Policy in this catalog. If a student withdraws after the 100% refund period, any Title IV funds disbursed will be returned to the sources so that the student may use these funds elsewhere.

The refund schedule applies in cases of withdrawal from the University, defined as the dropping of one's entire program in a given term. For refund purposes, a week of classes refers to a calendar week beginning with the first day of classes – holidays not considered. The effective date for determining a refund is the date Student Services receives written notification of a drop (signed by the Advisory and Financial Aid officer) or withdrawal from the student.

The University provides a pro-rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance. If the University cancels or discontinues a course, the

University will make a full refund of all associated tuition charges. Refunds are paid within 30 days of receipt of notification of cancellation or withdrawal.

Quarter Refund Schedule

Official first two weeks of quarter	100%
Third week	70%
Fourth week	60%
Fifth week	50%
Sixth week	40%
Seventh week	30%
Eighth week	20%
After	0%

Semester Refund Schedule

First 14 days of semester	100%
15-29 days of semester	75%
30-58 days of semester	50%
59-87 days of semester	25%
After	0%

MFA Refund Schedule

Prior to third day of residency	100%
On or after third day of residency, a pro rata refund of tuition will be applied to unearned institutional charges up to completion of more than 75%	<100% to >75%
Friday of fifth week of class	75%
Friday of eleventh week of class	50%
Friday of seventeenth week of class	25%

After	0%

Tuition Refund Policy for Individual Course Withdrawal

A 100% tuition credit is granted for courses dropped by 20% of the instructional period for that course. No tuition credit is given after 20% of the instructional period for that course. Exception for courses lasting 10 days or less: 100% tuition credit is granted for drops completed 7 days or more prior to the scheduled start date; no tuition credit granted for drops 6 days or less prior to the scheduled start date.

Please note that in programs that charge tuition based on the total number of units registered for the term, a change in tuition charges will only occur when the course drop moves the student to the lower tuition unit load.

In order to report gainful employment of its graduates, the institution must identify, in its catalog, the job classification(s) each program prepares its graduates for using the United States Department of Labor's Standard Occupational Classification codes, at the Detailed Occupation (six-digit) level.

Program Title	Standard	Occupational Classification Codes
Doctor of Philosophy in Leadership & Change	13-1111	Management Analysis
Doctor of Psychology	19-3033	Clinical and Counseling Psychologists
	25-1066	Psychology Teachers, Postsecondary
MFA in Writing and Contemporary Media MFA in Creative Writing Post MFA Certificate in the Teaching of Creative Writing	25-1199	Postsecondary Teachers, All Other
MA in Clinical Psychology, all concentrations All Graduate certificates in Clinical Psychology areas	19-3039	Psychologists, All Other
	19-3031	Clinical, Counseling, and School Psychologists
	19-3032	Industrial-Organizational Psychologists
	11-9199	Managers, All Other
MA in Psychological Studies	19-3039	Psychologists, All Other
MA in Psychology		
MA in Education – Mild-Moderate Credential MA in Education – Multiple Subject and Mild-Moderate Credential MA in Education with Multiple Subject Credential MA in Education, Leadership & Change MA in Education, Social Justice & Educational Leadership Med in Education with Teaching Credential Certificate in Clear Credential / Teacher Induction Certificate in Multiple Subjects Credential	25-1081	Education Teachers
MA in Nonprofit Management	11-9072	Entertainment and Recreation Managers, Except Gambling
	11-9179	Personal Service Managers, All Other
	11-9199	Managers, All Other
	19-3051	Urban and Regional Planners
	25-1069	Social Sciences Teachers, Postsecondary, All Other
MBA in Social Business, Non-Profit Management, and Strategic Leadership BA in Management	11-2021	Marketing Managers
	11-2022	Sales Managers
	11-3012	Administrative Service Managers
	11-3013	Facilities Managers
	11-3051	Industrial Production Managers
	11-3071	Transportation, Storage, and Distribution Managers
	11-9021	Construction Managers
	11-9151	Social and Community Service Managers
	11-9072	Entertainment and Recreation Managers, Except Gambling
	11-9179	Personal Service Managers, All Other
	11-9199	Managers, All Other
	13-1051	Cost Estimators
	13-1111	Management Analysts
	25-1011	Business Teachers, Postsecondary
BA in Applied Arts in Urban Communities and Justice BA in Applied Arts and Media BA in Applied Studies BS in Applied Technology and Business Leadership BA in Psychology	No Match	

Information for Washington State Residents

Antioch University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Antioch University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

I certify that:

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance.

