ANTIOCH UNIVERSITY

SINCE 1852



COALITION FOR THE COMMON GOOD

Education for
a more just society

2026–2027

ACADEMIC CATALOG

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.

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Welcome to Antioch University

Whether you're just beginning your Antioch journey or continuing a path already well underway, I'm honored to welcome you to a university that stands for democracy, equity, and a shared commitment to the common good.

For over 170 years, Antiochians have responded to the urgent challenges of the day, grounded in the belief that education is most powerful when used in service of others. This commitment to engaged, justice-centered learning has shaped generations of leaders who bring change to their communities and professions.

Our founding president, Horace Mann, famously declared that "education is the great equalizer." He knew that democracy cannot thrive without an educated citizenry. That principle still drives our work today, from how we design academic programs to how we foster community across state lines and academic disciplines.

This foundation draws students, faculty, and staff who don't wait for change but lead it. You'll see that spirit across our programs, whether in the classroom, online, or through low-residency experiences. At Antioch, we see learning in any modality as an opportunity for connection, collaboration, and community. And our leaders practice distributed leadership that encourages collaboration across time zones.

Together, we pursue an ambitious mission: to empower learners with the knowledge and skills to lead meaningful lives and to advance social, racial, economic, and environmental justice. That work is not easy-but it is essential. And it becomes more joyful and more impactful when we do it together.

This catalog provides more than logistical information and policies. It's a roadmap for your journey here, offering a glimpse into our values and the diverse academic pathways available to you, from certificates to undergraduate, master's, and doctoral degrees. We encourage you to use it to explore what's possible and to chart a course aligned with your goals.

Antiochians come from many walks of life. You may be here to upskill, pivot careers, deepen your community work, or reimagine your professional path. Whatever brought you here, you now belong to a university that believes your education should improve and enhance your life and the lives of those around you.

In an era when higher education is often politicized or commodified, Antioch University remains unapologetically values-driven. We believe universities must not only reflect society, but help shape it, by asking hard questions, standing up for what's right, seeking to understand those with whom we disagree, and educating leaders who are both courageous and compassionate.

We're so glad you've joined us. Now, let's get to work-together.

Sincerely,
Lori Varlotta President
Antioch University

About Antioch University

About Antioch University

Antioch University's first President, Horace Mann, a well-known abolitionist who is considered the father of public education in the United States, believed that education was the cornerstone of a robust and inclusive democracy. 174 years later, Antioch still carries that DNA. Antioch's mission is to provide learner-centered education "to empower students with the knowledge and skills to lead meaningful lives and to advance social, racial, economic, and environmental justice." Today, Antioch is a national university with three interdisciplinary schools offering hybrid, online, and on-site programs at the institution's five campuses in Keene, NH; Los Angeles and Santa Barbara, CA; Seattle, WA; and Yellow Springs, OH. It enrolls approximately 4,000 post-traditional-age students in a wide variety of professional doctoral and master's programs, an undergraduate degree completion program, professional certificates, and endorsements. A bold and enduring source of innovation in higher education, Antioch University is a private, nonprofit institution and has been continuously accredited by the Higher Learning Commission since 1927. In 2023, Antioch and its partner Otterbein University announced the founding of the Coalition for the Common Good.

About the Coalition for the Common Good (CCG)

Antioch University and Otterbein University are the founding members of the Coalition for the Common Good, a higher education system of private, independent nonprofit colleges and universities aligned around the shared mission of educating students to advance their careers and preparing learners to promote the common good, including democracy, social justice, equity, inclusion, and engaged global citizenship. Through sharing resources and creating flexible learner pathways across programs and schools, the Coalition will reduce costs for students and institutions, expand access to degree and non-degree programs, and educate for jobs and justice. The Coalition, approved by the Higher Learning Commission and the Ohio Department of Higher Education, was announced in August 2023.

CCG+AU+Otterbein

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, racial, 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.

Core Attributes of an Antioch Education

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.

Our Locations

Antioch University is a singly-accredited national institution with multiple locations. Each location offers unique academic credits, services and resources tailored to its specific community. While academic disciplines transcend geographical boundaries, students should note the following address information for in-person classes.

Antioch University

900 Dayton Street
Yellow Springs, OH 45387
(310) 340-7634
https://www.antioch.edu/

Antioch University Los Angeles

5150 W Goldleaf Cir
Los Angeles, CA 90056
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 Santa Barbara

721 Cliff Drive
Santa Barbara, CA 93109
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/

Antioch University Westerville

1 South Grove St
Westerville, OH 43081

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 United States. 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 / (312) 263-0456
Fax: (312) 263-7462
http://hlcommission.org/

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, Seattle

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

- Doctor of Psychology in Clinical Psychology: New England, 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 the American Dance Therapy Association (ADTA)

The master's concentration and certificate in Sex Therapy in Seattle meets the requirements for certification by the American Association of Sex Educators, Counselors, and Therapists (AASECT)

The master's concentration and certificate in Play Therapy in Seattle is accredited by the Association for Play Therapy (APT)

The master's concentration in Drama Therapy in Seattle is accredited by the North American Drama Therapy Association (NADTA)

The master's specialization in Art Therapy in Seattle is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)/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 approves these educator preparation programs at Antioch University Seattle in Washington State:

- Master of Arts in Teaching
    - with Environmental and Sustainability Endorsement
    - with Library Media
    - with Teacher Preparation: K-8
- Certificate
- 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

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.

AU Board of Governors

Chair: Steve Crandall, Seattle, WA
Vice Chair: TBD
President (ex officio): Lori Varlotta, Sacramento, CA

Governors

Kenneth Alexander, Norfolk, VA
Michael Bills, Salt Lake City,
UT Frowsa' Booker, Irving, TX
Gary Brahm, Las Vegas, NV
Teri Cannon, Berkeley, CA
Chip Espinoza, Dove Canyon, CA
Gregory Finkelstein, Orlando, FL
Charlene Moore Hayes, Pikesville,
MD Sally Johnstone, Boulder, CO
Devorah Lieberman, Claremont CA
Richardson Preyer, III, Asheville, NC
Timothy Robinson, Indianapolis IN
Eugene Tempel, Indianapolis, IN

CCG Board of Directors

Chair: Dan Gifford, Naples, FL
Vice Chair: Charlene Moore Hayes, Pikesville, MD

Directors

Teri Cannon, Berkeley, CA
Theresa Harris, Galena, OH
Sally Johnstone, Boulder, CO
Holiday Hart McKiernan, Indianapolis, IN
Lynn Pasquerella, South Woodstock, CT
Peggy Ruhlin, Delaware, OH
Tammy Roberts Myers, Columbus, OH

Executive Team

President: Lori Varlotta, PhD, Miami University
University Executive Director of Strategic Communications: Laurien Alexandre, PhD, University of California, Irvine
Vice President, Legal Affairs and General Counsel: Mary Granger, JD, University of Maine
Vice President for Enrollment Management and Marketing: Tom Hoener, MS, Mount St. Mary's University
Interim Vice President for Finance & Chief Financial Officer: Jim Hyatt, MBA, University of Washington
Vice President for Institutional Advancement: Josh Jacobs, EdD,Vanderbilt University
Vice President for Academic Affairs and Provost: Sandra Madar, PhD, Kent State University and the Northeast Ohio University's College of Medicine
Vice President for Inclusive Excellence and Student Affairs: Stephanie Helms Pickett, EdD, Southern Illinois University
Vice President for Human Resources and Chief Human Resources Officer: Maria-Judith Rodriguez Herrera, MA, Inter-American University of Puerto Rico; MBA, University of Phoenix

Deans

Interim Dean, School of Counseling, Psychology and Therapy: Barbara Lipinski, PhD, University of Southern California; JD Southern California Institute of Law
Dean, School of Interdisciplinary and Professional Studies: Amy Rustein-Riley, PhD, University of California, Irvine
Dean, School of Nursing and Health Professions: Diane White, PhD, Georgia State University

University Administrative Leadership

Director, Student Affairs/Student Engagement, AU Seattle: Sue Byers, MA, Pacific Oaks College
Executive Director of Student Affairs: Elizabeth Carson-Murphy, EdD, Antioch University
Assistant Vice President for Accreditation and Academic Assessment: Michelle Finley, PhD, Purdue University
University Librarian: Christine Forte, EdD, Pepperdine University
Director of Academic Technology: Katie Golus, EdM, Harvard University

Title IX Coordinator: Sarah Hellyar, JD, Quinnipiac University School of Law
Director of Student Affairs/Academic Support, AU Santa Barbara: Ryan Kasmier, EdD, California Lutheran University
Executive Director of Budget, Planning & Analysis: Katy Keenan, BBA, California State University-East Bay
University Director for Academic Compliance: Rachel Keil, PhD, California Institute of Integral Studies
University Registrar: Joni Krueger, MS, University of South Dakota
Chief Operations Officer, AU Los Angeles: Sandy Lee, MA, Antioch University, New England
University Executive Director of Financial Aid and Scholarships: Katy Stahl, BA, Central Washington University
University Director of Student Accounts: Jon Stevens, MA, Antioch University Seattle
Executive Director of University Admissions: Jessica Wiltgen, MS, St. Cloud State University

Admissions

Application Process

Prospective students are encouraged to attend an information session, to communicate with an Admissions Counselor (virtually, 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:

Complete the Application. This includes submission of the application and application fee. The application can be completed online and is available on the university website at https://www.antioch.edu/apply-to-au/

Request official transcripts from 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 an officially sealed envelope by standard mail or preferably sent via email by your former college to Antioch Admissions at admissions@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 school Dean may waive this requirement. Consideration of such applicants is the purview of the program based on guidelines established by the program. See Admissions Policy 5.607.

Submit the required supplemental application materials for a specific degree or certificate program as indicated in the application. Specific degree and certificate programs will have their own material requirements that are unique to that program. Program-specific supplemental documents can be found on the program webpage.

All materials should be received by the Admissions Office on or before the application deadline. Application files are not complete until all required documents are submitted to the Admissions Office. Application files that do not meet stated 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 the required prior degree. At a minimum, applicants who have not completed their undergraduate degrees must have at least 108 quarter credits or 72 semester credits of transcripted, transferable, 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:

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.

The minimum number of required years of sustained professional experience, as well as the specific fields in which the experience must have been acquired.

Required knowledge of the professional field of proposed graduate study.

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 their 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, and any applicable holds will be removed.

Denial of Admission

If an applicant does not meet Antioch University's criteria for admission, the applicant will be notified by email. 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 specified deadline. 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. Programs may set limits on the number of times that an applicant may defer admission.

International Student Admission

The U.S. Department of Homeland Security (DHS) 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 the term. All application materials must be submitted by the 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 writing support 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 4 (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 (excluding Quebec), demonstration of English language proficiency requirement may be waived

Academic credentials - Academic credentials received outside of the United States must be formally evaluated by a NACES-approved evaluation company 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 their 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 student's F1 Visa and a copy of the passport page with D/S stamp must be provided 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/. Eligible institutional scholarships are available for many students, including international students, based on specific criteria through Antioch University. Review the information on our International Student Information webpage for additional information.

Evaluation of Transfer Credit

Antioch University seeks to maximize its students' 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. It is recommended that transfer credit requests are submitted in the student's first term for subsequent registration planning. Transfer credit documentation must be submitted no later than the student's penultimate term to be considered during the conferral review. Final transfer credit documentation must be submitted by the conferral document deadline. 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 and Readmission

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

Students who are not currently active, or who wish to change to a new academic program, must submit a new application through the Admissions Office. Readmission is not guaranteed and requires approval of administrative offices as well as the academic program. Applicants may be required to submit new application materials or schedule an appointment. The applicability toward the degree or certificate courses taken elsewhere during the student's absence, as well as any prior Antioch credit, is at the

discretion of the academic program, and is governed by the Transfer and Intra-University Credit Policy (AURA 5.611).

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 Contact Information

Primary Admissions email contact:
admissions@antioch.edu

Primary Admissions phone contact:
310-340-7631

2026-2027 Academic Calendar

Antioch University offers courses and programs across a wide range of calendars, credit types, and modalities to best suit the academic content being provided, enabling you to find academic opportunities that work with your schedule. For courses and terms of differing lengths, different dates and deadlines are established to maintain comparable access. Details of each calendar are found on the university website here. The following general calendar provides an overview of the terms used by various programs or locations and their overall start/end dates for the academic year.

Semesters

AU New England
All Programs
AU Seattle
Clinical Mental Health Counseling (CMHC)
MA in Couple and Family Therapy (CFT)
Certificate in Sex Therapy
MA in Education (MAED) - Spring 2027
Undergraduate Studies - Spring 2027
AU Online
Doctor of Education (EdD)
Individualized Masters (IMA)
MA in Humanities (MAH)
MA in Social Sciences (MAS)
Nursing & Health Professions
Undergraduate Studies
AULA/AUS/AUSB Undergraduate Studies
Summer 2026 and Fall 2026

Spring 2027

2026 Summer Semester	05/02/26	08/15/26
2026 Fall Semester	08/30/26	12/12/26
2027 Spring Semester	01/10/27	04/24/27

Sessions

AU Online
Individualized Masters (IMA)
Master in Business Administration (MBA)
Undergraduate Studies

2026 Summer Session A	05/02/26	06/20/26
2026 Summer Session B	06/28/26	08/15/26
2026 Fall Session A	08/30/26	10/17/26
2026 Fall Session B	10/25/26	12/12/26
2027 Spring Session A	01/10/27	02/27/27
2027 Spring Session B	03/07/27	04/14/27

Extended Semester: Master of Fine Arts (MFA)

2026 Summer/Fall Semester	06/18/26	11/22/26
2027 Winter/Spring Semester	12/10/26	05/16/27

Quarters

AU Los Angeles
MA in Psychology (MAP)

- Summer 2026, Fall 2026, Winter 2027, and Spring 2027

Undergraduate Studies

- Summer 2026 and Fall 2026
- Important: Undergraduate programs will transition to a Semester system starting Spring 2027

AU Seattle

MA in Couple and Family Therapy (CFT)

- Summer 2026, Fall 2026, Winter 2027, and Spring

2027 MA in Education (MAED)

- Summer 2026, and Fall 2026
- Important: MAED will transition to a Semester system starting Spring

2027 PhD in Counselor Education and Supervision (CES)

- Summer 2026, Fall 2026, Winter 2027, and Spring

2027 Doctor of Psychology (PsyD)

- Summer 2026, and Fall 2026
- Important: PsyD will transition to a Semester system starting Spring

2027 Undergraduate Studies

- Summer 2026 and Fall 2026
- Important: Undergraduate programs will transition to a Semester system starting Spring 2027

AU Santa Barbara

MA in Clinical Psychology (MACP)

- Summer 2026, Fall 2026, Winter 2027, and Spring

2027 Undergraduate Studies

- Summer 2026 and Fall 2026
- Important: Undergraduate programs will transition to a Semester system starting Spring 2027

2026 Summer Quarter	07/01/26	09/27/26
2026 Fall Quarter	09/28/26	12/18/26
2027 Winter Quarter	01/02/27	03/28/27
2027 Spring Quarter	03/29/27	06/30/27

Trimesters: PhD in Leadership & Change (PhDLC)

Used for administrative processing for the PhD in Leadership and Change (registration, billing, financial aid, enrollment)

Summer 2026 Trimester	07/01/26	10/31/26
Fall 2026 Trimester	11/01/26	02/28/27
Spring 2026 Trimester	03/01/27	06/30/27

Annual: PhD in Leadership & Change (PhDLC)

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

2026-27 Annual Term	07/01/26	06/30/27

Antioch University and the Coalition for the Common Good

Antioch University is a founding member of the Coalition for the Common Good, a higher education collaboration with Otterbein University. In 2023, the Higher Learning Commission approved this strategic affiliation between these two mission-aligned institutions committed to preparing students to advance social justice, democracy, and the common good, with a focus on graduate programs, learner pathways and strategic partnerships.

Both Antioch and Otterbein remain separately accredited by HLC. The intention of the parties is to grow the coalition into a national university system of mission-consistent universities, expanding opportunities for students at each of the affiliate member institutions.

As a private, not-for-profit university system, we will expand degree offerings, offer programs in more locations nationwide, provide innovative learning modalities including online, low-residency, and hybrid settings, create new opportunities for student engagement across institutions, and enhance institutional capacities and contain costs through selected shared services.

As an Antioch student, your program will remain as described in this catalog. Your degree will be conferred from Antioch University What will change in the coming years may be access to new program pathways and more degree options. You may also, in the course of your studies, meet an Otterbein student who is studying for a semester on an Antioch campus or in an Antioch program. A number of Otterbein's graduate programs will be transitioned to Antioch, such as the new Graduate School of Nursing and Health Professions. Finally, Antioch University will begin offering selected programs such as the Doctor of Education and the MA in Clinical Mental Health Counseling at Otterbein's beautiful Ohio campus. The affiliation does not affect your financial aid package in any way.



More information about the affiliation may be found on Antioch's website.

Alumni Association

Antioch University's Alumni Association provides a wide range of resources and opportunities for graduates of all its campuses and programs worldwide. Through the Resource Hub alumni can access various services and information to stay connected and engaged with their alma mater.
Some key features of the alumni lifelong learning community include:

Staying Connected: Alumni can connect with fellow graduates, fostering professional and personal relationships through networking opportunities.

Library and Writing Center Resources: Access to academic resources such as library databases and writing support services to aid in continued learning and professional development.

Continuing Education Opportunities: Alumni can explore continuing education programs and resources to further their knowledge and skills in their respective fields.

News and Updates: Stay informed about the latest news, events, and developments within Antioch University and its various programs and campuses.

Transcript Requests: Conveniently request official transcripts for academic and professional purposes through the alumni portal.

Career Opportunities: Access job listings, career development resources, and job search support to assist in career advancement.

Additionally, the Alumni Association encourages graduates to actively support Antioch University by recommending the institution to friends and colleagues, contributing their time, expertise, and financial support, and participating in events organized by the university's programs and campuses.

For questions and additional detail contact:

Laura Andrews, University Director of Institutional Advancement, landrews@antioch.edu

Leslee Creighton, University Director of Alumni Relations, lcreighton@antioch.edu

Faith Wilder, University Director of Donor Relations, fwilder@antioch.edu

Campus Safety & Security

Overview

Each year, Antioch University publishes an Annual Security Report (ASR) 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 generally low crime rates. The Clery Act also requires colleges and universities to keep up-to-date crime logs, 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 strongly encourages all students and employees to accurately and promptly report any suspected crime to campus leadership and appropriate law enforcement agencies.

Clery Reports

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

- Antioch University Los Angeles
- Antioch University Midwest
- Antioch University New England
- Antioch University Santa Barbara
- Antioch University Seattle

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, 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.

Statement of Student Responsibility

Students are responsible for understanding and complying with all institutional policies, procedures, requirements, and deadlines as published in the Academic Catalog, Student Handbook, and other official university communications. Enrollment at the institution constitutes acknowledgment of and agreement to abide by these policies.

Students are responsible for:

Monitoring their official institutional email and student portal for important communications.

Ensuring the accuracy of their academic records and personal information.

Understanding program requirements, degree completion standards, and applicable policies and deadlines.

Registering appropriately for courses and verifying enrollment each term.

Meeting financial obligations in accordance with published billing and payment policies.

Seeking clarification from appropriate offices when policies or procedures are unclear.

While faculty and staff provide advising and support, the ultimate responsibility for meeting academic requirements and fulfilling institutional obligations rests with the student. Failure to review and adhere to published policies does not exempt a student from applicable requirements or consequences.

Registration

With some exceptions, students at Antioch register themselves using an online registration system. Students access registration through myAntioch 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 term. New students register either during orientation, or with continuing students at a later start date, in accordance with their academic program's procedures.

Priority Registration for Veteran and Military Connected Students

Veterans, active or reserve service members, and dependent students receiving VA Education Benefits are eligible for priority registration at Antioch University.

Priority Registration Requests

Students using VA education benefits are automatically assigned priority registration upon enrollment.
Students that are not using education benefits, will need to provide documentation of active duty or veteran status to the Antioch Registrar's office (registrar@antioch.edu) or the campus SCO. Once documentation is verified, students will have access to priority registration until they graduate. You only need to show your documentation one time to remain eligible.

Acceptable Documentation for Priority Registration

Students can verify their eligibility for priority registration with the one of the following pieces of acceptable documentation:

DoD ID Card (Military ID)

Veteran ID Card or VA Medical Card

State Drivers License with 'veteran' designation

Common Access Card (CAC)

DD-214 Discharge Document (Member Copy 4)

*Per Title 18, U.S. Code Part I, Chapter 33, Section 701, it is illegal to copy military identification cards.

Questions about acceptable documentation or priority registration can be directed to the Antioch Registrar's office (registrar@antioch.edu), or the campus SCO.

Late Registration

Students are expected to be registered prior to 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, or the Antioch Registrar's 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 in the course 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 during 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.

Instructional Method/Course Modality

The instructional method defines the modality of course delivery. All approved instructional methods appear on each course section. Courses taught with a mix of face to face and online components are expected to list multiple instructional methods. The following list is not exhaustive, but these are the most common modalities that students will encounter.

- CLS - Classroom: Typical meeting in person, on campus
- OLM - Online Meeting: Synchronous online meetings (includes specific days and times), 100% online delivery
- SMT - Simulteaching: Classroom and online synchronous meeting simultaneously
- ONL - Online: Asynchronous (no set day or time, although some assignments will have due date deadlines) online work, 100% online delivery

- CLIN - Clinical Training: Includes all clinical training, internship, and practice
- FLD - Field Study: In person, out in field of study, including non-clinical internships - Non classroom environment, applied learning
- IS - Independent Study: Student/instructor designed content, only offered 1:1
- LAB - Lab: Applied classroom based study
- STU - Studio: Studio practice, such as arts or theater
- TD - Thesis/Dissertation: Thesis, dissertation, research, projects
- WRK - Workshop: Short span offerings - one/two day, face to face

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, as long as the student was registered for something prior to the first day of class. 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).

Detail into each section record for specific add/drop information (example below):

Example Section Registration Dates

2027 Spring Semester Registration Deadline:	01/09/2027
Add Deadline:	01/29/2027
Drop Deadline w/ 100% tuition refund:	01/29/2027
Course Withdrawal Period w/ 0% tuition refund (W grade):	01/30/2027 to 03/13/2027
Term Withdrawal (drop all courses for term):	Based on the campus term withdrawal refund schedule.

Classes dropped during the "Course Withdrawal 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 Course Withdrawal Period has ended for a class, it may no longer be dropped, except with an approved petition due to extenuating circumstances.

Short Courses: Courses lasting 10 days or fewer have a different add/drop schedule than full term classes. Short Courses may be added/dropped until the day before the

class begins. After the class has started students must petition in order to drop the class.

Section Start date	Section End date	Add/drop end date	
Previous calculation	4/21	4/27	4/14
Current	4/21	4/27	4/20

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 from an advisor and the Registrar, students may register for classes at another institution while enrolled at Antioch. Approved external registration may be included in enrollment reporting and financial aid calculations. Only pre-approved courses transferable to degree requirements are guaranteed for acceptance. For graduating students, official transcripts must be received by the conferral document deadline to qualify for degree conferral.

Transfer Credit

Transferring credit to Antioch University is conducted within the guidelines of AU Policy 5.611 Transfer and Intra-University Credit in conjunction with individual program policies.

General Antioch University requirements include:

Transfer credits must be from institutions accredited by regional or national accrediting bodies recognized by the Council for Higher Education Administration and/or the Department of Education.

Transfer courses must be of appropriate academic level and not previously applied to a completed degree of the same academic level.

Transfer courses must have a minimum grade (or grade equivalent) of a "B" for graduate courses and a "C" for undergraduate courses.

Credit from equivalency examinations (CLEP, DSST, College Board AP, IB, etc.), portfolios evaluated by Council on Adult and Experiential Learning (CAEL) and are listed on an ACENET transcript, credits on military transcripts displaying American

Council on Education (ACE) credit recommendations, and credit from Alternative Credit providers (study.com, Sophia Learning, Straighterline, etc.).

Credit from international institutions must be accompanied by a credit evaluation from a NACES approved agency.

The maximum combined total of prior learning and transfer credits must not exceed 45% of the graduate program's total required credits or 75% of the undergraduate program's total required credits.

Transfer credits require submission of an official transcript, but unofficial documents may be submitted for unofficial evaluations, pending receipt of the official transcript.

Official transcripts are delivered electronically to Admissions or the Registrar's office directly from the original institution or transcript service.

Transfer credit requests should be submitted during the student's first term of enrollment.

Final documentation for transfer credits must be submitted prior to the conferral document deadline.

Program policies may differ to comply with relevant state, regional and/or professional accrediting bodies.

Prior Learning
Prior learning credit is university credit that is demonstrated through a portfolio or other documentation process and is only awarded for demonstrated college-level learning, not for experience alone as stated in Antioch University Policy 5.613 Prior Learning.
Requests should be submitted in the student's first term of enrollment.
Final documentation for prior learning must be submitted by the conferral documentation deadline.

The policy requires:

No more than 25% of the total required credit for undergraduate or graduate degrees or certificates is awarded for prior learning credits. No more than 75% of undergraduate degrees or certificates and 45% of graduate degrees or certificates may be awarded for any combination of transfer and prior learning credit.

Prior learning credit cannot duplicate institutional or transfer credit.

Campus catalogs should inform students that other colleges and universities may view prior learning credit differently from classroom credit. It is the student's responsibility to

make themselves aware of applicable transfer and admissions policies at institutions they are considering for transfer or graduate studies.

Program policies may differ to comply with relevant state, regional and/or professional accrediting bodies.

Academic Load

Student academic load is the student status associated with the amount of credits taken by the student in a given term. For more details, refer to policy 5.617 Student Academic Load and Class Standing.

Full-Time Load

Undergraduate students who register for 12 or more credits per term are classified as full-time students.
Graduate students who register for 6 or more credits per term are classified as full-time students.

Three-Quarter-Time Load

Undergraduate students who register for fewer than 12 but at least 9 credits per term may be classified as three-quarter-time students, as needed for funding purposes.
Three-quarter time academic load is not applicable to graduate students.

Half-Time Load

Undergraduate students who register for fewer than 12 but at least 6 credits per term are classified as half-time students.
Graduate students who register for fewer than 6 but at least 3 credits per term are classified as half-time students.

Part-Time Load

Undergraduate students who register for 5 or fewer credits per term are classified as part-time undergraduate students.
Graduate students who register for 2 or fewer credits per term are classified as part-time students.

Credit Load By Academic Level

	Full-Time Load	Three-Quarter Time Load	Half-Time Load	Part-Time Load
Undergraduate	12+	9-11	6-8	0-5
Graduate	6+	--	3-5	0-2

Grading Systems

The Antioch Philosophy of Evaluation

Since 1968, Antioch University has utilized narrative evaluation as a core pedagogical tool, prioritizing individualized assessment over competitive letter grading. This approach reflects the University's historic commitment to learner-centered education and qualitative feedback

Evaluation Policy

All learning activities receive a mark of Credit (CR) or No Credit (NC). In addition to these marks, instructors provide a Student Learning Evaluation (SLE). The SLE is a narrative assessment that summarizes a student's achievement of course and program learning objectives.

Equivalency Policy

Although the AU system of evaluating student performance is non-letter graded, minimum equivalents are maintained. A graduate-level SLE with Credit Awarded indicates the student would have earned a minimum of a "B" if grades were given. An undergraduate SLE with Credit Awarded indicates the student would have earned a minimum of a "C" if grades were given.

In accordance with Antioch's policy on narrative evaluation, students receive final evaluations and indication of credit within 10 business days of the end of the term in which the class was taken.

Grading Definitions

The following notations appear on the official transcript:

- CR (Credit): Reflects successful completion of learning activities
- Graduate Level: Equivalent to a "B" or better.
- Undergraduate Level: Equivalent to a "C" or better.
- NC (No Credit): Indicates learning achievements were not met
- P (Passing): Reflects successful completion of learning activities
- Graduate Level: Equivalent to a "B" or better.
- Undergraduate Level: Equivalent to a "C" or better.
- NP (Not Passing): Indicates learning achievements were not met
- INC (Incomplete): A temporary mark. Requirements must be met by the designated deadline or by the end of the subsequent term, after which it converts to NC (No Credit).

- INP (In Progress): Used for courses that have not yet concluded. This is a temporary mark and is updated at the time of completion.
- W (Withdraw): Indicates an official withdrawal from the course after the drop deadline.
- AU (Audit): Indicates attendance without earning credit.

All grades except for INP and AU factor into the calculation of a student's satisfactory academic progress (SAP) for financial aid purposes. All grades appear on the official transcript.

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 and do not count toward program or credit requirements.

Student Records and GPA Equivalents

SLE Accessibility: SLEs are part of the official academic record. Students may request that the Registrar attach copies of these narrative evaluations to official transcripts sent to external parties.

Grade Equivalents: While letter grade equivalents (LGEs) do not appear on official transcripts, the University can provide letter grade or GPA equivalents upon request for external purposes. Please note: this option is only available to students in programs that have adopted the use of LGEs

Academic Standing Review

At the end of each term, students are evaluated in accordance with Antioch University's Academic Standing policy based on their academic performance and percentage of completion of attempted credit. The Registrar's Office calculates completion rates using the official academic record as of the date of review and records the resulting Academic Standing status in the student record. Academic programs review student performance in accordance with program standards and policy, and communicate Academic Standing outcomes to students.

Satisfactory Academic Progress (SAP), including maximum timeframe (credits to completion), is evaluated by the University's Financial Aid Office in accordance with federal regulations and university policy. Students receiving financial aid are subject to SAP requirements as administered by Financial Aid. Academic Standing and SAP are distinct processes and may result in different outcomes.

Student Record Updates

The Registrar's Office maintains official student records in accordance with university policy. This includes processing updates to personal and contact information, as well as requests for leave of absence or withdrawal.

Changes or additions to academic programs, specializations, or other credentials, such as certificates, must be submitted to the Registrar's Office by the appropriate academic department after obtaining necessary approvals. Such updates to the student record must be submitted during active enrollment in accordance with published deadlines.

Students are responsible for reviewing and ensuring the accuracy of their student record information.

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 Graduated/Withdrawn. These categories are defined as follows:

Enrolled

If you are 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 new learning as defined by your academic program, you are considered "enrolled." Tuition and fees are charged, you may be eligible for federal financial aid, your enrollment status is reported to the National Student Clearinghouse, enrollment activity appears on transcript and you are evaluated for academic standing status and Satisfactory Academic Progress.

If you have an INC or INP in a prior term, no new class/learning activity for the registration term, and there is no continuation course available, you must register for the Enrollment Maintenance Status (EMS) course. EMS has an enrollment status of half-time and enrollment is reported to the National Student Clearinghouse. EMS does have a fee, but financial aid may not be used to cover the charges as it does not represent new learning.

Hiatus

Students who do not register for a term, but have not completed their program or formally withdrawn, may request a Hiatus (Leave of Absence). If requesting leave, your request must be reviewed by your program or advisor to ensure that you are aware of the potential impact of a leave.

While the University considers you to be on an approved leave, federal regulations under the One Big Beautiful Bill Act (OB3) require Antioch University to report your enrollment status to the National Student Clearinghouse (NSC) as a withdrawal for federal enrollment reporting and financial aid purposes. This reporting may have important implications for your federal loan eligibility, repayment status, and borrowing limits. We strongly encourage you to contact Financial Aid to discuss how this may affect you.

If you request leave during a term in which you are currently registered, your courses will be dropped, and refunds and grades will be processed according to university policy.

Non-Registration: If you do not register for a term and have not requested leave, you will be placed on an Administrative Leave of Absence for one term. If you do not register for the term following an administrative leave, you will be administratively withdrawn from the university.

Non-Attendance: If you are reported as not attending any courses for a term, your courses will be dropped at the end of the add/drop period. All charges are reversed, all financial aid is canceled, and you are placed on an Administrative Leave of Absence.

The following conditions apply to students on Hiatus:

- No charges, including no Student Services fee
- No Financial Aid eligibility

Students may not be graduated from a term in which they are on leave

Reported as "Withdrawn" to National Student Clearinghouse for federal enrollment reporting and financial aid purposes

Limited access to instructors, advisors and academic resources

Antioch allows a maximum of one year (3 semesters, 2 extended semesters (MFA), 4 quarters, 3 trimesters; consecutive or distributed) per degree program.

Academic programs may establish a maximum limit to the total number of leaves allowed for the duration of the program.

Academic programs may also establish practices regarding when students are and are not eligible for leaves.

Academic standing status carries over to the next term of enrollment. Leaves of absence do not affect academic standing.

Graduated/Withdrawn

Once all degree requirements are completed as documented on your Degree Audit Report, your academic status is ended with a status of Graduated at the end of the term in which all requirements were completed. (Participation in a Commencement ceremony does not indicate a graduated status.)

If you are not enrolled, on hiatus or graduated, you will be withdrawn. You may request withdrawal, or may be withdrawn by the academic program or by the university. If you request withdrawal, the request may be made at the end of a term or during a term. If you withdraw during a term, your current registration will be dropped, with refunds and grades according to standard university policy. Your academic program or the university may withdraw a student for the following reasons:

- Not meeting mandatory progress standards as defined by the academic program
- Not registering following an administrative leave
- Exceeding maximum number of student leaves of absence as defined by university policy
- Not meeting Academic Standing probation requirements
- Not meeting financial obligations
- 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 ends. 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 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 the 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 credentials earned that are 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 and Conferral

In consultation with academic program offices and advisors, the Registrar's Office uses the Degree Audit (DAR) to review student records and verify completion of all academic program requirements. Students who have submitted a Graduation Application and satisfied all required coursework and credit requirements by the end of a term will be conferred (graduated) effective the last day of that term.

All degree requirements must be completed by the final day of the term, with the exception of final evaluations.

Following the end of a term, the Registrar's Office reviews DARs for all pending graduates. Once all requirements are verified, degrees and certificates are conferred and students are notified.
In accordance with federal reporting requirements, student records that cannot be finalized within 21 days of the end of the term will have the Graduation Application moved to the subsequent term.

Completion Requirements

In order to have a credential conferred, active students must:

- Be registered during the term of completion.
- Meet all credit, course, and program requirements as indicated in the Degree Audit, by the end of the term.
- Have all course evaluations and non-course requirements posted to their record.
- Have a DAR reflecting a complete status.
- Submit a Graduation Application.

Degree Audit Report

Students have access to a planning tool called a Degree Audit Report (DAR) through myAntioch. This tool assesses a student's credit history against the degree program

requirements for their catalog year, 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, programs send the request to the Registrar's office to update the DAR. Custom Program Plans created by academic programs do not override the Degree Audit or conferral requirements; students, faculty, and staff are encouraged to use the Degree Audit for record review and advising purposes

Anticipated Completion Date

The Anticipated Completion Date (ACD) is a marker of a student's planned completion term and should be kept updated to facilitate various university systems such as Financial Aid and Degree Conferral. Students should update their ACD through myAntioch 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.

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, so that the Registrar's office can assist in confirming that all requirements are met.

Students will be prompted to submit a Graduation Application in the term prior to their final term of enrollment, based on their Anticipated Completion Date (ACD) and completed credits. Students apply for the term in which they plan to complete their studies which allows for timely review of degree progress and advising to ensure that all degree requirements are met. Graduation Applications may be moved to a subsequent term one time, after which they are considered expired and a new application will need to be submitted.

*Non-credential programs are not processed as graduated and are not reflected as complete, finished or graduated on the student transcript.

Additional Credentials

Certificates, Additional Specializations, Concentrations or other credentials

Students who wish to change their program or add an additional, established credential (i.e. specialization, concentration, certificate, etc.) to their record must submit their request, through their program, while enrolled. Additional requirements must be completed in accordance with the Degree Audit (DAR) and conferral policy.

En Passant Programs

Students in programs with pre-determined En Passant (EP) credentials work with their program to request that the program be added to their record in their final term of EP registration. Standard Graduation Application & conferral process is followed. Students must fulfill all prescribed requirements and credits to earn the EP; program requirements must be completed in their entirety and may not be waived. Allowable DAR substitutions from the student's parent program may be copied to the EP program. Courses applied to previous degrees in a similar discipline, at the same academic level, may not be applied to an En Passant degree. Some students with transfer credits may not qualify for the EP degree associated with their program.

Fast Track / Pathway / Early Decider

Student completion is always determined by the term in which all degree requirements are satisfied, including the overall credit requirement. For most Fast Track / Pathway undergraduate students, this occurs after the first term of enrollment in their subsequent program.

For Fast Track/Pathway and Early Decider students, the Anticipated Completion Date (ACD) must reflect the additional term(s) required in the subsequent program to ensure all degree and credit requirements are fully met.

Conferral Processing

On the conferral date, the Registrar's Office begins processing records for students whose records reflect completion of all degree requirements. Students receive notification via Antioch Gmail when their record is processed. Record review and processing continue on a daily basis through the published Degree Audit (DAR) completion deadline. In accordance with federal reporting guidelines, any student whose record cannot be finalized within 30 days of the end of the term will have their Graduation Application moved to the subsequent term.

Commencement

Each location or academic unit holds an annual commencement ceremony, guidelines for eligibility to participate in commencement are determined by academic units. The commencement ceremony is a day of celebration separate from the degree conferral process managed by the Registrar's Office. Participation in the commencement ceremony may require an application that is separate from the Graduation Application required by the Registrar. Participating in commencement does not indicate that a student's program is complete or that their degree has been officially conferred.

Transcripts

Official Transcripts

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 generally completed within 3-5 business days. In accordance with Antioch policy 5.227 Grading System and Transcript Recording, Antioch does not issue letter grades as official grades, neither letter grade equivalents or GPA equivalents, where available, will appear on Antioch transcripts, and may only be requested as a transcript accompaniment.

Antioch transcripts reflect all credentials as shown on the student record at the time of conferral (degree, major, specialization/concentrations, add-on credentials, certificates).

Antioch does not use a traditional grading system or issue letter grades as official grades. Neither letter grade equivalents nor GPA equivalents, where available, will appear on Antioch transcripts, and may only be requested as a transcript accompaniment.