The information contained in this application form is true and correct in content and policy and I am aware that the institution or facility must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.

Sincerely,

Benjamin S. Pryor, PhD, Provost & CEO, Antioch University Seattle

Education programs

Selected academic programs of study at Antioch University Seattle are approved for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code. The Washington State Board of Education has approved the state teacher preparation program offered by Antioch University Seattle.

Transferability of Credits

The transferability of credits earned at Antioch University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Antioch University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Antioch University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Antioch University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Institutional Course Cancellation

In the event of an institutional course cancellation, students enrolled in the course will be notified via email and provided with the opportunity to enroll in another course. Students are encouraged to contact an adviser in the case of an institutional course cancellation to ensure progress in the student's program of study.

Financial Aid

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

PL 115-407 VA Payment Addendum

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

ADDENDUM - 11/10/20

The Antioch University 2020-2021 Catalog Addendum provides official updates to the Antioch University 2020-2021 Catalog that are approved for all students following this catalog. Amended sections provide links to the original section of the catalog

Graduate Management Programs

Antioch offers three, inter-related graduate management programs to address varied career interests: Master of Business Administration (MBA), Master of Arts in Nonprofit Management (MANM), and Master of Human Services Administration (MHSA). All share a foundational commitment to equipping individuals for the advancement of social, economic, and environmental justice.

In all three programs, students earn three semester credits for each course completed successfully. 33 semester credits are required for graduation.

All three programs are offered in an asynchronous, online format, on a split semester calendar. Students take one course at a time for a period of seven weeks, completing two courses within a 15-week semester. With three semesters per year, students can complete their program in under two years, balancing life and work along with graduate study. For purposes of financial aid, maintaining this schedule affords the student full-time status.

Residency Requirements: There are no on-campus or on-site residency requirements for the Antioch's graduate management degrees. Students complete their study through 100% online active engagement with their faculty and course colleagues. The program is a 33-semester credit program.

Admission Requirements

Antioch University particularly seeks qualified candidates who will contribute to building a student population diverse in gender, ethnicity, age, class, physical abilities, learning styles, sexual orientation, professional backgrounds, religious backgrounds, and community experiences.

Application Requirements

- **Online Application** (No Application fee)
- Bachelor's degree from a regionally-accredited college or university. Applicants who have not finished their degree must do so before the first day of their desired start term.
- Current resume
- Admission essays (required only if undergraduate degree GPA is below 2.75)
- Additional requirement for international students:
    - Reading & Writing in English Proficiency Assessment (if applicable) or TOEFL score of 550 "paper-based", 214 "computer-based", and 79 "internet-based or higher.

Antioch does not require scores from the GMAT or the GRE.

Technology Requirements

Students in this program participate in online learning activities organized within small- and large-group learning communities. Antioch University Online is a 100% online learning environment, and therefore, in addition to having the traditional learning skills, students are expected to have basic technological

skills, compatible computer hardware, operating system, and internet connectivity upon entrance into the program.

Required Credits for Degree: 33 semester credits
Standard Mode of Instruction: Online

Master of Business Administration

Program Overview

The online MBA program at Antioch University is designed for employed professionals seeking to further their business skills, and advance their career. They can learn to thrive in a dynamic, diverse, and innovative world where business acumen, leadership ability, and practical applications are critically important; and make a positive difference in their community at the same time.

Antioch's MBA emphasizes the mutual importance of people, planet, and profit in building and leading successful organizations and communities in the 21st century — often referred to as a "triple bottom line" approach.

Unlike generic online and place-based business programs, Antioch leverages highly engaged, responsive, and expert faculty to provide innovative, experiential, learner-centered education. Antioch empowers students with the knowledge and skills required to lead forward-thinking businesses and organizations — locally, nationally, and globally — within the context of advancing social, economic, and environmental justice.

Every course offered in Antioch University's MBA program actively demonstrates the University's mission and values, and emphasizes collaboration, hands-on learning, individualized attention and development, and building knowledge and techniques that are directly translatable to the student's field of work.