Unofficial

Active students may generate unofficial transcripts from myAntioch. See here for instructions.

Unofficial transcripts do not include letter grade equivalents or narrative evaluations. If these elements are required, an official transcript must be requested.

Transcript Corrections

Students have online access to their academic records and are responsible for reviewing them to ensure accuracy. Requests to change registration, evaluations, or other academic record items must be submitted in accordance with published Academic Calendar deadlines each term. Graduates who wish to request a correction to their official academic transcript must submit a written petition within one (1) year of their degree conferral date. All petitions must include appropriate supporting documentation.

Approval of such requests is not guaranteed. Petitions will be reviewed in accordance with institutional policies and may be limited or denied to ensure compliance with federal reporting requirements, accreditation and equity standards, and other regulatory obligations. After one year from the date of conferral, the academic record is considered final, and no further changes will be permitted.

Diplomas

Diplomas are ordered from a 3rd party vendor on a monthly basis. Graduates receive a digital diploma, followed by a printed diploma approximately 2-4 weeks after their record is processed as conferred. Processing and shipping times may vary. In accordance with Antioch policy, diplomas reflect the student's degree and major. All other credentials are reflected on the student transcript.

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

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

USPS Mailing Address
P.O. Box 43430
Olympia, Washington 98504-3430
360-753-7800
degreeauthorization@wsac.wa.gov
-OR-
Physical Address and Courier Deliveries (FedEx, UPS, DHL)
"USPS does not deliver to this address"
1500 Jefferson Street SE
Olympia, WA 98501

New Hampshire Department Education - Division of Higher Education

101 Pleasant Street
Concord NH 03301
603-271-2494

California Bureau of Private and Postsecondary Education

Physical: 1747 N. Market Blvd. Ste 225
Sacramento, CA 95834
- or -
Mailing: P.O. Box 980818
West Sacramento, CA 95798-0818

(888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897
www.bppe.ca.gov

Antioch University (Seattle) 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.

The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.

For more information on state-specific required disclosures for students in Washington State, see the section: State-Specific Required Disclosures.

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. Approval does not mean the Bureau endorses Antioch's programs, or that Antioch exceeds the minimum state standards.
For more information on state-specific required disclosures for students in California, see the section: State-Specific Required Disclosures.

Antioch University New England is authorized by the Higher Education Commission of the New Hampshire Department of Education to grant degree programs at the master's and doctoral levels, including graduate and doctoral level certificates.

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. Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227. 651.642.0567 or 800.657.3866. https://www.ohe.state.mn.us/

Antioch University New England is authorized by the Vermont Agency of Education to operate a postsecondary school in Vermont.

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 has been approved as a participant in the State Authorization Reciprocity Agreement (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and administered by four regional education compacts. Institutions that are members of SARA are authorized to provide online education to students from all SARA member states. See http://nc-sara.org/sara-states-institutions for more information.

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

Student Consumer Information/Complaints

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.

Student Complaints

If you have any questions about policies and their application, please contact your Chief Student Services Officer:

Campus/Program	Chief Student Services Officer
Antioch University Graduate School of Leadership & Change	Liz Carson-Murphy, Executive Director of Student Affairs ecarsonmurphy@antioch.edu 904-521-2509
Antioch University Los Angeles	Sandy Lee Chief Operations Officer slee2@antioch.edu 310-578-1080 x 447
Antioch University Midwest	Liz Carson-Murphy, Executive Director of Student Affairs

	ecarsonmurphy@antioch.ed u 904-521-2509
Antioch University New England	Liz Carson-Murphy, Executive Director of Student Affairs ecarsonmurphy@antioch.edu 904-521-2509
Antioch University Online	Liz Carson-Murphy, Executive Director of Student Affairs ecarsonmurphy@antioch.edu 904-521-2509
Antioch University Santa Barbara	Ryan Kasmier Associate Provost rkasmier@antioch.ed u 805-962-8179 x 5105
Antioch University Seattle	Sue Byers Assistant Provost sbyers@antioch.edu 206-268-4932

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 1747 N. Market Blvd. Ste 225 , Sacramento, CA 95834; www.bppe.ca.gov; Telephone (888) 370-7589 or (916) 574-8900 or by fax (916) 263-1897.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

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. Approval does not mean the Bureau endorses Antioch's programs, or that Antioch exceeds the minimum state standards. 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.

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 (AULA) is non-residential and has no dormitory facilities under its control. AULA has no responsibility to find or assist students in finding housing. However, there are several housing rental options (apartments/condos) available near the campus location and in adjacent cities and neighborhoods such as Inglewood, Culver City, West Adams, Marina Del Rey, Mar Vista, Palms, Westchester, etc. The estimated cost of renting a studio-type apartment ranges from $1,100 to $3,000 a month depending on the area. To get a better idea one may search www.zillow.com for more information.

Antioch University Santa Barbara (AUSB) is non-residential and has no dormitory facilities under its control. AUSB has no responsibility to find or assist students in finding housing. However, there are several housing options (apartments/condos) available within the vicinity of Santa Barbara city and in adjacent cities/areas including Goleta, Carpinteria, and Summerland. The estimated cost of renting an apartment or a condo varies by location with an average cost of $2,200 a month for a studio-type unit, 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 at 5150 W. Goldleaf Circle, Los Angeles, CA 90056. AULA is located within the Wateridge office park, in the Ladera Heights neighborhood, on the west side of Los Angeles. Wateridge is a large office park where AULA shares common areas with a variety of neighboring tenants, including healthcare, social services, small businesses, law firms, creative agencies, and a gym. The

AULA campus consists of two floors in the 5150 building. The campus has nearly 15,000 square feet of classroom and conference room space, where instruction takes place.

All dedicated classrooms have audio-visual equipment, enabling use of technology for instruction. In addition to classroom space, the AULA campus has Library/Tech Lounge space that occupies over 2,500 square feet, as well as a Student Lounge space that occupies just over 1,500 square feet. The campus areas surround a lush courtyard with a water feature that is a welcoming outdoor area for students and employees to use while on Campus.

The **Antioch University Santa Barbara (AUSB)** campus is located in Santa Barbara, California, approximately 90 miles from downtown Los Angeles. AUSB currently operates within the facilities of Santa Barbara City College (SBCC), with designated spaces in the Interdisciplinary Center (IDC), Business Communications Center (BC), and West Campus Center (WCC) on SBCC's West Campus, located at 721 Cliff Drive, Santa Barbara, CA 93109. The AUSB campus occupies approximately 7,370 square feet of classrooms and offices across these three buildings, where instruction and academic activities take place.

AUSB support staff and members of the Admissions team can be found in offices 359 to 361 on the third floor of the IDC, office 113 on the first floor of the IDC, and offices 309 and 312 on the third floor of the BC building. AUSB does not have a designated visitor check-in area. Visitors arriving by car can access West Campus via the second entrance on Cliff Drive and take the second left. Parking lots 4.A-4.D and 5.1-5.4 are located near AUSB's designated spaces.

Instruction is conducted primarily in English, with some practicum instruction offered in Spanish for specific programs. All dedicated classrooms are equipped with built-in audio-visual technology to support instructional activities, presentations and video playback.

In addition to AUSB's designated spaces, the AUSB community may use available seating, study areas, and other shared public spaces on SBCC's campus. These amenities include open areas in the library, the bookstore, and other public spaces.

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.

None currently approved

NOTICE CONCERNING DISTANCE EDUCATION

Students in distance programs have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. Antioch University shall make the refund upon this notification. If the institution sent the first lesson and materials before an effective notice was received, the institution shall make a refund within 45 days after the student's return of the materials.
All students, including those in distance programs, will have access to the first lesson and all instructional materials within 7 days of the start of instruction. All students, including those in distance programs, will receive an instructor evaluation within 10 days of the institution's receipt of student lessons, projects, or dissertations.
Antioch refunds course materials fees in accordance with tuition refund policies.

Transferability of Credits

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS

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:

Mailing: P.O. Box 980818 West Sacramento, CA 95798-0818
Physical: 1747 North Market Blvd., Suite 225 Sacramento, CA 95834
Telephone: (916) 574-8900

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:

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.

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.

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.

The institution has been ordered to pay a refund by the Bureau but has failed to do so. 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.

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.

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 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, any Title IV funds disbursed will be recalculated and funds 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 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.

Job Classification Codes for Gainful Employment

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.

Standard Occupational Classification Codes

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,
Sandra Madar, Vice President for Academic Affairs and Provost, Antioch University

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.

Tuition and Fees

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 / GI Bill (R), 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 student tuition and fees and the collection of such (both current and past due); for prompt crediting of payments and financial aid to student's accounts, and for issuing timely refunds of excess aid funds. Student Accounts staff are available when students need special statements and billing, book vouchers, 1098T Tax Reports and additional student finance 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. Note that both the Clinical Psychology and Couple & Family Therapy programs at the AUNE campus are charged at a flat rate each semester a student registers for credits. 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 mailed or emailed to students on a term-by-term basis. Instead, once registration is completed, students can view their itemized registration costs online. These costs will be updated any time a student adds or drops a class. 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 offer. If acceptable payment arrangements are not in place, students could be assessed a Late Payment Fee or Financial Registration Hold. Past-due balances from prior terms may be referred to a collections partner or outside collections agency for servicing.

Tuition and fees are subject to change between or within an Academic Year as determined by the Board of Governors.

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 Veterans Benefits / GI Bill (R) 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

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.

School of Counseling, Psychology & Therapy

Clinical Psychology Division

Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	PsyD in Clinical Psychology	Year 1 Fall and Spring: $19,474 / semester Years 2, 3, 4 Fall and Spring: $15,837 / semester Years 2, 3, 4 Summer: $8,658 / semester
Seattle	Quarter	PsyD in Clinical Psychology	$1,148 / quarter credit

Counseling Division

Campus	Calendar Type	Program	Per Term/Per Credit
New England Seattle	Semester	MA in Clinical Mental Health Counseling	$992 / semester credit
New England Seattle	Semester	MA in Clinical Mental Health Counseling (Online)	$884 / semester credit
New England	Semester	MA in School Counseling	$844 / semester credit

New England	Semester	MA in Clinical Mental Health Counseling: Art Therapy	$884 / semester credit
Seattle	Quarter	MA in Counseling-Clinical Mental Health Counseling	$884 / quarter credit
Seattle	Quarter	MA in Counseling-Clinical Mental Health Counseling (Low-residency)	$884 / quarter credit
Seattle	Quarter	MA in Counseling: CMHC & Dance/Movement Therapy	$884 / quarter credit
Seattle	Quarter	MA in Counseling: CMHC & Art or Drama Therapy	$884 / quarter credit
Seattle	Semester	PhD in Counselor Education & Supervision	$1,134 / semester credit

<u>Relational Therapy Division</u>

Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MA in Couple and Family Therapy	$1,168 / semester credit
New England	Semester	MA in Dance/Movement Therapy: Couple & Family Therapy	$1,168 / semester credit
New England	Semester	PhD in Couple and Family Therapy	Year 1 Fall or Spring: $17,768 / semester

			Year 2 Summer, Fall, or Spring: $14,502 / semester Year 3 Summer, Fall, or Spring: $11,284 / semester Year 4 Summer, Fall, Spring: $8,071 / semester (by exception)
Seattle	Quarter	MA in Couple and Family Therapy	$920 / quarter credit
Seattle	Quarter	MA in Couple & Family Therapy: Dance/Movement Therapy	$920 / quarter credit
Seattle	Quarter	MA in Couple & Family Therapy: Art or Drama Therapy	$920 / quarter credit

Applied Psychology Division

Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles	Quarter	MA in Clinical Psychology and Psychological Studies	$956 / quarter credit
Santa Barbara	Quarter	MA in Clinical Psychology	$782 / quarter credit

Certificates

Campus	Calendar Type	Program	Per Term/Per Credit

New England	Semester	Certificate in Post-Masters Respecialization: Dance Movement Therapy	$866 / semester credit
New England	Semester	Certificate in Post-Masters Respecialization: Couple and Family Therapy	$866 / semester credit
New England	Semester	Certificate in Post-Masters Respecialization: Clinical Mental Health Counseling	$884 / semester credit
New England	Semester	Certificate in School Counseling	$884 / semester credit
New England	Semester	Certificate in CMHC, Addictions or Trauma Counseling	$630 / semester credit
Seattle	Semester	All Counseling, Psychology & Therapy Certificates	$560 / semester credit

School of Education

Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	MEd in Foundations of Education	$840 / semester credit
New England	Semester	MEd Humane Education	$840 / semester credit

New England	Semester	MA in Humane Education	$840 / semester credit
New England	Semester	MEd in Waldorf Teacher Education	$952 / semester credit
New England	Semester	MEd in Transdisciplinary Studies in Healing Education	$952 / semester credit
Online	Semester	EdD in Educational & Professional Practice	$1,128 / semester credit
Seattle	Quarter	MA in Education	$800 / quarter credit
Seattle	Quarter	MA in Teaching	$568 / quarter credit

Certificates and Endorsements

Campus	Calendar Type	Program	Per Term/Per Credit
New England	Semester	All New England Education Certificates (except the following)	$840 / semester credit
New England	Semester	Waldorf Teacher Education Certificate	$952 / semester credit
New England	Semester	Transdisciplinary Studies in Healing Education Certificate	$952 / semester credit
New England	Semester	Dyslexia Studies Certificate	$425 / semester credit
Online	Semester	K-12 Reading or TESOL Endorsement	$590 / semester credit

Seattle	Quarter	Library Media or English Language Learner Endorsement	$482 / quarter credit

Individualized Studies (IMA)

Campus	Calendar Type	Program	Per Term/Per Credit
Online	Semester	MA in Humanities (IMA)	$832 / semester credit
Online	Semester	MA in Social Science (IMA)	$832 / semester credit

Master of Fine Arts (MFA)

Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles	Semester	MFA in Creative Writing	Semesters 1-3: $11,017 / semester Semester 4: $16,406 / semester
Los Angeles	Semester	Teaching Creative Writing Certificate	Entire program: $11,017

Graduate School of Leadership & Change

Calendar Type	Program	Per Term/Per Credit
Semester	Years 1-3 pre-candidacy*	$29,543 / year

*Once a student advances to candidacy, annual tuition is reduced in half

Graduate Management Programs

Campus	Calendar Type	Program	Per Term/Per Credit
Online	Semester	Master in Human Services Administration (MHSA)	$652 / semester credit
Online	Semester	MA in Nonprofit Management	$652 / semester credit
Online	Semester	Master of Business Administration	$652 / semester credit

School of Nursing & Health Professions

Campus	Program	Per Term/Per Credit
Online	Master of Science (All)	$648 / semester credit

School of Undergraduate Studies

Campus	Calendar Type	Program	Per Term/Per Credit
Los Angeles Santa Barbara Seattle	Quarter	Bachelors Degree Completion - All majors	$535 / quarter credit (before Jan 2027)
Los Angeles Santa Barbara Seattle	Semester	Bachelors Degree Completion - All majors	$580 / semester credit (as of Jan 2027)
Online	Semester	Bachelors Degree Completion - All majors	$520 / semester credit (before Jan 2027)

Online	Semester	Bachelors Degree Completion - All majors	$580 / semester credit (as of Jan 2027)

<u>Certificates</u>

Campus	Calendar Type	Program	Per Term/Per Credit
Seattle	Quarter	Culturally Responsive Early Childhood Education Certificate	$450 / quarter credit

University-Level Fees

The following table lists fees billed by the University. Not all fees will be applicable to all students. In addition to the fees listed below. Programs and campuses may charge specific fees related to their offerings. Information about these Program and Campus fees is available on the university website, as well as from the admissions office and the academic program office.

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
Enrollment Maintenance Fee - Undergraduate	$400
Enrollment Maintenance Fee - Graduate (except MFA)	$600
Enrollment Maintenance Fee - MFA	$800
International Student Fee	$100/quarter; $150/semester
Late Payment Fee	$50
Late Registration Fee	$100
Returned Check Fee	$50
Transcript Fee with narratives	$22
Transcript Fee without narratives	$15
Transcript Fee - International or Expedited Delivery	$35 minimum (additional surcharge as needed to cover delivery costs)

Tuition Payment Plan

Students can request a monthly or bi-weekly installment payment plan to pay all or a portion of registration costs during a term. No interest is charged. The plan incurs a Late Payment Fee of $50 for each month that payment is not rendered by the due date. Payments are spread over the course of the current term. Payment plans are not

available for prior terms except where specially permitted by a Campus Provost or their designated representative. Payment plan Authorization Form must be submitted to the Student Accounts Department. Subsequent payment plans may be requested via email or by submitting a campus Payment Plan Authorization Form.

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

Third-Party Payer

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 Payer has agreed to pay all or a portion of the student's tuition and fees, payment of the covered tuition/fee costs may be deferred. The Student Accounts Office requires the student to submit an Authorization for Purchase, or 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 Payer address, contact and phone number

Student's name and academic program

Tuition and fees amounts covered by Third Party

Procedure for reimbursement to Antioch (e.g.: Company PO required, Tuition bill required, etc.)

Additional requirements for reimbursement to Antioch (e.g.: 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.

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 per instructions noted on the PayMyTuition website.

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 processed as printed checks mailed from the central Antioch University office in Ohio.

Registration activity (adding or dropping courses, withdrawing, or requesting a Leave of Absence) subsequent to financial aid and/or refund processing may impact student refunds. Students are encouraged to contact the Student Accounts department with any questions regarding refunds of payment or financial aid.

Direct Deposit

Antioch University offers direct deposit of student refunds for the safest, fastest access to financial aid and other refunds. Students are expected to receive their refund in this format. Students can enroll in Direct Deposit in the MyAntioch student platform under Bank Information.

Once a student is signed up, all student non-payroll payments processed through their student account will be electronically deposited to their bank account. If a student is also employed by Antioch University, their payroll direct deposits will be handled through the Office of Human Resources.

It is the student's responsibility to maintain 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 use the MyAntioch student platform to 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, emails, 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.

Check for billing updates after each registration activity.

Submit tuition payments on-time each term, and contact the Student Accounts department if payment plans or other accommodations are required.

Veterans Benefits / GI Bill®

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.

Antioch University in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

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

Tuition Assistance (TA) - Military benefit for students who are still currently serving

For Army, Army Reserves, and Army National Guard applications, visit the ArmyIgnitED.

For Air National Guard applications, visit the AI Portal.

For Navy and Marines, visit the Navy College Program.

For all others, please communicate with the education office within your branch of service.

PL 115-407 VA Payment Addendum

In accordance with Title 38 USC 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), Vocational Rehabilitation and Employment (Ch. 31) or Survivors’ and Dependents’ Educational Assistance (DEA) Ch. 35 benefits, while payment to the institution is pending from the VA.

- 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.

"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 http://www.benefits.va.gov/gibill."

VBTA Policy

Antioch University in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs

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 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 offers 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 Student Aid Index (SAI).

One of the fundamental principles of financial aid is that the student and their 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:

- complete the Free Application for Federal Student Aid (FAFSA)
- demonstrate financial need
- have a high school diploma, GED or an equivalent (as determined by the Department of Education)
- 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/)
- be a U.S. citizen or eligible noncitizen
- have a Social Security number
- maintain satisfactory academic progress
- not be in default on a previous student loan or owe an overpayment of aid
- 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 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. Aid eligibility is determined according to federal rules and guidelines 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 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. Application 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 / GI Bill®

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/)

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 website at https://www.benefits.va.gov/gibill.

Who to Contact

School Certifying Officials

Jackie Dailey
jdailey1@antioch.edu
Antioch University Ohio Based and Fully Online Programs

Deb Barrett
dbarrett@antioch.edu
Antioch University New England

Jon Stevens
jstevens3@antioch.edu
Antioch University Seattle

Alex Guerrero or Ryan Kasmier
aguerrero2@antioch.edu; rkasmier@antioch.edu
Antioch University Santa Barbara

Yaru Wang or Francis Herndandez
ywang@antioch.edu; fhernandez1@antioch.ed
Antioch University Los Angeles

Military and Reserve Deployment and Readmission Policy

Antioch University welcomes all active military and active military reserve students. In recognition of the potential for disruption of one's studies due to deployment, this policy ensures that students called to service are not placed at an academic or financial disadvantage. To read more about the policy, visit the Military and Reserve Deployment Policy.
Students returning to Antioch University from deployment or leave can reapply online in one easy step by using the Readmission Form.

Financial Aid Offer

Once the Financial Aid Office (FAO) receives your federal data from completion of the FAFSA and all required documentation, notification of your Financial Aid Offer will be emailed to you. Remember to check your Antioch student email often. All subsequent changes during the academic year can be viewed on the student portal.

Aid Disbursements

All federal and institutional funds are disbursed on a quarterly or semester basis, and are posted directly to the individual's student account. 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 administratively withdrawn 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/)).

Students are evaluated on the basis of the completion rate for credits for which they are officially registered.

In calculating the rate of academic progress, credits completed are compared to credits attempted on a per term basis, as well as on a cumulative basis. Credits attempted are

defined as the total number of credits for which a student was officially enrolled on or after the end of the Add/Drop period (approximately 20% into the term). 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. 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. Steps to return to Good Academic Standing are outlined in the official notice.

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 contain 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 on Leave of Absence, either by choice, failure to register, or as required by an academic department, 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

I. Introduction
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.

II. Student Withdrawal

A. Types of Withdrawal. For financial aid purposes, there are two types of withdrawal: Official and Unofficial.

1. Official Withdrawal - the student leaves the University by dropping all classes for a term; and
2. Unofficial Withdrawal - the student receives all No Credit (NC) grades due to lack of attendance.

B. Withdrawal Date

Official Withdrawal. At Antioch University, a student's official withdrawal date is the date the student notifies the Office of the University Registrar. Notice does not need to be in writing. It can be written (through the

student's official Antioch Gmail account or through a Leave of Absence request) or documented date of conversation. The earliest date that a student notifies the designated office must be used. When there is a withdrawal without student notification due to circumstances beyond the student's control, the school will determine the withdrawal date that most accurately reflects when the student ceased academic attendance due to those circumstances beyond the student's control.

Unofficial Withdrawal. A student's unofficial withdrawal date is the student's last date of attendance or last date of academic engagement* which may be earlier than student notification, or the date posted by the instructor indicating the last day of attendance, or the date the student is withdrawn by the University.

*Academic engagement includes:

i. Attending a synchronous class, lecture, field activity or laboratory activity, either physically or online, where there is an opportunity for direct interaction between the instructor and students;

ii. Submitting an academic assignment;

iii. Taking an assessment or exam;

iv. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;

v. Participating in a study group, group project, or an online discussion that is assigned by the institution; or

vi. Interacting with an instructor about academic matters.

*Academic engagement does not include:

i. Logging into an online class or tutorial without any further participation; or

ii. Participating in academic counseling or advisement.

*A student enrolled in a program offered in modules is considered withdrawn if student does not:

i. Complete all the scheduled days upon which the Title IV aid is awarded in the payment period;

ii. Complete all the requirements for graduations from the program of study,

iii. Successfully complete a module or combination of modules that include at least 49% of the countable days in the payment period,

iv. Successfully complete at least half-time status

coursework, or

v. Provide written confirmation of future attendance in a future module within the same term.

III. Return of Title IV Funds Process

A. Applicability. 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. This applies to all students, including transfer students, re-admitted students and other students in the program.

If a student begins attendance and withdraws before any charges are assessed, an R2T4 (Return to Title IV Funds) calculation is still determined.

If a student withdraws from classes, then rescinds the withdrawal, and subsequently withdraws again, the original withdrawal date is used unless there is a later, documented last date of attendance.

After grades are posted for the term, if a student has received non-passing grades due to insufficient attendance, attendance data is requested from the professor of the course to determine the last date of attendance or last date of academic engagement. If dates are not reported by the professor, 50% midpoint date is used. If it is found that the student stopped attending prior to 60% of the term, the R2T4 process is run based on the determined date to calculate the unearned portion of aid. If it is determined that attendance exceeded 60% of the term, 100% of the Title IV aid has been earned and no funds will be returned.

B. Calculation of Return Amount. 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 (R2T4) Funds Policy for students who receive Title IV financial aid, whichever is most beneficial to the student.

Return of Title IV Funds are calculated using the federally-defined payment period. For standard credit hour programs, the payment period is

the academic term. 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 that was not earned.

C. Return to Title IV Process.

1. University Return of Funds. Once the University has calculated the return amount, the University will return all unearned aid within 45 days of the student's last date of attendance.

2. Student Return of Funds. The student is required to return the difference between the amount of unearned aid and the amount returned by Antioch University. The student will be billed for the amount the student owes the University resulting from the return of Title IV funds used to cover University charges. If the student (or parent in the case of a Parent PLUS loan) is required to return a portion or all of their loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated.

The Financial Aid Office will notify the student of the return calculation and their obligation for returning any additional unearned Title IV aid through their personal and Antioch email addresses on file. The student is also notified of their change in status and the requirement to complete the Exit Counseling process with links to www.studentloans.gov.

D. Post-withdrawal Loan Disbursements.

Antioch University will offer the student any eligible post-withdrawal loan disbursement within 30 days of the student's last date of attendance and disburse any loan funds the student accepts within 180 days of the student's last date of attendance. Antioch University will disburse any eligible Title IV grant funds a student is due as part of a post-withdrawal disbursement within 45 days of the student's last date of attendance.

E. Effect on Other Aid.

Outside aid will be reduced by the unearned percentage, but not to create a balance owing on the student's account. Institutional aid will be reduced by the unearned percentage multiplied by the aid program's percentage of aid as compared to total aid, but not to create a debt balance. If less aid is

disbursed than was earned, the student may receive a late disbursement for the difference.

F. Order of Priority of Returned Funds.

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

G. Enrollment Reporting. The change in enrollment status is completed in the Colleague system by the Registrar and included in the next report to the National Student Clearinghouse.

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://studentaid.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.

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

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

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

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

Week 1	100%
Week 2	85%
Week 3	70%
Week 4	55%
Week 5	40%
Week 6	0%

Quarters non-California (Antioch University Seattle)

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

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 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 administratively withdrawn 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.

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.

Subtract the percent of Washington State grant earned from 100%; this equals the percent of unearned state grant.

Multiply the percent of unearned Washington State grant by the grant amount.

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:

The unearned percentage equals 80% (100% less 20% completed).

Unearned aid equals $320 (80% of $400 Washington State grant award).

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

Repayments are based on the Washington State grant award amount, including enrollment and packaging adjustments.

Verified withdrawal dates after 50% of the term equate to 100% earned Washington State grant.

Unofficial withdrawals/no known last date of attendance equate to repayment of 50% of the Washington State grant award.

No shows are 0% earned and equate to repayment of 100% of the Washington State grant.

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.

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.

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 credits registered for the term, a change in tuition charges will only occur when the course drop moves the student to the lower tuition credit load.

Additional Information for Residents of California

Total Cost of Enrollment

Campus	Program Name	Total Charges for First term of Attendance	Estimated Total Charges for the Entire Educational Program
AP	Doctor of Philosophy in Leadership and Change Tuition	$8,333.00	$88,500.00
LA	Bachelor of Arts in Applied Arts and Media	$6,420.00	$51,360.00
LA	Bachelor of Arts in Applied Studies (AULA)	$6,420.00	$51,360.00
LA	Bachelor of Applied Arts in Urban Communities and Justice	$6,420.00	$51,360.00
LA	Bachelor of Science in Applied Technology and Business Leadership	$6,420.00	$51,360.00
LA	Graduate Certificate in Applied Community Psychology	$8,736.00	$17,480.00
LA	Master of Arts in Clinical Psychology (AULA)	$8,736.00	$51,360.00
LA	Master of Arts in Psychological Studies	$8,736.00	$51,360.00
LA	Master of Arts in Psychology (AULA)	$8,736.00	$51,360.00
LA	Master of Fine Arts in Creative Writing	$9,600.00	$43,096.00
NE	Waldorf Education Certificate	$23,828.00	
SB	Bachelor of Arts in Applied Studies (AUSB)	$6,824.00	$102,360.00
SB	Bachelor of Arts in Management	$6,824.00	$102,360.00

SB	Bachelor of Arts in Psychology	$6,824.00	$102,360.00
SB	Bachelor of Science in Applied Technology and Business Leadership	$6,824.00	$102,360.00
SB	Master of Arts in Clinical Psychology (AUSB)	$8,264.00	$66,112.00
SB	Master of Arts in Psychology (AUSB)	$8,264.00	
SB	Doctor of Psychology	$9,002.00	$66,112.00
SE	Master of Arts in Clinical Mental Health Counseling	$8,264.00	
SE	Doctor of Philosophy in Counselor Education and Supervision	$5,208.00	$62,496.00

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. All students, including those in distance programs, will have access to the first lesson and all instructional materials within seven days of the start of instruction.

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:

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.

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 canceling 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

Program Withdrawal Procedure

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 and for the appropriate form to make this request. Notice of intent to withdraw must be made in writing, and signed by the student. An email notice sent from the student via the Antioch email account (@antioch.edu) may suffice as a signature.

Program Withdrawal Tuition Refund Policy

In the case of students who choose to withdraw from the program or drop all their classes for a term to take a leave of absence term, the full-term withdrawal schedule will apply for refunds. A pro rata refund will be issued to the student no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: the amount of the refund owed to the student equals the total charges paid by the student, minus the daily or hourly tuition charge for the program (total institutional charge minus any non-refundable charges, divided by the number of days or hours in the program), multiplied by the number of days or hours the student attended prior to withdrawal, and minus any non-refundable charges. Any hours or days prior to the student's last day of attendance for which the student was scheduled to attend but was absent shall be included in the calculation of days or hours attended.

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.

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, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 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:

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.

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.

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.

The institution has been ordered to pay a refund by the Bureau but has failed to do so.

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.

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.

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.

Financial Aid & Student Accounts Contact Information

Katy Stahl, Executive University Director of University Financial Aid and Scholarships
206-268-4004
kstahl@antioch.edu

Primary Financial Aid email contacts:
All Programs: financialaid.au@antioch.edu or 937-909-1852

Primary Student Accounts 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

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

You can browse Antioch University Policies Collection at 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 of the new academic unit.

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. Â§ 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 nondisclosure 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.

Antioch's Satisfactory Academic Progress policy is coterminous with its Academic Standing policy as described below. In order to maintain satisfactory academic progress

(SAP) at Antioch University, students must meet minimum standards of academic success. These standards are intended to ensure 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.

Sexual Harassment, Sexual Violence and Sex Discrimination (Title IX) Policy

See Antioch University Sexual Harassment, Sexual Violence and Sex Discrimination Policy, 4.607.

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 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, Writing Support Center, Institutional Review Board);

Academic Services (Bookstore, Computing Services); and

Advising and Support Resources (Academic Advising, Inclusive Excellence, Student Affairs, Disability Support Services, Title IX, Student Conduct, Emergency Support, Career Services, Veteran and Military Connected Student Affairs, International Student Affairs, New Student Orientation, and Student Organizations/Groups.

Learning Resources

Library Services

Antioch University Library is made up of a network of digital resources and print collections supported by a team of faculty and staff dedicated to librarians, and staff who support programs and research across our 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 curated to support research and learning across all of Antioch University's academic programs. Antioch University students are welcome to study, browse, or borrow materials at available campus locations; click here to view the locations and hours.

Library Faculty

Antioch University Library faculty provide instruction and learning support to all Antioch University students. Antioch Librarians offer workshops that may be tailored for a particular class or open to all students and collaborate with faculty to offer class-based instruction and assignment support.

Library faculty are also available for individual instruction and research support; students may schedule appointments with Library Faculty here.

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 so all students are encouraged to seek writing support throughout their academic program. Students at Antioch University have access to free writing support and resources online through synchronous Zoom meetings or asynchronous feedback from the Virtual Writing Center, with some limited availability at campus locations.

Antioch offers both peer and professional consultations and conversations about writing. Antioch University's peer writing consultants, whether graduate or undergraduate, deeply understand the type of writing done in their programs and disciplines and those across the university. Professional staff hold advanced degrees and many of them also teach at Antioch or in regional institutions and are happy to share their experiences and insights with their clients. All consultants receive ongoing training to be responsive and kind readers. Writing consultants also develop a broad understanding of the types of writing assigned at Antioch and prioritize giving honest responses, helping writers achieve their goals, and preserving and encouraging writers' individual voices.

Live Writing Support through Zoom

Writing Center directors and their teams are dedicated to offering students assistance with academic work and writing development. Students, faculty and staff can come to the Writing Centers for any writing task, large or small, at any stage of the writing process. Through our scheduling portal, students may create appointments for conversations about their writing. Writing workshops and special programs are also offered through our regional centers and online to all students; descriptions, schedules, and registration links are available on the workshop page. A variety of writing resources are available on the Writing Support LibGuide, including handouts, our scheduling portal, and contact information for each campus and virtual location.

The Writing Centers are committed to maintaining and expanding students' access to writing support. We offer Zoom or phone-based appointments in various time zones, as well as some in-person support at most campuses. Please email writingsupport@antioch.edu with questions.

Virtual Writing Center (VWC)

The VWC is the Antioch University online center for writing support and is located at www.antioch.edu/vwc and linked in AU Direct. The VWC allows all students from any Antioch program, online or campus-based, to get quality written feedback on their writing from AU graduate students. Read the full VWC mission and philosophy here.

Students may submit any type of writing for peer feedback, as well as schedule live conversations via Zoom. The turnaround time for feedback is approximately 48 hours. Information about how to submit, resources for academic writing, and more are on the VWC website at www.antioch.edu/vwc. If you have difficulty with any aspect of the center, get in touch by emailing vwc@antioch.edu.

Fee-Based Professional Writing Support

AU students have access to professional editing, proofreading, and coaching services at lower hourly rates for AU community members through the AU Writers' Exchange. The Writers' Exchange (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 support available through the other Writing Centers.

At WEX, doctoral students and project writers 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. 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

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

To support your academic success across every modality, location, school and program, Antioch University has partnered with Slingshot to streamline access to required course materials. Once you register for classes, Slingshot will deliver each required text before the first day of the term.

How It Works

New students are automatically enrolled; for cost-efficiency, digital rentals are set as the default option.

Continuing students retain their existing format preferences and may update them at any time; changes remain in effect for the duration of the program unless an individual preference is changed.

You remain in control: you may opt in, opt out, or return any materials you don't need during the first week of term for a full refund.

La Carte Option: If you choose to opt out of the Slingshot program, you may still purchase or rent individual course materials via the Antioch University Bookstore Online.

Frequently Asked Questions

The goal of the Slingshot program is to simplify the textbook process, eliminate last-minute purchases, and remove barriers to timely access of materials.

After registration, you are automatically enrolled in the program unless you choose otherwise.

Physical titles are typically shipped 7-10 business days prior to the start of the term; digital titles will become available 5-7 days before courses begin.

If a course requires no books or the required materials are available via the LMS (Brightspace), no charge will be assessed and no shipment will be made.

You may still purchase or rent materials from any retailer. Please remember to opt out of the Slingshot billing if you choose that route.

Each student is assessed a personalized fee based on their enrolled courses and format-preference; Antioch University Bookstore utilizes a Choice Access model.

Questions? Email: support@slingshotedu.com

Computing Services

Internet Connectivity Computing Requirements

Student access and needs for internet, computer hardware and operating systems, computer protection, and additional software information details can be found here.

Requirements for Students in Online Undergraduate, Graduate Management, EdD, and Individualized Studies Programs

Students in these programs participate in online learning activities organized within small- and large-group learning communities. Antioch University's fully online 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 processor 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. These recommendations are requirements for students in fully online programs.

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)

Each Antioch campus maintains an Office of Integrated Student Services. Each ISS office provides direct assistance and navigational support to students addressing matters related to admissions, student accounts, financial aid, records and registration. Students in fully online or low-residency programs may access this support through their academic program office.

Integrated Student Services Resources

Los Angeles
AULA Student Services Office
310-578-1080 x216
studentservices.aula@antioch.edu

New England
AUNE Student Services Office
2nd floor
603-283-2490
studentservices.ane@antioch.edu

Santa Barbara
AUSB Student Services Office
IDC Building, Office 362
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

The Office of Disability Support Services (DSS) commits to universal access and equity-minded practices for all students regardless of visible or invisible disability, physical or mental health concerns, or chronic illness.
We commit to removing the barriers that marginalize any members of our community. We make explicit our commitment to non-discrimination and equity and to work collaboratively with faculty and staff to achieve an inclusive and accessible learning environment for all students.

Disability Support Services Across the University

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008, as amended. We commit to removing the barriers that marginalize any members of our community. We make explicit our commitment to non-discrimination and equity. We work collaboratively with faculty and staff to achieve an inclusive and accessible learning environment for all students which enables them to have an equal opportunity to benefit from and participate in the institution's programs and services.

Students, regardless of visible or invisible disability, physical or mental health concerns, or chronic illness, are encouraged to contact DSS as early in the term as possible since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. All discussions will remain confidential.

Visit the Office of DSS website (accessible using an AUDirect login) to learn more about the process of initiating a request for accommodations and meet your DSS Coordinator. View University Policy 6.101 Disability Support Services for more information.

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 Antioch University is committed to working with Veterans to ensure they find the program that will be the best fit for their educational goals and aspirations

Please also see the Veterans Benefits/GI Bill® section on the Student Financial Services page and the Priority Registration for Veteran and Military Connected Students section on the Registration & Records page for additional information and services.

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

Primary Point of Contact Antioch University Veterans
Liz Carson-Murphy
University Director for Veterans and Military-Connected Student Affairs
ecarsonmurphy@antioch.edu

Graduate School of Leadership and Change, and AU Distance and Extended Education
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
206-268-4040
dday1@antioch.edu; veteransservices.aus@antioch.edu

Title IX

Antioch University is committed to providing a learning and working environment free from sex discrimination.