Upon completion of the Master of Business Administration (MBA) program, each student will effectively demonstrate the following competencies:

1. Demonstrate leadership, teamwork skills, and ethical decision-making in complex organizational systems inclusive of social responsibility and environmental sustainability,
2. Develop an organizational culture that supports human, social and environmental well being,
3. Apply systems theory in guiding organizations toward a triple bottom line paradigm, and
4. Identify, integrate and apply knowledge of current theory and techniques of the major business disciplines.

2020-2021 Tuition and Fees

MBA Tuition per semester credit: $695
University Fees

Plan of Study

Course Requirements

There are eight core courses and 3 concentration courses (33 semester credits).

Core Courses (24 semester credits)

MGT-5000 Principles of Triple Bottom Line in Organizations (3 credits)
MGT-5231 Ethical and Legal Issues Facing Leaders 3 semester credits)
MGT-5130 Financial Analysis and ESG Principles (3 semester credits)
MGT-5140 Global Economics and Sustainability (3 semester credits)
MGT-5150 Strategy, Innovation and Resilience (3 semester credits)
MGT-5280 Human Resources Management (3 semester credits)
MGT-5370 Organizational Leadership and Change (3 semester credits)
MKT-5000 Marketing and Communication Strategy (3 semester credits)

Concentration Courses (complete one concentration: 9 semester credits)

Sustainable Business Concentration

MGT-5220 Earth Systems and Climate Change (3 semester credits)
MGT-5222 Diversity and Social Sustainability (3 semester credits)
MGT-5224 Ecological Economics, Public Policy, and Social Change (3 semester credits)

Leadership and Teams Concentration

MGT-5340 Diversity, Inclusion and Leading High Performing Teams (3 semester credits)
MGT-5242 Leader Identity and Development (3 semester credits)
MGT-5380 Developing People and Performance (3 semester credits)

Healthcare Leadership Concentration

MGT-5420 The Healthcare Sector as a Complex System (3 semester credits)
MGT-5422 Multicultural Competencies in Healthcare Administration (3 semester credits)
MGT-5424 Health Insurance and Reimbursement (3 semester credits)

Nonprofit Leadership Concentration

HSA-5210 Program Planning and Evaluation (3 semester credits)
MNM-5110 Nonprofit History, Context, Theories, and Trends (3 semester credits)
MNM-5210 Development and Fundraising (3 semester credits)

Self-Designed Concentration

Select any three courses (9 semester credits) from above concentrations with advisor approval.

NOTE: MGT-6000 Integrated Keystone Project (3 semester credits) may be substituted for any concentration course with advisor approval.

Master of Arts in Nonprofit Management

Program Overview

The mission of the Master of Arts in Nonprofit Management (MANM) program is to prepare individuals for exemplary professional leadership in nonprofit organizations through a curriculum informed by best practice standards in the discipline. In pursuit of this mission, MANM students will gain the skills and knowledge necessary to achieve the following:

1. Develop and manage programs to advance an organization's mission,

2. Design and execute effective development strategies for enhanced organizational viability,
3. Manage an organization's operations and infrastructure for optimal effectiveness,
4. Relate the ethics and beliefs that animate nongovernmental organizations across the globe, and
5. Define and develop the leadership qualities necessary for exemplary management and governance.

The structure of the program consists of three main components:

- A core curriculum of eight courses which focus on the major functions involved in nonprofit leadership
- A selection of three courses allows each student to pursue special interests. Students may select from Human & Social Services, Leadership Studies, or Social Justice Advocacy. They also have the option of choosing among elective courses to form a self-directed special interest.

A sample sequence is illustrated in the table below.

Sample MANM Program Course Sequence

Year 1, Fall	***Courses***	***Year 2, Fall***	***Courses***
A	Nonprofit History, Context, Theories, and Trends	A	Organizational Leadership & Governance
B	Program Planning & Evaluation	B	Leading High Performance Teams
Year 1, Spring	***Courses***	***Year 2, Spring***	***Courses***
A	Marketing & Communications Strategy	A	Elective
B	Development & Fundraising	B	Elective
Year 1, Summer	***Courses***	***Year 2, Summer***	***Courses***
A	Financial Analysis for Nonprofits	A	Elective
B	Human Resources Management		

2020-2021 Tuition and Fees

MANM Tuition per semester credit: $676
University Fees

Plan of Study

Course Requirements

There are eight core courses and 3 elective courses. (33 semester credits).