Sexual harassment, which includes sexual violence, is prohibited by Antioch's Sexual Harassment, Sexual Violence and Sex Discrimination (Title IX) Policy 4.607. Sexual harassment is also prohibited under federal law (Title IX), which protects individuals from sex discrimination in educational programs and activities and which applies to schools that receive financial aid from the federal government. Antioch's Title IX policy provides a grievance and discipline process for sexual misconduct complaints.***How to***

Report Sexual Misconduct

Antioch's Title IX Coordinators are available to speak with any student or employee who believes they have been subjected to sex discrimination or sexual harassment, including sexual violence, by a student, University employee, visitor, vendor or contractor. Title IX Coordinators can describe Antioch's Title IX process and options for reporting sexual misconduct. Please note that speaking with a Coordinator does not constitute filing a formal Title IX complaint.

Pregnancy and Parenting

Under Title IX, pregnant and parenting students have certain rights (for example, excused absences when medically necessary, the ability to make up work missed, and the right to be protected from pregnancy harassment). Students are entitled to reasonable adjustments or medically necessary accommodations based on pregnancy, childbirth, and parenting. For more information, please review the Know Your Rights pamphlet or contact the applicable Coordinator or Deputy Coordinator (see below).

Title IX Coordinators

University Title IX Coordinator

Sarah Hellyar, JD
900 Dayton Street, Yellow Springs, OH 45387
Email: shellyar@antioch.edu
Phone: (218) 209-1141

University EEO Officer

Maria-Judith Rodriguez
900 Dayton Street, Yellow Springs, OH 45387
Email: mjrodriguez@antioch.edu

Deputy Title IX Coordinators

AU Los Angeles & Santa Barbara
Sandy Lee
5150 W. Goldleaf Circle
Los Angeles, CA 90056
Phone: 310.578.1080 x 3447
Email: slee2@antioch.edu

AU Midwest, GSLC, Online, & AU New England (including CMHC)
Sarah Hellyar
900 Dayton Street
Yellow Springs, OH 45387
Phone: 937.769.1335
Email: shellyar@antioch.edu

AU Seattle
Sue Byers
2400 3rd Avenue
Suite 200
Seattle, WA 98121
Phone: 206.268.4932
Email: sbyers@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
Yaru Wang: ywang@antioch.edu

Santa Barbara
Kayla Young: kyoung6@antioch.edu

New England
Deb Barrett: dbarrett@antioch.edu

Seattle & Ohio (Low Res)
Daisy Day:
dday1@antioch.edu

Career Services

We offer students myCareer Planner, an 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
- 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 get in touch with campus Student Services or your academic program office for listings of active student organizations, or to discuss procedures for initiating a new organization. For more information, please review Antioch University Policy 6.127 Student Organizations, Speech, and Publications.

School of Counseling, Psychology & Therapy

Division of Applied Psychology

Clinical Psychology (Online) - MACP General Overview

MA in Clinical Psychology
Location: AU Santa Barbara
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

This program is designed to lead to state licensure

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 on weekends evenings. Students who follow the required course of full-time study can 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 fostering overall wellness and meaningful family and interpersonal relationships. An LPCC focuses broadly on counseling for overall well being. Within the Master's in Clinical Psychology Program, students also have an option to pursue two concentrations, Somatic Psychotherapy and/or Latinx Mental Health. Students who wish to declare a double concentration should work with their advisors to develop the corresponding degree plan.

Declared concentrations can be completed within 24 months (8 quarters) with specialized 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 practical application of psychotherapeutic skills in a variety of clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as 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 theories and models 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. Students are supported in discovering a theoretical 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 Identity/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence and Clinical Suitability
- Professional Writing Competence

- 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 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, or Latinx Mental Health (90 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 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.

Program Grading Scale:

*Exceptional** Grade = A+ Percentage: 100%+
Demonstrates highly advanced abilities and skill in integrating learning into professional practice (above and beyond what might be expected of a graduate student).

Excellent Grade= A Percentage: 94-100%
Consistently excels in using knowledge and learning in the program flexibly as part of overall repertoire.

Very Good Grade= A- Percentage: 90-93.99%
Has established the ability to demonstrate an intermediate to advanced

knowledge and skills as expected.

Satisfactory Grade= B+ Percentage: 87-89.99%
Demonstrates basic developing competency which could be enhanced with continuing education and/or experience.

Satisfactory with Concerns Grade= B Percentage: 84-86.99%
Performance may have been inconsistent. Student demonstrates precursors and potential to meet goals.

Unsatisfactory Grade= B- Percentage: <84%
Student was primarily unable to meet program goals. A final grade of 83% or under earns no credit in the course.

*Note that Exceptional ratings are rare and require performance "above-and-beyond" the general expectations of the course.

Attendance Policy

Students who do not attend class miss important material for successful completion of assignments. Excessive absences can impact a student's ability to demonstrate that they have met the course and program learning objectives and outcomes. At the graduate level, students are responsible for their investment in the course, including the completion of reading and attendance in class. Because your class participation is an essential part of the learning experience, physical presence at the meeting location at the scheduled day, time, and place and participation is required.

Students who are absent for more than 20% of regularly scheduled class sessions will not have attended sufficient classes to earn credit and will receive a no credit grade. For example, students are required to attend at least 8 out of 10 classes during a 10-week course to receive credit. An absence for any reason, such as illness, counts toward the maximum of the 20% absences permitted.

For online asynchronous courses, attendance for the online portion is based on turning in assignments (in the online dropbox), assessments or exams, and/or weekly assigned discussion threads. If these components are submitted at times other than when assigned as due, attendance will be recorded as "Absent". It is imperative to pay attention to assignment due dates. In an asynchronous class, discussion forums are your attendance and late submissions are not permitted on discussion forums

For weekend intensive courses, attendance at all synchronous sessions is required to receive credit for the course.

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Research with Human Subjects

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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).

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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
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To be eligible for traineeship, students must complete and receive full credit for 18 quarter credits, for the following courses:

- Theories of Psychotherapy in Context (3 credits)
- Clinical Skills I (3 credits)
- Clinical Skills II (3 credits)
- Clinical Skills with Families and Couples (3 credits)
- Domestic Violence, Spousal, Elder, and Child Abuse (3 credits)
- Professional Ethics & Law (3 credits)
- 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 (https://www.bbs.ca.gov/applicants/lpcc.html).

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 Administrative 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 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).

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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, clinical supervisor, 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, be ineligible to pass a practicum course, 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 two letters 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 other applicants.

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.

Plan of Study

Required Courses (90 quarter credits)

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5071: Theories of Family Systems
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5073: Advanced Family Therapy: Evidence- Based Practice

- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5200: The Process of Group Psychotherapy
- PSC-5201: Clinical Skills I: the Psychotherapeutic Relationship
- PSC-5202: Clinical Skills II: The Psycho- Therapeutic Process
- PSC-5220: Group Theory
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5300: Psychotherapy With Children & Adolescents
- PSC-5311: Intimate Relationships: Psychotherapeutic Approaches
- PSC-5320: Trauma Counseling
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5372: Human Sexuality and Counseling
- PSC-5382: Professional Ethics & the Law: Applications
- PSC-5386: Practicum: Professional Orientation
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5460: Psychopharmacology for Therapists
- PSC-5502: Domestic Violence: Spousal, Elder and Child Abuse
- PSC-5510: Community Mental Health
- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-6511: Practicum I: Clinical Evaluation & Crisis Intervention
- PSC-6512: Practicum II: Treatment Planning and Clinical Interventions
- PSC-6513: Practicum III: Case Conceptualization
- PSC-6514: Practicum IV: Integrating Clinical Skills

Clinical Psychology (Online), Latinx Mental Health Concentration, MA

MA in Clinical Psychology: Latinx Mental Health
Location: AU Santa Barbara
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

This program is designed to lead to state licensure

Program Overview

Bilingual Spanish-speaking students who graduate with the Latinx Mental Health concentration are in high employment demand by local agencies and community organizations serving diverse populations. The curriculum supports multicultural competencies, philosophies, and a vast range of approaches to clinical practice.

This program builds on foundational perspectives in psychology and applied psychotherapeutic practice along with in-depth multicultural perspectives on how individual, family, and community dynamics can inform a clinician's practice and support them in better serving their clients. The concentration includes:

- All of the courses required for licensure as a Marriage and Family Therapist in the 90-unit program
- Courses focusing on Latinx mental health
- Clinical skills within the Latinx context
- Bilingual group therapy
- On site clinical training - work with Latinx individuals, couples and families of all ages and backgrounds within their communities

Plan of Study

Required Courses

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5070: Clinical Skills with Families & Couples

- PSC-5071: Theories of Family Systems
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5073: Advanced Family Therapy: Evidence- Based Practice
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory
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- PSC-5300: Psychotherapy With Children & Adolescents
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- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders
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- PSC-6514: Practicum IV: Integrating Clinical Skills

Latinx Mental Health Concentration Courses (18 Quarter Credits)

- PSC-5121: Clinical Skills I Psychotherapeutic Relationship in the Latinx Context
- PSC-5160: Process of Bilingual Group Psychotherapy
- PSC-5170: Clinical Skills II: Psychotherapy Process with Latinx Clients
- PSC-6521: Practicum I: Clinical Evaluation and Crisis Intervention with Latinx Clients
- PSC-6522: Practicum II: Treatment Planning and Clinical Intervention with Latinx Clients
- PSC-6523: Practicum III: Case Conceptualization with Latinx Clients

Clinical Psychology - MACP General Overview

MA in Clinical Psychology
Location: AU Santa Barbara
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 24 months

This program is designed to lead to state licensure.

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 fostering overall wellness and meaningful family and interpersonal relationships. An LPCC focuses broadly on counseling for overall well being. Within the Master's in Clinical Psychology Program, students also have an option to pursue two concentrations, Somatic Psychotherapy and/or Latinx Mental Health. Students who wish to declare a double concentration should work with their advisors to develop the corresponding degree plan. Declared concentrations can be completed within 24 months (8 quarters) with specialized 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 practical application of psychotherapeutic skills in a variety of clinical traineeships.

Students receive a solid foundation in family systems, community mental health, and developmental theories as well as 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 theories and models 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. Students are supported in discovering a therapeutic 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 Identity/Legal and Ethical Competence
- Multicultural Competence
- Interpersonal Competence and Clinical Suitability
- Professional Writing Competence
- 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, or Latinx Mental Health (90 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 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.

Program Grading Scale:

*Exceptional** Grade = A+ Percentage: 100%+

Demonstrates highly advanced abilities and skill in integrating learning into professional practice (above and beyond what might be expected of a graduate student).

Excellent Grade= A Percentage: 94-100%
Consistently excels in using knowledge and learning in the program flexibly as part of overall repertoire.

Very Good Grade= A- Percentage: 90-93.99%
Has established the ability to demonstrate an intermediate to advanced knowledge and skills as expected.

Satisfactory Grade= B+ Percentage: 87-89.99%

Demonstrates basic developing competency which could be enhanced with continuing education and/or experience

Satisfactory with Concerns Grade= B Percentage: 84-86.99%
Performance may have been inconsistent. Student demonstrates precursors and potential to meet goals.

Unsatisfactory Grade= B- Percentage: <84%
Student was primarily unable to meet program goals. A final grade of 83% or under earns no credit in the course.

*Note that Exceptional ratings are rare and require performance "above-and-beyond" the general expectations of the course.

Attendance Policy

Students who do not attend class miss important material for successful completion of assignments. Excessive absences can impact a student's ability to demonstrate that they have met the course and program learning objectives and outcomes. At the graduate level, students are responsible for their investment in the course, including the completion of reading and attendance in class. Because your class participation is an essential part of the learning experience, physical presence at the meeting location at the scheduled day, time, and place and participation is required.

Students who are absent for more than 20% of regularly scheduled class sessions in a campus-based or synchronous course will not have attended sufficient classes to earn credit and will receive a no credit grade. For example, students are required to attend at least 8 out of 10 classes during a 10-week course to receive credit. An absence for any reason, such as illness, counts toward the maximum of the 20% absences permitted.

For online asynchronous courses, attendance for the online portion is based on turning in assignments (in the online dropbox), assessments or exams, and/or weekly assigned discussion threads. If these components are submitted at times other than when assigned as due, attendance will be recorded as "Absent". It is imperative to pay attention to assignment due dates. In an asynchronous class, discussion forums are your attendance and late submissions are not permitted on discussion forums

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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 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, clinical supervisor, 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, be ineligible to pass a practicum course, 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 two letters 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 other applicants.

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.

Plan of Study

Required Courses (90 quarter credits)

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5071: Theories of Family Systems
- PSC-5072: Advanced Family Therapy: Special Populations

- PSC-5073: Advanced Family Therapy: Evidence- Based Practice
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5200: The Process of Group Psychotherapy
- PSC-5201: Clinical Skills I: the Psychotherapeutic Relationship
- PSC-5202: Clinical Skills II: The Psycho- Therapeutic Process
- PSC-5220: Group Theory
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5300: Psychotherapy With Children & Adolescents
- PSC-5311: Intimate Relationships: Psychotherapeutic Approaches
- PSC-5320: Trauma Counseling
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5372: Human Sexuality and Counseling
- PSC-5382: Professional Ethics & the Law: Applications
- PSC-5386: Practicum: Professional Orientation
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5460: Psychopharmacology for Therapists
- PSC-5502: Domestic Violence: Spousal, Elder and Child Abuse
- PSC-5510: Community Mental Health
- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-6511: Practicum I: Clinical Evaluation & Crisis Intervention
- PSC-6512: Practicum II: Treatment Planning and Clinical Interventions
- PSC-6513: Practicum III: Case Conceptualization
- PSC-6514: Practicum IV: Integrating Clinical Skills

Clinical Psychology - MAP General Overview

MA in Clinical Psychology
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person or Low Residency
Standard time to completion: 48 months

This is the degree for students seeking to be licensed in California as Marriage and Family Therapists and/or Licensed Professional Clinical Counselors (with additional coursework). For students beginning in Fall 2012 or later, the program consists of 90 credits with a minimal completion time of 8 full time quarters.

The MA Program in Clinical Psychology (MAP):

- Prepares students for Marriage and Family Therapist (MFT) licensure in California
- With some additional coursework, prepares students for licensure as Licensed Professional Clinical Counselors (PCC) in California
- Prepares students for doctoral study in Psychology
- Prepares eclectically trained students who are taught and expected to act with cultural humility
- Promotes students' personal growth and development
- Provides students with practical clinical experience in a very wide range of community-based mental health settings
- Challenges the profession toward greater relevance to the needs of Southern California's diverse communities

Exposure to changing methods in the profession for a variety of career paths is at the core of the curriculum. Each student is supported in finding the professional approach most appropriate for him/her/them. AULA students are enriched by the opportunity to find and choose from the wide array of models available in the field, many of which are taught during their time in the program.

MAP Degree Requirements

Core Curriculum 19 Credits

- PSY-5120A: Field Study: Psychology and Society
- PSY-5310A: Personality Theory I: Psychodynamic Theories
- PSY-5320A: Personality Theory II: Comparative Contemporary Theories
- PSY-5350: Systems Theories and the Family
- PSY-5350M: Systems Theory & the Family II

- PSY-5360D: Research for Mental Health Professionals
- PSY-5450: Society and the Individual

Professional Clinical Issues 26 Credits

- PSY-5390D: Psychopharmacology
- PSY-5410F: Assessment of Psychopathology (90)
- PSY-5410G: Psychopathology & Treatment Planning(90)
- PSY-5420: Psychological Testing
- PSY-5430C: Child and Adolescent Development
- PSY-5440K: Contemporary Issues of Aging
- PSY-5450A: Community Psychology: Theories and Methods
- PSY-5480: Professional Ethics and the Law
- PSY-5720P: Domestic Violence: Child, Intimate Partner, and Elder

Clinical Skill Development 17 Credits

- PSY-5010A: Process of Interpersonal Psychotherapy I
- PSY-5220A: Perspectives: Trauma & Its Effects, Awareness & Recovery
- PSY-5470: Human Sexuality
- PSY-5500B: Assessment & Treatment of Addictive Disorders
- PSY-5510B: Group Treatment Methods
- PSY-5660B: Couples Counseling
- PSY-5670T: Treatment of Children & Adolescents

Advanced Clinical Skills 2 Credits

(Students must take one of the following; additional courses from this section count as elective credits)

- PSY-5090: Brief Therapy
- PSY-5330: Cognitive Behavioral Theory and Therapy
- PSY-5330P: Dialectical Behavioral Therapy
- PSY-5400C: Process of Interpersonal Psychotherapy II
- PSY-5550: Gestalt Theory and Therapy
- PSY-5640F: Queer Counseling and Narrative Practice
- PSY-5930SS: Working with LGBTQIA Clients: Theoretic Applications

Personal Psychotherapy

Two sets of 10-week sessions of Personal Psychotherapy are required for students in the MAP program, 20 sessions total. These completed sessions are listed on a student's transcript as "Completed Transcript Requirement."

Elective/Specialization Coursework 17 Credits

- 17 credits of Elective Coursework

- If in a Specialization, the 17 credits are split accordingly:
    - 14 credits of Specialization Core Coursework
    - 3 credits of Specialization Electives

Clinical Training 9 Credits

- PSY-5000: Clinical Training Orientation
- PSY-5000AA: Clinical Readiness
- PSY-6211: Clinical Practicum I
- PSY-6212: Clinical Practicum II
- PSY-6213: Clinical Practicum III
- PSY-6214: Clinical Practicum Extension

Note: Students completing the MFT requirements must accrue 150 hours of direct-client-contact plus 75 additional hours of direct-client-contact and/or client centered advocacy while in clinical training.

Students completing the LPCC requirements must accrue 280 hours of direct-client-contact while in clinical training.

A Master's Thesis or Master's Project is an option for the MA in Clinical Psychology. It is especially advisable for students intending to seek licensure overseas. If it is to be included, all procedures for the Master's Thesis or Project must be followed.

Total Credits in Degree 90 Credits (in a Minimum of 8 Quarters Residency.)

Required coursework for the PCC licensure pathway:

Students completing the LPCC requirements must accrue 280 hours of direct-client-contact while in clinical training.

- PSY-5060E: Career Development I: Theories
- PSY-5060F: Career Development II: Application & Techniques
- PSY-5090: Brief Therapy
- PSY-5500E: Integrative Treatment of Addictive & Co-Occurring Disorders
- PSY-5450E: Program Development and Evaluation
  OR PSY-5360E: Research for Evidence Based Practices

Clinical Psychology, Addiction and Recovery Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, Addiction and Recovery
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The Addiction and Recovery (A+R) Clinical Psychology Specialization consists of 17 credits of focused coursework and clinical training that prepares students to work in a variety of settings providing compassionate, client-centered treatment to individuals with substance use and related disorders. The focus of the A+R Specialization is to promote understanding of addiction from a multidimensional perspective and to expand beyond the limitations of a one-size-fits-all approach to treatment.

The A+R Specialization:

- Presents an integrated understanding of substance use and related disorders from a biological, psychological, socio-cultural-political, and systems perspective.
- Prepares students to competently engage as MFT professionals with the ability to provide psychoeducation, assessment, case conceptualization, diagnoses, and delivery of innovative, evidence-based, and client-centered interventions.
- Places an emphasis on cultivating a deep understanding for the complexity of addiction along with the skills necessary to effectively work with the pain and suffering that seeds addiction.

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

A+R Specialization Requirements

- PSY-5500E: Integrative Treatment of Addictive & Co-Occurring Disorders

- PSY-5500G: Understanding and Treating Addiction: A Systems Perspective
- PSY-5501: Understanding and Treating Addictions: Biological Perspectives
- PSY-5502: Understanding and Treating Addictions: Social, Cultural, and Political Perspectives
- PSY-5503: Understanding and Treating Addiction: A Psychological Perspective

3 Credits A+R Electives

Clinical Training: Note, at least 75 hours of direct-client-contact hours in clinical training must be earned with clients being treated for substance use disorders in an approved addiction treatment setting.

Clinical Psychology, Applied Community Psychology Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, Applied Community Psychology
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The Applied Community Psychology (ACP) Specialization consists of 17 credits of focused coursework and training for professional roles in community settings, using applied community psychology skills to empower community members and ameliorate social problems.

The ACP Specialization:

- Prepares students to engage as MFT professionals in a wide variety of community-based activities designed to empower community members and ameliorate social problems
- Provides training for MFT careers working with schools, nonprofit organizations, community development programs and mental health service providers, providing program development and evaluation, consultation, cross-discipline collaboration, psycho-educational programs and in-service training
- Includes courses for theoretical orientation and skill development, clinical training in community-oriented settings, and an individually designed field study project in an area of choice
- Offers ACP core classes on Wednesday evenings and ACP workshops on Fridays

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

ACP Specialization Requirements:

- PSY-5120B: Field Study in Applied Community Psychology
- PSY-5450D: Community Consultation & Collaboration
- PSY-5450E: Program Development and Evaluation
- PSY-5450F: Prevention and Promotion
- PSY-5750E: Psychoeducational Groups and In-Service Training Development

3 Credits of ACP Electives

Note: Students in the MPIC Program may also complete the ACP Specialization.

Clinical Psychology, Child Studies Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, Child Studies
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person or Low Residency
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The Child Studies (CS) Specialization consists of 17 credits of focused coursework and clinical training for a variety of careers working with children and adolescents.

The CS Specialization:

- Presents an integrated multidisciplinary approach to children's issues and problems, including psychological, sociological, educational, ethical, and social policy factors
- Includes clinical training with children and/or adolescents
- Combines theoretical rigor, a pluralistic clinical orientation, and a strong focus on cultural values, ethnicity, and child advocacy

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

CS Specialization Requirements:

- PSY-5200A: Developmental Psychopathology I: Diagnosis
- PSY-5200B: Developmental Psychopathology II: Intervention
- PSY-5330B: Brain and Behavior: the Child
- PSY-5430H: Cross-Cultural Infant Observation
- PSY-5680A: Child Advocacy and Social Policy

3 Credits of CS Electives

Clinical Training: Note, at least 75 hours of direct-client-contact hours in clinical training must be earned with children and/or adolescents in approved child specialization settings.

Clinical Psychology, General Practice Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person and Low Residency
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

General Practice (GP) consists of 17 credits of coursework selected from a list of degree courses approved by the program faculty, representing a breadth of exposure rather than a singular focus. Generally, this will consist of specialization, LPCC, and additional clinical skills courses.

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

Options for General Practice:

- Additional Clinical Skills Courses
- Specialization courses from a variety of different specializations
- General Practice elective courses

Clinical Psychology, Latinx Mental Health Concentration, MA

MA in Clinical Psychology: Latinx Mental Health
Location: AU Santa Barbara
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 24 months

This program is designed to lead to state licensure.

Program Overview

Bilingual Spanish-speaking students who graduate with the Latinx Mental Health concentration are in high employment demand by local agencies and community organizations serving diverse populations. The curriculum supports multicultural competencies, philosophies, and a vast range of approaches to clinical practice.

This program builds on foundational perspectives in psychology and applied psychotherapeutic practice along with in-depth multicultural perspectives on how individual, family, and community dynamics can inform a clinician's practice and support them in better serving their clients. The concentration includes:

- All of the courses required for licensure as a Marriage and Family Therapist in the 90-credit program
- Courses focusing on Latinx mental health
- Clinical skills within the Latinx context
- Bilingual group therapy
- On site clinical training - work with Latinx individuals, couples and families of all ages and backgrounds within their communities

Plan of Study

Clinical Psychology Core

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5071: Theories of Family Systems

- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5073: Advanced Family Therapy: Evidence- Based Practice
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5220: Group Theory
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5300: Psychotherapy With Children & Adolescents
- PSC-5311: Intimate Relationships: Psychotherapeutic Approaches
- PSC-5320: Trauma Counseling
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5372: Human Sexuality and Counseling
- PSC-5382: Professional Ethics & the Law: Applications
- PSC-5386: Practicum: Professional Orientation
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5460: Psychopharmacology for Therapists
- PSC-5502: Domestic Violence: Spousal, Elder and Child Abuse
- PSC-5510: Community Mental Health
- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-6514: Practicum IV: Integrating Clinical Skills

Latinx Mental Health Concentration Courses (18 Quarter Credits)

- PSC-5121: Clinical Skills I Psychotherapeutic Relationship in the Latinx Context
- PSC-5160: Process of Bilingual Group Psychotherapy
- PSC-5170: Clinical Skills II: Psychotherapy Process with Latinx Clients
- PSC-6521: Practicum I: Clinical Evaluation and Crisis Intervention with Latinx Clients
- PSC-6522: Practicum II: Treatment Planning and Clinical Intervention with Latinx Clients
- PSC-6523: Practicum III: Case Conceptualization with Latinx Clients

Clinical Psychology, LGBT Affirmative Psychology Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, LGBT Affirmative Psychology
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The LGBT Clinical Psychology Specialization consists of 17 credits of focused coursework and clinical training for competency working with LGBTQ+ (lesbian, gay, bisexual, transgender, gender nonbinary, queer, intersex, asexual, aromantic, etc.) populations. An important focus of the Specialization is understanding the negative impacts of heterosexism, homophobia, heteronormativity, biphobia and transphobia on development and the psychological conditions necessary for positive identity development and personality enhancement for LGBTQ+ people.

The LGBT Specialization:

- Provides a practical skill-set based on an innovative and vetted curriculum, designed to build clinical competence in crisis, as well as longer term treatment to address LGBT issues of pride, history (ancient and contemporary), culture, gender, ethnic/racial/ability diversity, self- esteem, and self- empowerment
- Challenges bias by examining heterosexism, homophobia, heteronormativity, biphobia and transphobia in society, the profession, the LGBTQ community and ourselves, in an invigorating environment of affirmation, dialogue, role-playing and community activism
- Includes clinical training working with LGBTQ adults, couples, and/or young people in community settings
- Prepares students for a variety of careers with LGBTQ populations, including clinical work with individuals and families, as well as in LGBTQ nonprofit and community organizations
- Develops community-based organizing and interpersonal skills through the Community Action class

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

LGBT Specialization Requirements:

- PSY-5120D: LGBT Community Action
- PSY-5930FF: LGBT Clinical and Psychological Wellness Across the Lifespan
- PSY-5930Z: Affirmative Psychotherapy
- PSY-5933: Dismantling Privilege and Oppression Within LGBT Communities
- PSY-5934: Affirmative Therapy: Exploring Sex and Gender

Total of 3 LGBT Specialization elective credits:

Complete 3 credits in LGBT Specialization Clinical Psychology Electives, one of which must be an LGBT Identity Workshop:

- PSY-5190K: Gay Male Identity: Sex, Love, Intimacy, & Other Clinical & Community Issues
- PSY-5255: Black Male Studies
- PSY-5930GH: Bisexual Affirmative Psychotherapy Affirmative Therapy in an Era of Sexual, Gender and Cultural Fluidity
- PSY-5930QQ: Therapeutic Process With Transgender Clients (LGBT)
- PSY-5930X: Contemporary Mental Health With Queer Women
- PSY-5931: Intersex Clients: Biomedical, Ethical And Psychological Considerations
- PSY-5932: Lesbian Love, Identity, Sexuality: Working with Clients

Clinical Psychology, Psychological Trauma Studies Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, Psychological Trauma
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The Psychology of Trauma Studies Specialization (PTS) consists of 17 credits of focused coursework and clinical training to give students a breadth of knowledge about the field of psychological trauma while helping them to develop knowledge and skills needed to access and treat both the acute and long-term effects of trauma.

The PTS Specialization:

- Trains students to contextualize and treat those suffering the effects of psychological trauma in a systemic, ecological, and socially responsible manner by maximizing contact with, and use of, familial and community resources to provide advocacy and a holistic approach to symptom reduction.
- Teaches students to discuss the effects of trauma on the emotional, cognitive, neurological & physical human systems.
- Places emphasis on the major approaches to trauma treatment, including their philosophical assumptions, strategies and techniques employed, and available outcome research.
- Critically examines the influence of social cultural historical factors on trauma exposure, symptom expression and treatment ideologies.

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

PTS Specialization Requirements

- PSY-5710: Traumatic Grief and Loss

- PSY-5711: Disasters Mass Violence and Psychologic al First Aid
- PSY-5712: Sexual Trauma and Human Trafficking
- PSY-5713: Trauma Ax/Tx Across the Developmental Spectrum
- PSY-5714: Exploration of Post Traumatic Growth
- PSY-5971: PTSD Military and the Family

3 Credits of PTS electives

Clinical Psychology, Somatic Psychotherapy Concentration, MA

MA in Clinical Psychology: Somatic Psychotherapy
Location: AU Santa Barbara
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person or Distance
Standard time to completion: 24 months

This program is designed to lead to state licensure

Program Overview

Antioch University Santa Barbara's MA in Clinical Psychology with a concentration in Somatic Psychotherapy dives deep into this unique psychological approach to the self through an integrated body-mind lens while teaching practical skills that can be applied within various theoretical modalities and populations.

Our educational model is highly experiential, delivered through a combination of presentation group exercises, interactive role-play, audio-visual, and readings, bringing together a wide range of theoretical models with applied state-of-the-art professional experiential training. The concentration is offered through 3 courses, for a total of 9 credits.

Plan of Study

Required Courses

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5071: Theories of Family Systems
- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5073: Advanced Family Therapy: Evidence- Based Practice
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5200: The Process of Group Psychotherapy
- PSC-5220: Group Theory
- PSC-5240: Contemporary Theories of Psychotherapy

- PSC-5300: Psychotherapy With Children & Adolescents
- PSC-5311: Intimate Relationships: Psychotherapeutic Approaches
- PSC-5320: Trauma Counseling
- PSC-5321: Crisis, Disaster, and Emergency Response
- PSC-5372: Human Sexuality and Counseling
- PSC-5382: Professional Ethics & the Law: Applications
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors
- PSC-5460: Psychopharmacology for Therapists
- PSC-5502: Domestic Violence: Spousal, Elder and Child Abuse
- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders

Practicum

- PSC-5386: Practicum: Professional Orientation
- PSC-6511: Practicum I: Clinical Evaluation & Crisis Intervention
- PSC-6512: Practicum II: Treatment Planning and Clinical Interventions
- PSC-6513: Practicum III: Case Conceptualization
- PSC-6514: Practicum IV: Integrating Clinical Skills

Clinical Skills

- PSC-5201: Clinical Skills I: the Psychotherapeutic Relationship
- PSC-5202: Clinical Skills II: The Psycho- Therapeutic Process

Somatic Psychotherapy Concentration Courses (9 Quarter Credits)

- PSC-5700: Introduction to Theories and Techniques Of Somatic Psychotherapy
- PSC-5702: Somatic Approaches to Trauma and PTSD
- PSC-5703: Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy

Clinical Psychology, Spiritual and Depth Psychology Specialization, MA

MA in Clinical Psychology: Marriage and Family Therapy, Spiritual and Depth Psychology
Location: AU Los Angeles
Credits for Degree: 90 quarter credits
Standard Mode of Instruction: In Person and Low Residency
Standard time to completion: 48 months

This program is designed to lead to state licensure.

Program Overview

The Spiritual and Depth Psychology Specialization (SDP) consists of 17 credits of focused coursework training students in integrative psychotherapy. SDP provides a forum for students to investigate, study, and practice tools for personal growth, clinical application, and community wellness found in the intersections between contemporary depth informed psychotherapy, applied classical mindfulness, diversity consciousness, and other frontiers in holistic, non-dualistic theory and practice. SDP students are encouraged to maintain a mindfulness practice of their choosing and are provided opportunities to practice as a community both in classes and through community programs.

The SDP specialization:

- Fosters training in integrative psychotherapy rooted depth psychological and transpersonally informed methods of clinical practice, community service, and global citizenship
- Enhances understanding of intercultural traditions, theories, and practices of the spiritual self development
- Investigates creative intersections between Eastern philosophies of mindfulness and contemporary Western depth-oriented theory and clinical practice
- Offers a venue to explore and research subjective, internal, cultural, and transpersonal aspects of human experience
- Cultivates clinical strategies for dismantling oppressive ideologies, healing early relational and intergenerational trauma, and promoting community empowerment

Plan of Study

MAP Clinical Psychology Core

- See the Clinical Psychology - MAP General Overview page for a listing of core requirements

SDP Specialization Requirements:

- PSY-5210D: Transference/Countertransference: Eros And Psyche
- PSY-5310H: Intercultural Transpersonal and Depth Psychology
- PSY-5310J: Life As Practice: Inner Work, Social Responsibility, and Community Service
- PSY-5330K: Mindfulness in Clinical Practice
- PSY-5940M: Frontiers in Integrative Depth Psychology

3 Credits in SDP Electives

Clinical Training: Note, SDP students are expected to apply SDP coursework in their clinical training, however, there are no additional SDP clinical training requirements beyond those contained within the MAP degree.

Psychology, Individualized Concentration, MA

MA in Psychology: Individualized
Location: AU Los Angeles
Credits for Degree: 60 quarter credits
Standard Mode of Instruction: Classroom
Standard time to completion: 30 months

Program Overview

The MPIC concentration is an individually designed, 60-unit, five-quarter MA degree in Psychology with an emphasis in the student's area of developing professional interest within psychology (such as organizational psychology, health psychology, spiritual psychology, career counseling or psychology and the arts). Important Note: At present, this degree is only available to students who were previously enrolled in a degree program within the Graduate Psychology Program.

Mission of the Master of Arts in Psychology with Individualized Concentration

The MA in Psychology with Individualized Concentration:

- Provides students with the opportunity to design an individualized program reflecting their personal interests, ideals, values and career paths.
- Allows students to design a specialized program that can both act as a foundation for doctoral study and include courses that can possibly transfer into doctoral programs outside of Antioch University. Note: Antioch University does not guarantee that courses will be transferred into outside doctoral programs. Students hoping to transfer courses should: (a) request letter grades from the instructor of these courses for ANY and ALL courses that they are hoping to transfer; (b) consult with the academic affairs department of the doctoral program to which they hope to transfer.
- Fosters creativity and innovation in psychology and society.

Plan of Study

MPIC Degree Requirements

Students interested in the MPIC should contact the MAP Program Office to discuss the specifics of their program.

Core Curriculum (20 credits)

- PSY-5120A: Field Study: Psychology and Society
- PSY-5310A: Personality Theory I: Psychodynamic Theories
- PSY-5320A: Personality Theory II: Comparative Contemporary Theories
- PSY-5350: Systems Theories and the Family
- PSY-5360D: Research for Mental Health Professionals
- PSY-5430C: Child and Adolescent Development
- PSY-5450: Society and the Individual

Breadth Requirement (9 credits)

Students take 9 credits of AULA classes (from the MA Psychology curricula), selected with the help of the students' advisor, to provide additional core work relevant to the individual program. If an undergraduate course is taken, graduate level work is substituted for the undergraduate assignments in consultation with the course instructor and the advisor.

Area of Concentration (10-16 credits)

This represents the specialization in the degree, designed by the student working with the student's advisor. Credits may consist of AULA courses, independent studies, and/or courses at other institutions (with a 9-quarter-credit limit on transfer credit from other schools).

Masters Document (4-12 credits)

A thesis or project relevant to the area of specialization, carried out over one or a series of quarters of study, as PSY-5990: Master's Document.

Elective Credits (4-12 credits)

Total Units in Degree 60 credits

(Minimum completion time: 5 quarters Residency. Students transferring into MPIC relatively late in their program may have to extend their residency beyond the usual five quarters in order to meet all the MPIC requirements.)

The MPIC Master's Document

The MPIC Program includes the preparation of a Master's Document (PSY 5990, 4-12 units overall). The MPIC Masters Document may take a number of forms, including:

- a Master's Thesis (an academic thesis on a topic in the field);
- an Annotated Bibliography of a topic in psychology;
- a Project (an applied project with extensive documentation of learning).

Expectations for the scope and length of the Masters Document vary in accordance with the number of units of credit undertaken. No more than 6 units of Master's Document work may be undertaken in a single quarter.

Credit for the Master's Document cannot be earned until both Form J (Degree Plan) and Form K (Permission to Register for PSY-5990: Master's Document) have been filed with the Registrar. Each quarter, the Advisor must approve a student's registration for PSY 5990 units.

Before the thesis or project can begin, a student must develop and submit a proposal that outlines the rationale for their work, a list of activities, and the estimated time that will be invested for each activity. One academic unit requires 33 clock hours of work.

Forms of the Master's Document

1. *Thesis as Master's Document*

   If the MPIC student chooses to write a traditional Master's Thesis, the student should state a problem or question of a theoretical or empirical nature related to the learning that has occurred in the student's program of study and devise a way to investigate it. The thesis topic is usually chosen to further the student's professional or career interests.

   The final thesis may include a review of empirical research with recommendations for future research. Ideally, the thesis would be potentially publishable in a social science journal. Under circumstances where a student has sufficient research experience as determined by the MAP faculty, and full support from a qualified core faculty member willing to supervise the IRB process, independent empirical research projects may be conducted for the Master's Document. Expectations for the scope and length of a Master's Thesis vary in accordance with the number of units of credit undertaken.

2. *Annotated Bibliography*

   An annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is a list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. Annotated bibliographies are typically organized alphabetically. In some cases they may be organized chronologically, especially if the goal of the bibliography is to trace the

history of a particular area of study or issue.
An annotated bibliography might have different purposes:

- Provide a literature review on a particular subject
- Help to formulate a thesis on a subject
- Demonstrate the research you have performed on a particular subject
- Provide examples of major sources of information available on a topic
- Describe items that other researchers may find of interest on a topic

3. *Project as Master's Document*

   If an MPIC student chooses to complete a Project for the Masters Document, the student demonstrates the use of professional psychological knowledge and skills, as a practitioner, writer, program developer, manager and/or consultant in some area related to the practice of psychology. The final product is an integrative, written description of the student's activities with reference to relevant theory and research in the field. The Project may further the student's work or career interests. Recent students' projects have included:

   - preparing the first draft of a psychology-related book for the general public;
   - developing and presenting a workshop in the community;
   - planning, implementing, and evaluating diversity training and consultation for a non-profit organization.

Advisement in the MPIC Program
On entering the MPIC, the student is assigned to an academic advisor affiliated with the MPIC program.