Core Courses (24 semester credits):

FIN-5100	Financial Analysis for Nonprofits (3 semester credits)
HSA-5113	Organizational Leadership and Governance (3 semester credits)
HSA-5210	Program Planning and Evaluation (3 semester credits)
MGT-5280	Human Resources Management (3 semester credits)
MGT-5340	Diversity, Inclusion, and Leading High-Performing Teams (3 semester credits)
MKT-5000	Marketing and Communication Strategy (3 semester credits)
MNM-5110	Nonprofit History, Context, Theories, and Trends (3 semester credits)
MNM-5210	Development and Fundraising (3 semester credits)

Elective Courses (3 courses, 9 semester credits)

HSA-5100	Public Policy and Advocacy (3 semester credits)
HSA-5200	Grant Writing and Resource Development (3 semester credits)
MGT-5242	Leader Identity and Development (3 semester credits)
MGT-5370	Organizational Leadership and Change (3 semester credits)
MGT-5380	Developing People and Performance (3 semester credits)
MGT-6520	Capstone Project: Integrating Knowledge and Skills (3 semester credits)
MNM-6100	Social Movements and the Work of Advocacy (3 semester credits)
MNM-6200	Community Organizing (3 semester credits)

Students in the MANM program can take elective courses from the MHSA, MBA, or MANM programs.

Master of Human Services Administration

Program Overview

Founded on the principles of helping others, our Master of Human Services Administration prepares service-minded practitioners looking to put their talents to use by improving the lives of others. Classes challenge students to think creatively about leading a human services agency or organization. Students examine topics of leadership, management, board governance, program planning and grant writing all through the lens to improve and expand quality of services in a variety of social service organizations.

2020-2021 Tuition and Fees

MHSA Tuition per semester credit: $676
University Fees

Plan of Study

Course Requirements

There are eight core courses and 3 elective courses. (33 semester credits).

Core Courses (24 semester credits):

FIN-5100	Financial Analysis for Nonprofits (3 semester credits)
HSA-5113	Organizational Leadership and Governance (3 semester credits)
HSA-5200	Grant Writing and Resource Development (3 semester credits)
HSA-5210	Program Planning and Evaluation (3 semester credits)
HSA-5230	Human Services Systems and Organizations (3 semester credits)
MGT-5280	Human Resource Management (3 semester credits)
MGT-5380	Developing People and Performance (3 semester credits)
MKT-5000	Marketing & Communication Strategy (3 semester credits)

Elective Courses (3 courses, 9 semester credits)

HSA-5100	Public Policy and Advocacy (3 semester credits)
HSA-5800	Capstone Project (3 semester credits)
MGT-5150	Strategy, Innovation & Resilience (3 semester credits)
MGT-5231	Ethical & Legal Issues Facing Leaders (3 semester credits)
MGT-5242	Leader Identity and Development (3 semester credits)
MGT-5370	Organizational Leadership and Change (3 semester credits)
MNM-6100	Social Movements and the Work of Advocacy (3 semester credits)
MNM-6200	Community Organizing (3 semester credits)
RSH-5200	Research Methods (3 semester credits)

Students in the MHSA program can take elective courses from the MHSA, MBA, or MANM programs.

Antioch University Los Angeles and Antioch University Santa Barbara

Education Offerings

- Preliminary Professional Credentials
    - SB 2042 Preliminary Multiple Subject
    - SB 2042 Preliminary Education Specialist Mild/Moderate
    - Clear Multiple Subject, Single Subject or Education Specialist credential (Induction program)
- Master of Education
- Master of Arts in Education, Leadership and Change

Admission Requirements

- BA degree posted on an official university transcript from a regionally accredited school
- Interview with regional director

Preliminary Professional Credentials

To meet the requirements for the California Commission on Teacher Credentialing (CCTC) for the SB2042 Preliminary Multiple Subject or the Education Specialist Teaching Credential candidates must

complete the courses which have been approved and accredited by the CCTC. The credential preparation curriculum at AULA/AUSB consists of both coursework and fieldwork.
Additional preliminary credential requirements include:

- Certificate of Clearance, basic Credential or Teaching Permit for fingerprint clearance
- Proof of a negative TB test
- Completion of the Basic Skills requirement
- Successful passage of the CSET exam
- Successful passage of the RICA exam
- Knowledge of US Constitution
- CPR
- Teacher Performance Assessments

Teaching Credential: Preliminary Multiple Subject

Required Credits for Degree: 53 quarter credits
Standard Mode of Instruction: Classroom

Teacher Credential Requirements (53 quarter credits)

TEP-5040	Social Science and Children's Experience (3 quarter credits)
TEP-5050	Reading Instruction in Elementary Classrooms (3 quarter credits)
TEP-5070	Real World Mathematics (3 quarter credits)
TEP-5100	Science: Discovery Teaching, Action Learning (3 quarter credits)
TEP-5110	Language Arts Curricula: Theory and Methods (3 quarter credits)
TEP-5120	Student Teaching w/ Professional Seminar I (3 quarter credits)
TEP-5122	Student Teaching w/ Professional Seminar II (3 quarter credits)
TEP-5130	The Arts in Culture and Learning (3 quarter credits)
TEP-5190	Educational Technology (2 quarter credits)
TEP-5250	Physical Education and Movement (1 quarter credits)
TEP-5331	Field Practicum (3 quarter credits)
TEP-5360	Foundations of Social Justice Education (3 quarter credits)
TEP-5371	Mediation and Conflict Resolution in Schools (1 quarter credits)
TEP-5380	Classroom Organization Theory and Practice (3 quarter credits)
TEP-5440	Child Development & Learning (3 quarter credits)
TEP-5450	Language Development & Acquisition (3 quarter credits)
TEP-5611	Assessment of Student Learning (2 quarter credits)
TEP-5650	Adaptation Pedagogy (3 quarter credits)
TEP-5990	TPA Workshop (0 quarter credits)
TEP-6010A	Social and Legal Dimensions of Special Education (2 quarter credits)
TEP-6010B	Teaching and Accommodating Students with Disabilities (1 quarter credits)
TEP-6020	Advocating for Healthy Children (2 quarter credits)

Teaching Credential: Preliminary Education Specialist Mild/Moderate

Required Credits for Degree: 53 quarter credits
Standard Mode of Instruction: Classroom

Teacher Credential Requirements (53 quarter credits)

TEP-5050	Reading Instruction in Elementary Classrooms (3 quarter credits)
TEP-5070	Real World Mathematics (3 quarter credits)
TESE-5090	Assessment in Special Education (3 quarter credits)
TESE-5120	Student Teaching W/ Prof Sem I (3 quarter credits)
TESE-5122	Student Teaching With Prof Seminar II (3 quarter credits)
TESE-5160	Understanding/Tchng Stu w/ MM Disabilities I (3 quarter credits)
TESE-5170	Understanding/Tchng Stu w/ MM Disabilities II (3 quarter credits)
TESE-5180	Family Dynamics & Comm for Spec Ed Svcs (3 quarter credits)
TEP-5331	Field Practicum (3 quarter credits)
TEP-5360	Foundations of Social Justice Education (3 quarter credits)
TESE-5380	Comp Behav Assmt & Pos Behav Support (3 quarter credits)
TESE-5410	Intro to Autism Spectrum Disorder (3 quarter credits)
TEP-5440	Child Development & Learning (3 quarter credits)
TEP-5450	Language Development & Acquisition (3 quarter credits)
TEP-5611	Assessment of Student Learning (2 quarter credits)
TEP-5650	Adaptation Pedagogy (3 quarter credits)
TEP-5990	TPA Workshop (0 quarter credits)
TEP-6010A	Social and Legal Dimensions of Special Education (2 quarter credits)
TEP-6010B	Teaching and Accommodating Students with Disabilities (1 quarter credits)
TESE-6010B	Indiv Ed Desgn & Policy Implmntn (1 quarter credits)
TEP-6020	Advocating for Healthy Children (2 quarter credits)

Master of Education with Teaching Credential

Required Credits for Degree: 71 quarter credits
Standard Mode of Instruction: Classroom

Master of Education Requirements

The M.Ed. degree is half-time and requires the completion of an additional 18 units beyond the first year of 53 quarter units completed for the teaching credential.