Individualized Concentrations
Students opting for the Individualized Concentration collaborate with a faculty mentor to identify courses within the MA Psychology Program, other programs at AULA, or other institutions that contribute to their concentration. Concentration coursework should be thematically linked. For example, a student might design a "Gender and Sexuality Studies" concentration that might include courses such as Human Sexuality, LGBT History and Systems, and elective courses on women, transgender issues, etc. It is important to note that students will be required to name their concentration (limited to 30 characters) and the concentration name

cannot reflect an already existing program. Concentrations are 10-16 units of coursework.

Applied Community Psychology Specialization (17 credits)
Note: The ACP Specialization is currently on hiatus. Students may opt to complete the Applied Community Psychology Specialization (ACP) as their concentration. It is important for students to declare the ACP specialization in order to have access to specialization resources (priority enrollment in ACP courses, professional development activities, etc.).

Transferring from the MAP to the MPIC
Changing from the MA in Clinical Psychology into the Individualized Concentration requires formal admission to the MPIC. The current MAP student interested in MPIC should schedule a personal interview with the MPIC Director. The MPIC Director will meet with the student in-person to explore the student's planned focus for the degree, as well as the student's demonstrated capacity to pursue academic work independently. If the MPIC Director gives permission for the change, perhaps in consultation with other MAP Faculty members, and it is agreed that the student is not interested in BBS licensure, the student should obtain:

- Form J: Degree Plan for MPIC
- Form K: Permission to Register for PSY-5990: Master's Document

The student should have either the MPIC Director or the student's MPIC project advisor sign these forms, and file the form with the Registrar. As is noted above, students entering the MPIC relatively late in their program may have to extend their residency beyond the usual five quarters in order to meet all the MPIC requirements.

Courses Taken at Other Institutions Concurrently with MPIC enrollment
The MPIC student may wish to take one or more graduate courses at other accredited institutions, as part of the Area of Concentration. Courses taken at other institutions must be approved in advance by being listed on the student's completed Form J. Such courses may be included by transfer or as all or part of an independent study. Students should consult with the Advisor and Office of the Registrar to determine the best plan for their individual situation.

If the coursework is to be used as all or part of an independent study, the student registers for the learning activity and completes a Form A built around instruction at the other institution. The evaluator can be either the faculty member at the other school or a qualified AULA faculty member. The student lists the learning

activity as an appropriately titled PSY 5960 for the student's AULA registration and is evaluated on an AULA Graduate Student Learning Evaluation.

Students are free to devise a plan that includes whatever status is appropriate with the other institution (e.g., registering and paying at that institution for credit, paying as an auditor, etc.).

Thesis Completion
If the student fails to meet the Master's Document deadlines, and/or fails to provide the Office of the Registrar with two copies of the completed work with the approved PSY 5990 Graduate Learning Evaluation by the stated deadline, the student must re-enroll for the following quarter on Thesis Completion Status.

The Master of Arts in Psychology - Individualized Concentration (MPIC) degree does not fulfill educational requirements for master's-level licensure as an MFT or as an LPCC in California. However, some MPIC students design programs with an individualized clinical or counseling emphasis (e.g. if they wish to acquire limited clinical experience en route to a different career goal). Since the MPIC degree does not meet requirements for licensure in California, it is the appropriate choice for a student seeking a nonclinical MA in Psychology for personal and professional development and/or academic preparation for doctoral study.

Psychology, MA

MA in Psychology: Individualized
Location: AU Santa Barbara
Credits for Degree: 60 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 15 months

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
- Theoretical foundations of applied psychology
- A 60 quarter-credit program that includes a Special Project

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

MA Psychology courses (60 Quarter Credits)

Students are required to complete 60 credits from the following options:

- PSC-5011: Theories of Psychotherapy in Context
- PSC-5031: Research Methods
- PSC-5032: Evaluation and Outcome Research
- PSC-5040: Human Development and Diversity
- PSC-5041: Human Life-Span Development: the Older Adult *
- PSC-5050: Clinical Skills in a Multicultural Context
- PSC-5051: Multicultural Awareness: Self, Culture & Context
- PSC-5061: Psychopathology
- PSC-5070: Clinical Skills with Families & Couples
- PSC-5071: Theories of Family Systems

- PSC-5072: Advanced Family Therapy: Special Populations
- PSC-5073: Advanced Family Therapy: Evidence- Based Practice
- PSC-5080: Psychological Assessment: Evaluating Individuals & Systems in Context
- PSC-5081: Social and Cultural Factors of Assessment and Evaluation
- PSC-5121: Clinical Skills I Psychotherapeutic Relationship in the Latinx Context
- PSC-5150: Interventions with Latinx Couples & Families
- PSC-5160: Process of Bilingual Group Psychotherapy
- PSC-5170: Clinical Skills II: Psychotherapy Process with Latinx Clients
- PSC-5200: The Process of Group Psychotherapy
- PSC-5201: Clinical Skills I: the Psychotherapeutic Relationship
- PSC-5202: Clinical Skills II: The Psycho- Therapeutic Process
- PSC-5220: Group Theory
- PSC-5240: Contemporary Theories of Psychotherapy
- PSC-5250: Career Theory & Practice In the System
- PSC-5251: Career Theories & Practice
- PSC-5300: Psychotherapy With Children & Adolescents
- PSC-5311: Intimate Relationships: Psychotherapeutic Approaches
- PSC-5320: Trauma Counseling
- PSC-5321: Crisis, Disaster, and Emergency Response *
- PSC-5372: Human Sexuality and Counseling *
- PSC-5382: Professional Ethics & the Law: Applications
- PSC-5386: Practicum: Professional Orientation
- PSC-5451: Substance Related Disorders & Other Addictive Behaviors *
- PSC-5460: Psychopharmacology forTherapists
- PSC-5461: Psychopharmacology forTherapists
- PSC-5502: Domestic Violence: Spousal, Elder and Child Abuse
- PSC-5510: Community Mental Health
- PSC-5551: Dual Diagnosis: Substance Abuse & Co-Occurring Disorders *
- PSC-5600: Healthy Development Throughout the Aging Process
- PSC-5610: Social, Cultrl, & Systemic Aspects Aging **
- PSC-5620: Clinical Skills with Older Adults
- PSC-5631: Loss & Bereavement Through the Lifecycle
- PSC-5700: Introduction to Theories and Techniques Of Somatic Psychotherapy
- PSC-5702: Somatic Approaches to Trauma and PTSD
- PSC-5703: Movement, Mindfulness, and the Expressive Arts in Somatic Psychotherapy
- PSC-5704: Practicum - Somatic Psychotherapy Consultation
- PSC-6530: Practicum / Special Project **

Division of Clinical Psychology

Clinical Psychology, Psy.D.

PsyD in Clinical Psychology
Location: AU New England
Credits for Degree: 120 semester credits
Standard Mode of Instruction: In Person
Standard time to completion: 84 months

This program is designed to lead to state licensure.

Program Overview

The Psy.D. 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 nine semester credits over four years*

In addition to 27 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, which will yield 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
Complete the following course:

- PY-7100: Biological Foundations of Clinical Psych

Take one credit from the following:

- PY-7140: Clinical Psychopharmacology
- PYB-7110: AdvSem-Clinical Neuropsychology

Cognitive and Affective Aspects of Behavior (APA, NCSPP) - 3 Semester Credits

- PY-7200: Cognitive and Affective Aspects of Behavior

Consultation and Education (APA, NCSPP) - 2 Semester Credits

- PY-8120: Consultation-Theory & Practice I
- PY-8125: Consultation-Theory and Practice II

Cultural and Individual Diversity (APA, NCSPP) - 4 Semester Credits

- PY-7770: Human Diversity & Clinical Enterprise
- PYC-7110: Social Justice in Clinical Psychology

Dysfunctional Behavior or Psychopathology (APA, NCSPP) - 3 Semester Credits

- PY-7310: Psychopathology & Behavioral Disorders

History and Systems of Psychology (APA, NCSPP) - 3 Semester Credits

- PY-7020: Historical-Social Context Psychology

Human Development (APA, NCSPP) - 3 Semester Credits

- PY-7320: Psychological Development

Individual Differences (APA, NCSPP) - 3 Semester Credits

- PY-7300: Personality-Theory and Assessment

Interventions (APA, NCSPP) - 10 Semester Credits

- PYC-7001: Psychotherapeutic Theories & Interventions: Adults
- PYC-7011: Psychotherapeutic Theories & Interventions: Children and Families
- PYC-7020: Psychotherapeutic Theories and Interventions: Group
- PYC-7080: Psychotherapeutic Theories and Interventions: Special Topics

Management and Supervision (NCSPP) - 5 Semester Credits

- PY-7990: Management
- PYS-7230: Supervision
- PYS-7750: Public Policy & Advocacy
- PYS-7800: Health Service Delivery Systems

Psychological Measurement (APA, NCSPP) - 3 Semester Credits

- PY-8701: Tests & Measurement: Foundations of Psyc Measurements in Psychology

Relationship (NCSPP) - 7 Semester Credits

- PY-7920: Intake Interviewing Skills
- PY-8800: Pro Sem I-Roles/Ethc
- PY-8810: ProSem II-Relationship/Roles/Ethics

Research Methodology, Techniques of Data Analysis and Evaluating the Efficacy of Interventions (APA, NCSPP) - 12 Semester Credits

- PY-8711: Qualitative Research Methods & Analysis
- PY-8721: Quantitative Research Methods & Statist
- PYR-8750: Doctoral Research Seminar I
- PYR-8760: Doctoral Research Seminar II
- PYR-8770: Doctoral Research Seminar III
- PYR-8780: Doctoral Research Seminar IV

Social Aspects of Behavior (APA, NCSPP) - 4 Semester Credits

- PY-7720: Psychology in the Community
- PY-7860: Soc Psych & Soc Resp

Theories and Methods of Assessment and Diagnosis (APA, NCSPP) - 6 Semester Credits

- PY-8151: Methods of Psych Assessment: Intelligence & Cognitive Functioning
- PY-8161: Methods of Psych Assessment: Personality & Emotional Functioning

Advanced Seminars - 17 Semester Credits
Complete 17 semester credits in advanced seminars from the options below.

Advanced Seminars

- PY-7190: AdvSem-Health Psychology
- PY-8200: Adv Sem-Brief Psychotherapy
- PY-8210: AdvSem-Intrvntn Chldrn & Adol
- PY-8340: AdvSem-Psyc Test/Eval Infts/Chldrn/Yth
- PY-8420: AdvSem-Professional Geropsychology
- PYB-7110: AdvSem-Clinical Neuropsychology
- PYC-7100: AdvSem-Substance Abuse Theory/Practice
- PYC-7120: Advanced Seminar: Evidence-Based Psychoanalytic Practice
- PYI-7040: AdvSem-Intgrtv Psychothrpy
- PYI-7050: AdvSem-Forensic Psychology
- PYI-7070: Advanced Seminar - Mindfulness
- PYI-7111: Integrated Primary Care Concepts
- PYI-7112: Integrated Primary Care Skills Workshop
- PYI-7120: Adv Sem-Attchmnt Cmplex Trauma Dev & Psy
- PYI-7125: Interpersonal Psychotherapy

Professional Seminar and Case Conferences - 6 Semester Credits
Professional Standards and Ethics & Relationships (APA, NCSPP) - 6 credits

- PY-8800: Pro Sem I-Roles/Ethc
- PY-8810: ProSem II-Relationship/Roles/Ethics

Intervention (APA, NCSPP) - 12 Semester Credits

- PY-8820: Pro Sem III - Case Conceptualization
- PY-8830: ProSem IV-Case Conceptualization/Demonstration
- PY-8840: Case Conference I
- PY-8850: Case Conference II

Required Practicum Intervention and Assessment (APA, NCSPP) - 12 Semester Credits
(600 hours of approved practicum during each of the second and third years)
Intervention and Assessment (APA, NCSPP) - 12 semester credits

- PY-8920: Practicum
- PY-8930: Practicum

Elective Practicum Intervention and Assessment (Optional)
The following courses are optional, but highly recommended:

- PY-8940: Special Proficiency Practicum

- PY-8945: Year V Practicum
- PY-8980: Advanced Practicum (300 hours per semester in the fourth year)

Electives (optional)
Optional electives may be completed to reach the minimum 120 credits required for the degree. The following elective courses are examples that have been regularly offered:

Elective Weekend Courses
- PY-7010: Psychology of Veterans
- PY-7040: Adventure Therapy
- PY-7140: Clinical Psychopharmacology
- PY-7180: Human Sexuality and Sex Therapy
- PY-7830: Feminism in Clinical Psychology
- PY-8170: Introduction to Risk Assessment
- PYC-7050: Dialectical Behavior Therapy
- PYC-7071: Therapy with Individuals with Sexual and Gender Minority Identities
- PYC-7150: Spiritual & Religious Issues in Psych
- PYC-7260: Positive Psych-Research & Practice
- PYC-7270: Substance Abuse/Dependence
- PYC-7300: The Dream in Clinical Practice
- PYC-7350: Infant Mental Health

Elective Course in Supervised Teaching, Consultation & Education (APA, NCSPP):
- PY-8670: Supervised Experience Teaching Psych : Intake Interviewing

Additional Information
1800 hours of internship within 24 consecutive months or participation in an APA approved internship, beginning typically in the 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.

Clinical Psychology, Psy.D.

PsyD in Clinical Psychology
Location: AU Seattle
Credits for Degree: 140 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 80 months

This program is designed to lead to state licensure.

Program Overview

The Psy.D. 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 Psy.D. 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) Psy.D. program was conferred a period of five years of accreditation by the American Psychological Association (APA) in 2017. In 2023, the program was conferred a period of ten years of reaccreditation. 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 Psy.D. is the only APA-accredited Psy.D. program in Clinical Psychology in the state of Washington and in our geographic area.

Program Design

Antioch University Seattle's Psy.D. program is a 140-quarter credit doctoral degree program that is organized into an 11-week quarter system. The Psy.D. 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 Psy.D. 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 Psy.D. 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 practitioners/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 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 Psy.D. program is a tightly planned five year, full-time program
- 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 and collaboration with faculty research, publication and other scholarly activities
- Participation in a social justice service 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 62 required quarter credits

Specialty Coursework

Specialty courses for the program may include these areas:

- Forensic Psychology
- Clinical Neuropsychology
- Pediatric Psychology

Graduation Requirements

In addition to the required courses included in the curriculum, students also must meet the following graduation requirements:

(1) Completion of 140 graduate quarter credits
(2) Completion of a one-year residency during the first year in the Psy.D. program
(3) Passing marks on most recent student Annual Review
(4) Successful passage of Clinical Competency Exam

(5) Documentation of 3-10 hours of personal psychotherapy with a licensed mental health practitioner
(6) Completion of Doctoral Dissertation
(7) Completion of Social Justice Service Project (Year 1; total 50 hours)
(8) Completion of Clinical Practicum (Year 2; total 300 hours)
(9) Completion of Pre-Internship (Year 3 & 4; total 900-1200 hours)
(10) Completion of Clinical Internship (Year 5; total 1500-2000 hours).

Psy.D. Competencies

The AUS Psy.D. 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 (APA, 2017) domains in curricular design and implementation.

Clinical Training Sequence (First Year)

The sequence of clinical training starts with the series of first year foundational PSYC-7012 -PSYC-7032 courses, during which all students will begin a **Social Justice Service Project**: an approved placement in an agency, institution, or other setting that challenges students through exposure to people from backgrounds significantly different from their own. The total Social Justice Service Project requirement is 50 hours completed over Fall-Winter-Spring quarters in the first year.

Social Justice Practicum (Second Year)

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 nine months. 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 & Fourth 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 Competency 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 (Fifth Year)

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 internships by using the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Match Program. Local and national sites are available for application.

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 an in-person 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.
- Completed online admissions application
- Admission essay:

Personal Essays

Directions: Submit a typewritten, double-spaced, between 300- and 500-word response to each question below.

1. *How do your academic and research experiences, clinical interests and skills align with the AUS doctoral program and model? How have they prepared you for this program, and what are your potential strengths?*
2. *In what ways has your life history, such as experiences of overcoming adversity, engaging with personal therapy, or other major life events, contributed to your desire to become a clinical psychologist?*

Analytical Writing Essays

Directions: Submit a typewritten, double-spaced, between 400- and 600-word response to each prompt below.

3. An Issue Task: Please evaluate the following statement, noting the complexities and provide a well-reasoned argument with supporting examples.

- *Social media is harmful to our mental health. As psychologists, we should advocate for the reduction of social media use*.
- Your response should discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should discuss the possible consequences of your argument and explain how these consequences shape your position.

4. An Argument Task: Review the following vignette and evaluate it according to the directions given below.

- *A student therapist was assigned a new client of a different race and socioeconomic background from their own. In their first session, the client told the student therapist that they would not be able to understand the client's point of view and asked to be reassigned to a different therapist. The student therapist discussed the request with their supervisor. Following this discussion, the student therapist reached out to the client to discuss working together while acknowledging their differences.*
- Write a response in which you discuss why you agree with this course of action. If you do not agree, provide an alternative course of action. In either case, fully explain your line of reasoning while demonstrating a sound argument in support of your endorsed course of action.
- Completion of the prerequisite courses in Abnormal Psychology, Development Psychology, and Introduction to Statistics with a final

grade of B or better. 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.

Plan of Study

Clinical Training Courses

While all the Psy.D. 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 (62 credits) for the non-terminal MA in Psychology for matriculating Psy.D. students.

Three First-Year Courses (9 quarter credits)

Three first-year courses focus on developing clinical skills and multicultural competency while you engage in a social justice service practicum (9 quarter credits):

- PSYC-7012: Foundational Clinical Skills
- PSYC-7020: Social Justice & Cultural Competency I
- PSYC-7032: Social Justice & Cultural Competency II

Core Courses (77 quarter credits)

- PSYC-7050: Cognition and Affect
- PSYC-7200: Biological Bases of Behavior I: Clinical Medicine
- PSYC-7210: Psychopathology
- PSYC-7220: Biological Bases of Behavior II: Psychophysiology
- PSYC-7230: Psychopharmacology I
- PSYC-7240: Learning Theory
- PSYC-7250: Lifespan Development I - Child
- PSYC-7260: Lifespan Development II- Adult
- PSYC-7270: History and Systems of Psychology In Psychology
- PSYC-7280: Psychopharmacology II: Drugs of Abuse
- PSYC-7300: Ethics
- PSYC-7360: Social Psychology

- PSYC-7370: Group Processes and Therapy
- PSYC-7410: Individual Differences & Personality Theory I
- PSYC-7420: Individual Differences & Personality Theory II
- PSYC-7450: Advanced Ethics
- PSYC-7530: Integrated Behavioral Health Psychology
- PSYC-7635: Forensic Psychology
- PSYC-7670: Pediatric Psychology: Best Practices
- PSYC-7680: Clinical Neuropsychology
- PSYC-7760: Developmental Psychopathology
- PSYC-7940: Clinical Supervision I
- PSYC-8040: Community Psychology
- PSYC-8060: Consultation and Supervision
- PSYC-8071: Professional Issues in Career Management Career Management
- WRTG-7010: Writing in Psy.D.