Required courses (12-13 quarter credits):

TEP-5260	Systems Thinking (3 quarter credits)
TEP-6230	Review of Educational Research (3 quarter credits)
TEP-6290A	Educational Research: Inquiry II (3 quarter credits)
TEP-6380	Leadership & Change (3-4 quarter credits)

Elective courses (6-7 quarter credits from the following):

NOTE: not all classes available at all times

TEP-5000B	Grassroots Organizing for Social Justice (3 quarter credits)
TEP-5310C	Enhancing English Language Development With Literature (3 quarter credits)
TEP-6030B	Graduate Seminar (1-6 quarter credits)
TEP-6030H	Graduate Seminar: History of Ideas (3 quarter credits)
TEP-6060	Diversity in Schools (3 quarter credits)
TEP-6340	Critical Media Literacy (3 quarter credits)
TEP-6370	Global Perspectives in an Era of Change (3 quarter credits)

TEP-6390 Global Perspectives in an Era of Change II (3 quarter credits)
TEP-6420 Current Trends in Neuroscience (3 quarter credits)
TEP-6440 Education-Community Contexts & Interactions (3 quarter credits)
TEP-6450 An Intro to Ecoliteracy (3 quarter credits)
TEP-6470 Grant Proposal Development (3 quarter credits)

Master of Arts in Education, Leadership and Change (MAEx)

Required Credits for Degree: 45 quarter credits
Standard Mode of Instruction: Classroom

An Antioch University MAEx degree provides candidates with a wide variety of skills and practices that are quite marketable in our changing economy. The department faculty partner with our candidates to explore the injustices that pervade our society and to learn strategies for impacting them in positive ways through educational ventures.

DEGREE OVERVIEW

The curriculum consists of six half-time quarters where candidates develop a systems approach to social justice and sustainability-oriented educational leadership perspectives along with a variety of elective courses to best suit their area of interest and department goals. The degree culminates with candidates sitting an oral Capstone experience that is based on research and learning they have conducted within the program.

Candidates are assigned to a faculty advisor when they are accepted into the Program and work closely with their advisor to tailor the degree to meet their needs and allow them to pursue their individual interests.

Required Courses (12 quarter credits)

TEP-6230 Review of Educational Research (3 quarter credits)
TEP-6290A Educational Research: Inquiry II (3 quarter credits)
TEP-5260 Systems Thinking (3 quarter credits)
TEP-6380 Leadership & Change (3 quarter credits)

Elective courses (33 quarter credits)*

NOTE: not all classes available at all times

TEP-5000B Grassroots Organizing for Social Justice (3 quarter credits)
TEP-5310C Enhancing English Language Development With Literature (3 quarter credits)
TEP-6030B Graduate Seminar (1-6 quarter credits)
TEP-6030H Graduate Seminar: History of Ideas (3 quarter credits)
TEP-6060 Diversity in Schools (3 quarter credits)
TEP-6340 Critical Media Literacy (3 quarter credits)
TEP-6370 Global Perspectives in an Era of Change (3 quarter credits)
TEP-6390 Global Perspectives in an Era of Change II (3 quarter credits)
TEP-6420 Current Trends in Neuroscience (3 quarter credits)
TEP-6440 Education-Community Contexts & Interactions (3 quarter credits)

TEP-6450 An Intro to Ecoliteracy (3 quarter credits)
TEP-6470 Grant Proposal Development (3 quarter credits)

Antioch University Seattle

This information about the GI Bill® was inadvertently left off page 33 of the Antioch University Catalog. The first mention of the GI Bill® should also include this attribution statement:

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Graduate Certificate in Adult Education

Plan of study: 20 quarter credits

Required Coursework

EDUC-6710 Adult Teaching and Learning Frameworks (4 quarter credits)
EDUC-6720 Adult Education Settings (4 quarter credits)
EDUC-6730 Teaching Toolkit (4 quarter credits)
EDUC-6740 Improving Adult Education through Assessment (4 quarter credits)
EDUC-6750 Internship/Practicum (4 quarter credits)

MA in Marriage and Family Therapy with a concentration in Sex Therapy

Plan of study: 84 quarter credits

Housed within the CFT Program Antioch's clinical Concentration/Certificate in Sex Therapy is designed for students, alumni, or community members who hold a license to practice mental health therapy in their respective state, or who are license eligible, to broaden their clinical skills in sex therapy. The Sex Therapy Concentration/Certificate is available to MA CFT, CMHC or CAT students, alumni and post-graduate professionals to meet the minimum education credit requirements and supervision hours to achieve certification as a sex therapist as issued by the **American Association of Sex Educators, Counselors, and Therapists** (AASECT) certification requirements.

This certificate/concentration is an opportunity for students to deepen understanding and skills for effectively integrating sexuality into their clinical work. Students must successfully complete Human Sexuality to take the other courses. For concurrently enrolled MA students, the Sex Therapy courses can be used to fulfill elective requirements.

Antioch University Seattle is the only accredited institution in Washington that is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU). This certificate program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists (AASECT). Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact **ce@aasect.org**.

Required Coursework Completed Before Internship (36 quarter credits)

COUN-5000 Competency Assessment I (0 quarter credits)
COUN-5010 Competency Assessment II (0 quarter credits)
COUN-5020 Competency Assessment III (0 quarter credits)

COUN-5030 Family of Origin Systems (3 quarter credits)
COUN-5040 Multicultural Perspectives (3 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5120 Individual Therapy in the Family System (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)
COUN-5191 Ethics and Professional Issues in Couple and Family Therapy (4 quarter credits)
COUN-5800 Applied Couple Therapy (4 quarter credits)
COUN-5810 Applied Family Therapy, Part I (Children and Parenting) (3 quarter credits)
COUN-5815 Applied Family Therapy, Part II (Adolescents and Family Therapy) (3 quarter credits)
COUN-5850 Assessment, Diagnostics & Treatment Planning in Couple and Family Therapy (4 quarter credits)
COUN-5980 Internship Prep (0 quarter credits, required 3 quarters before internship)

Other Required Credits (13 quarter credits)

COUN-5025 Competency Assessment – IV (0 quarter credits)
COUN-5220 Human Development in the Family Lifecycle (3 quarter credits)
COUN-5240 Human Sexuality (3 quarter credits)
COUN-5512 Introduction to Research in Couple and Family Therapy (4 quarter credits)
COUN-5820 Theories of Couple and Family Therapy (3 quarter credits)

Sex Therapy Concentration (16 quarter credits)

COUN-5242 Fundamentals of Sex Therapy (3 quarter credits)
COUN-5471 Diversity in Sexual Expression (3 quarter credits)
COUN-5910 Sexuality Special Topics Electives (2 quarter credits)
COUN-6800 Sexual Attitude Reassessment (SAR) (2 quarter credits)
COUN-6805 Sex Therapy in Abusive Systems (3 quarter credits)
COUN-6810 Advanced Theory and Practice in Sex Therapy (3 quarter credits)

Required Internship Courses (19 quarter credits)

COUN-6002/6004/6006 Internship Case Consultation

MA in Marriage and Family Therapy with a concentration in Play Therapy

Plan of study: 80 quarter credits

Required Coursework Completed Before Internship (36 quarter credits)

COUN-5000 Competency Assessment I (0 quarter credits)
COUN-5010 Competency Assessment II (0 quarter credits)
COUN-5020 Competency Assessment III (0 quarter credits)
COUN-5030 Family of Origin Systems (3 quarter credits)
COUN-5040 Multicultural Perspectives (3 quarter credits)
COUN-5050 Systems Perspectives in Family Therapy (3 quarter credits)
COUN-5060 Communication and Counseling Skills (3 quarter credits)
COUN-5120 Individual Therapy in the Family System (3 quarter credits)
COUN-5150 Psychopathology (3 quarter credits)

COUN-5191 Ethics and Professional Issues in Couple and Family Therapy (4 quarter credits)
COUN-5800 Applied Couple Therapy (4 quarter credits)
COUN-5810 Applied Family Therapy, Part I (Children and Parenting) (3 quarter credits)
COUN-5815 Applied Family Therapy, Part II (Adolescents and Family Therapy) (3 quarter credits)
COUN-5850 Assessment, Diagnostics & Treatment Planning in Couple and Family Therapy (4 quarter credits)
COUN-5980 Internship Prep (0 quarter credits, required 3 quarters before internship)

Other Required Credits (13 quarter credits)

COUN-5025 Competency Assessment – IV (0 quarter credits)
COUN-5220 Human Development in the Family Lifecycle (3 quarter credits)
COUN-5240 Human Sexuality (3 quarter credits)
COUN-5512 Introduction to Research in Couple and Family Therapy (4 quarter credits)
COUN-5820 Theories of Couple and Family Therapy (3 quarter credits)

Play Therapy Concentration (12 quarter credits)

COUC-560 Introduction to Play Therapy (3 quarter credits)
COUC-5610 Advanced Play Therapy (3 quarter credits)
COUC-5630 Seminar in Play Therapy I (3 quarter credits)
COUC-5640 Seminar in Play Therapy II (3 quarter credits)

Required Internship Courses (19 quarter credits)

COUN-6002/6004/6006 Internship Case Consul