Assessment Courses (17 quarter credits)

- PSYC-7110: Assessment: Intelligence
- PSYC-7130: Assessment: Personality
- PSYC-7170: Assessment: Integration & Practicum
- PSYC-7350: Psychometrics

Research Courses (12 quarter credits)

- PSYC-7310: Quantitative Statistics & Analysis I
- PSYC-7320: Quantitative Statistics and Analysis II
- PSYC-7330: Qualitative Methods & Analysis I
- PSYC-7340: Qualitative Methods & Analysis II

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 usually taken in the second year.

- PSYC-7800: Interventions I
- PSYC-7820: Interventions II
- PSYC-7840: Interventions III

Professional Seminars (9 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 Clinical Psychology

+ PSYC-8010 (1 credit)

- PSYC-7920: Professional Seminar II Clinical Psychology

+ PSYC-8010 (1 credit)

- PSYC-7930: Professional Seminar III Clinical Psychology

+ PSYC-8010 (1 credit)

Psy.D. Dissertation Process (7 quarter credits)

- PSYC-7021: Dissertation Inquiry & Research
- PSYC-8901: Dissertation Seminar I: Prospectus
- PSYC-8902: Dissertation Seminar II: Proposal

Psy.D. 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.

Division of Counseling

Addictions Counseling, Certificate (Post-Master's)

Addiction Counseling Certificate, Post Master's
Location: AU New England
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 9 months

This program is not designed to lead to state licensure.

Program Overview

The Certificate in Addictions Counseling program provides high-quality specialized training for mental health professionals seeking to prevent and address the pervasive and ongoing impact of substance misuse and addiction. The certificate is designed to enhance clinicians' knowledge and skills in addictions counseling, including understanding and applying current treatment approaches, developing advocacy skills, and assessing, supporting, and promoting recovery for individuals, families, and communities.

The program is open to professionals who hold a graduate degree in an allied mental health field and can be tailored to individual professional goals. All courses align with CACREP accreditation requirements. Additionally, completing all five of the courses in the certificate program meets the educational requirements for the alternate educational path for Washington's Substance Use Disorder Professional (SUDP) certification, and may satisfy many or all educational requirements for addictions counseling certification in other states.

Plan of Study

Choose four from the following courses - 12 credits:

- COUN-5632: Psychopharmacology
- COUN-6122: Addictions Counseling
- COUN-6132: Process Addictions
- COUN-6262: Intgr App Addic Coun
- COUN-6662: Family Couns Apprch Addictions Treatmt

Clinical Mental Health Counseling, Addictions Counseling Concentration, MA

MA in Clinical Mental Health Counseling: Addictions Counseling
Location: AU New England
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Classroom or low-residency/online
Standard time to completion: 40 months

This program is designed to lead to state licensure.

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. 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% of the classes are in person; 25% are online) on the AUNE Keene, NH campus or the Yellow Springs campus and (2) online with two week-long, in-person.

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 the Profession
- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-5542: Counseling Theories
- COUN-5902: Foundational Counseling Skills

- COUN-5002: CMHC Residency [Follows COUN 5902 - CMHC ONLINE STUDENTS ONLY]
- COUN-6030: Group Counseling
- COUN - 5002: CMHC Residency [Follows COUN 6030 - CMHC ONLINE STUDENTS ONLY]
- COUN-6032: Professional Orientation and Ethical Practice
- COUN-6062: Social and Cultural Diversity
- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions
- COUN-6902: Research and Evaluation in Counseling
- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship **(Take 2 times)**

Pick 3 of the Following:

* 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.

- COUN-5632: Psychopharmacology
- COUN-6132: Process Addictions
- COUN-6262: Intgr App Addic Coun
- COUN-6662: Family Couns Apprch Addictions Treatmt

Clinical Mental Health Counseling, Art Therapy Concentration, MA

MA in Clinical Mental Health Counseling: Art Therapy
Location: AU New England
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 36 months

This program is designed to lead to state licensure.

Program Overview

This Art Therapy Concentration program is accredited by both CACREP and CAAHEP. Students develop comprehensive skills in art therapy concurrent with earning a master's degree in clinical mental health counseling. The Art Therapy Concentration educational requirements align with CAAHEP standards to prepare students towards art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). This program prepares students for licensure as a mental health counselor. Students in the art therapy concentration are trained through a variety of core art therapy and counseling courses including foundational counseling skills, professional orientation and ethics, social and cultural diversity, human growth and development, counseling theories, diagnosis & treatment, career counseling, group counseling, assessment and testing, research and evaluation, addictions counseling, crisis counseling, couples and family counseling, developmental & trauma-informed art therapy, history & theory of art therapy, techniques & practices in art therapy, art therapy assessments, and art therapy in diverse settings. The Art Therapy Concentration program promotes the development of a professional identity by encouraging an active and continuous examination of one's self as an individual, one's self as an art therapist and professional counselor, and one's self as a social justice advocate. Students are prepared, as art therapists and professional counselors, to work with individuals, groups, and social systems within a multicultural global community to promote mental health and well-being for all.

The program is offered online with two separate, week-long, in-person residencies held on an Antioch University campus. The CMHC, Art Therapy Concentration MA is designed to be either a full-time, 36 month program cohort model, or a part-time, 48 month program cohort model, both with students entering in the fall semester. Students can expect to commit approximately ten hours per class per week to readings, media, assignments, creating art, peer

interaction, and class preparation. The program begins with courses introducing the student to the counseling and art therapy professions while also learning and practicing basic art therapy and counseling skills and techniques. During the second year of the program, students continue to develop knowledge through more advanced coursework and practice counseling and art therapy skills through a variety of experiential learning opportunities. The program concludes with an Art Therapy Culminating Project and a clinical practicum and internship experience totaling 700 hours (100 in Practicum and 600 in Internship).

Students are required to use Zoom (provided by Antioch University) for class meetings and outside of class meetings to work with peers on class assignments. Students can expect a variety of educational methods such as creating art, presentations, small group collaborations and activities, dyad work, written discussions, journaling, and assignments that are experiential in nature. The program includes two separate, required clinical intensive residencies, typically held in the Summer Semester. The first intensive follows a successful completion of the Foundational Counseling Skills course and the Techniques & Practices of Art Therapy course and focuses on the development and demonstration of students' basic counseling and art therapy skills within small groups led by faculty. The second intensive occurs in the second year following successful completion of the Group Counseling course, providing an opportunity to lead and/or co-facilitate an art therapy and counseling group.

Students are required to have access to reliable internet, video, sound, and technology to fully participate in the program. Students are provided with a list of art supplies to have available during class meetings, which includes conventional two- and three-dimensional materials. Students are held to the professional and ethical standards outlined in the Program Handbook, the American Counseling Association (ACA) Code of Ethics, and the American Art Therapy Association (AATA) Code of Ethics.

Plan of Study

CMHC Courses

- COUN-5002: CMHC Residency **(take 2 times)**
- COUN-5102: Introduction to the Program and the Profession
- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-5542: Counseling Theories
- COUN-5902: Foundational Counseling Skills

- COUN-6122: Addictions Counseling
- COUN-6752: Crisis Counseling Interventions

CMHC, Art Therapy Concentration Courses

- COUC-5510S: Research and Evaluation
- COUN-6030: Group Counseling
- COUN-6032: Professional Orientation and Ethical Practice
- COUN-6062: Social and Cultural Diversity
- COUN-6422: Couple and Family Counseling

Art Therapy Concentration Courses

- COUC-5401: Developmental & Trauma Informed Art Therapy
- COUC-5402: Techniques and Practices of Art Therapy
- COUC-5403: History and Theory of Art Therapy
- COUC-5404: Art Therapy Assessment
- COUC-5405: Art Therapy in Diverse Settings
- COUC-6401: Art Therapy Culminating Project Project

Clinical Courses

- COUC-5406: Pre-Internship Practicum: Clinical Mental Health Counseling/Art Therapy
- COUC-6402: Clinical Mental Health Counseling/Art Therapy Internship and Case Consultation **(Take 6 semester credits)**

Clinical Mental Health Counseling, Certificate (Post-Master's)

Certificate in Clinical Mental Health Counseling
Location: AU New England
Credits for Certificate: 9-15 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

This program is not designed to lead to state licensure.

Program Overview

This Post-Master's Certificate in Clinical Mental Health Counseling (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, career, vocational rehabilitation counseling) to gain the additional specialized academic courses currently required for professional counseling licensure. The certificate is 9 - 15 credits, depending on the number of courses the student needs for licensure. Students may need to retake clinical classes in order to complete the certificate.

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 the courses needed. Depending on professional, educational, and clinical backgrounds, credit requirements will vary for enrolled certificate students (e.g., certificate may be anywhere from 9-15 credits). Students will be enrolled based on current availability for the semester and provided with a certificate program plan outlining course and credit requirement upon admission.

Those needing more than 15 credits for licensure are encouraged to apply to the CMHC's 60 credit hour CACREP accredited master's Program. All Post-Master's Certificate students completing more than 9 credits are required to complete the program's orientation within or before the first semester, this is a 0 credit, 0 cost orientation that has vital information about the program.

While this certificate may provide the academic requirements for licensure, completing the certificate does not 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 need to work with their state licensure board for specific requirements.

Plan of Study

Students can choose from among the following (minimum of 9 credits):

- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-6062: Social and Cultural Diversity
- COUN-6032: Professional Orientation and Ethical Practice
- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6902: Research and Evaluation in Counseling

Those admitted to the Post-Master's Certificate in CMHC are eligible to take any electives offered by the CMHC Program at AUNE.

Clinical Mental Health Counseling, Drama Therapy Concentration, MA

MA in Clinical Mental Health Counseling: Drama Therapy
Location: AU New England
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 30 months

This program is designed to lead to state licensure.

Program Overview

The Antioch University Seattle drama therapy specialization is a non-residential online semester based program with one four day residency each year. The program is broad-based, with a depth of content that includes well-integrated and comprehensive curriculum. Nourishing the professional identity of our students as drama therapists is a priority. Incorporated in our Drama Therapy skills and principles are Antioch mission-driven values that include multicultural attunement and emphasis on social justice as essential measures of excellence. Our program provides broad-based exposure to different types of drama therapy including Therapeutic Improvisation, Autobiographical Therapeutic Performance and Self Revelatory Performance, Integrative Five Phase Model, Playback Theater, The Story Within, Performance/storytelling, Role Theory, Theatre of the Oppressed and international cooperative engagement.

The Antioch Drama Therapy program is unique in that it offers students training in drama therapy together with training in Clinical Mental Health Counseling. Students complete Clinical Mental Health Counseling coursework, integrating drama therapy as part of additional concentration-specific training, which includes a practicum and internship. This allows students to seek licensing in Washington or other locations after graduation. Students also can use their drama therapy education to become provisional registered drama therapists (PRDTs) and then registered drama therapists (RDTs) with the North American Drama Therapy Association.

Plan of Study

- COUN-5002: CMHC Residency
- COUN-5102: Introduction to the Program and the Profession
- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development

- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-5542: Counseling Theories
- COUN-5902: Foundational Counseling Skills
- COUN-6030: Group Counseling
- COUN-6062: Social and Cultural Diversity
- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions
- COUC-5090S: Creative Arts Therapy
- COUC-5200S: Special Populations in Drama Therapy
- COUC-5212S: Professional Orientation & Ethics: Drama Therapy
- COUC-5220S: Introduction to Drama Therapy
- COUC-5260S: Psychodrama
- COUC-5310S: Research in Drama Therapy
- COUC-5407S: CMHC/CFT/DT Pre-Intern Practicum
- COUC-6360S: Advanced Drama Therapy
- COUC-6403S: CMHC/CFT/DT Internship & Case Consult
- COUC 6500S- Master's Project DT
- COUC 6500S- Master's Project Continuation DT

Clinical Mental Health Counseling, MA

MA in Clinical Mental Health Counseling
Location: AU New England
Credits for Degree: 60 semester credits
Standard Mode of Instruction: In Person or Low Residency
Standard time to completion: 40 months

This program is designed to lead to state licensure.

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% of the classes are in person; 25% are online) on the NH campus or the Yellow Springs, OH campus and (2) online with two week-long, in-person clinical-intensive 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 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. The CMHC Program is designed to be a full-time program, with students entering in the fall semester. Students in the online delivery can also enter in the spring semester. The CMHC Program typically takes students three and 1/2 years to complete; part-time study is available upon request. Students can expect to commit approximately 10 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 700 - 1,000 hours, depending on state licensure requirements and career goals.

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.

Plan of Study

MA in Clinical Mental Health Counseling Course Requirements

- COUN-5102: Introduction to the Program and the Profession
- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-5542: Counseling Theories
- COUN-5902: Foundational Counseling Skills
- COUN-5002: CMHC Residency [Follows COUN 5902 - CMHC ONLINE STUDENTS ONLY]
- COUN-6030: Group Counseling
- COUN-5002: CMHC Residency [Follows COUN 6030 - CMHC ONLINE STUDENTS ONLY]
- COUN-6032: Professional Orientation and Ethical Practice
- COUN-6062: Social and Cultural Diversity
- COUN-6122: Addictions Counseling
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions
- COUN-6902: Research and Evaluation in Counseling
- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship **(take 2-3 times depending on state licensure requirements)**

Plus Choice of Three Electives - 9 Semester Credits*

(*two electives/6 credits if taking 3 semesters of internship)

Students may select courses from different focus areas, or all in one focus area.

Addictions Electives Include:

- COUN-5632: Psychopharmacology
- COUN-6132: Process Addictions
- COUN-6262: Intgr App Addic Coun
- COUN-6662: Family Couns Apprch Addictions Treatmt

Trauma Electives Include:

- COUN-5322: Counseling Approaches to Trauma, Grief & Loss
- COUN-5332: Trauma & Resiliency
- COUN-6102: Creative Approaches to Trauma-Informed Practice

General Electives Include:

- COUN-5182: Human Sexuality: Foundations in Counseling Gender and Sexual Minorities
- COUN-5750: Special Topics:
- COUN-6522: Outdoor, Nature-Based & Adventure Counseling
- COUN-6532: Counseling Military Personnel and Veterans
- Other courses within the department as approved

Neurodiversity Electives Include:

Courses from Landmark College:

- LDN-631: Understanding and Supporting Diverse Learners (3 credits - will count as one of three MA electives)
- LDN-641: Academic and Cognitive Supports for Autistic Students (3 credits - will count as one of three MA electives)
- LDN-634: Social and Emotional Supports for Autistic Students (3 credits - will count as one of three MA electives)
- LDN-640: Leveraging Universal Design & Learning Technologies for Student Success (3 credits - will be an extra class; will not count towards MA)
- LDN-646: Capstone Project: Supporting Autistic Students on Campus and Online (3 credits - will count as COUN-6960: CMHC Practicum)

The concentration in neurodiversity will provide students with the knowledge and skills to work with clients with ADHD, autism, learning disabilities, and/or executive functioning challenges. In partnership with the Landmark College Institute for Research and Training, students will learn about groundbreaking research on best practices in working with those who identify as neurodivergent and engage with others across the globe in cultivating access, equity, and inclusion for neurodivergent clients.

Clinical Mental Health Counseling, MA

MA in Clinical Mental Health Counseling
Location: AU Seattle
Credits for Degree: 60 semester credits
Standard Mode of Instruction: In Person
Standard time to completion: 40 months

This program is designed to lead to state licensure.

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 an in-person, weekend model (75% of classes offered in person; 25% of the classes offered online) on the Seattle campus. Elective courses targeting special focus areas are mostly offered online in the summer and shared by students from both delivery models. Students 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. The CMHC Program is designed to be a full-time program, with students entering in the fall semester. Students in the online delivery can also enter in the spring semester. The CMHC Program typically takes students three and 1/2 years to complete; part-time study is available upon request. Students can expect to commit approximately 10 hours per class per week to readings, viewings, assignments, and class preparation.

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 700 - 1,000 hours, depending on state licensure requirements and career goals.

Plan of Study

CMHC Core Courses (39 Semester Credits)

* Completed Before Practicum; # Completed Before Internship

- COUN-5142: Assessment and Testing #
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development *
- COUN-5502: Diagnosis and Treatment *
- COUN-5542: Counseling Theories *
- COUN-5902: Foundational Counseling Skills *
- COUN-6030: Group Counseling *
- COUN-6032: Professional Orientation and Ethical Practice *
- COUN-6062: Social and Cultural Diversity *
- COUN-6122: Addictions Counseling #
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions #
- COUN-6902: Research and Evaluation in Counseling

Required Internship Credits (9 semester credits)

- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship

Elective Courses (12 semester credits)

Students choose 3 to 4 electives from many options over the course of their program, generally during the summer semester. Students may opt to complete a Capstone in their final semester of Internship as three of the elective credits.

Clinical Mental Health Counseling, MA (low- residency)

MA in Clinical Mental Health Counseling (low-residency)
Location: AU Seattle
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 40 months

This program is designed to lead to state licensure.

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 online with two week-long, in-person clinical-intensive 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 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. The CMHC Program is designed to be a full-time program, with students entering in the fall semester. Students in the online delivery can also enter in the spring semester. The CMHC Program typically takes students three and 1/2 years to complete; part-time study is available upon request. Students can expect to commit approximately 10 hours per class per week to readings, viewings, assignments, and class preparation.

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 700 - 1,000 hours, depending on state licensure requirements and career goals.

Plan of Study

CMHC Core Courses (39 Semester Credits)

* Completed Before Practicum; # Completed Before Internship

- COUN-5142: Assessment and Testing #
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development *
- COUN-5502: Diagnosis and Treatment *
- COUN-5542: Counseling Theories *
- COUN-5902: Foundational Counseling Skills *
- COUN-6030: Group Counseling *
- COUN-6032: Professional Orientation and Ethical Practice *
- COUN-6062: Social and Cultural Diversity *
- COUN-6122: Addictions Counseling #
- COUN-6422: Couple and Family Counseling
- COUN-6752: Crisis Counseling Interventions #
- COUN-6902: Research and Evaluation in Counseling

Required Internship Credits (9 semester credits)

- COUN-6960: CMHC Practicum
- COUN-6990: CMHC Internship

Elective Courses (12 semester credits)

Students choose 3 to 4 electives from many options over the course of their program, generally during the summer semester. Students may opt to complete a Capstone in their final semester of Internship as three of the elective credits.

Counseling Military Personnel & Families, Certificate

Certificate in Counseling Military Personnel & Families
Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 15 months

Program Overview

This certificate allows students with an interest in serving this unique population an opportunity to become knowledgeable and well-versed in matters pertaining to Armed Forces and the impacts of military service positive, negative, and neutral on the service member, veteran, family members, and community.

The certificate addresses a significant gap in education and training related to military populations. As military service members, veterans, and their spouses and dependants face distinct challenges and opportunities, it is essential to equip counselors, professionals and students with the expertise required to serve this community effectively.

Plan of Study

Certificate Courses

Complete 3 of the following courses:

- COUN-6050: Multicultural Perspectives for Military Populations with a Focus on Social Justice
- COUN-6051: Trauma Assessment and Treatment for Military Populations: A Social Justice Perspective
- COUN-6052: Counseling Military Couples and Families: A Social Justice Perspective
- COUN-6053: Career Counseling for Military Populations with a Focus on Social Justice

Counselor Education and Supervision (low-residency), PhD

PhD in Counselor Education and Supervision (low-residency)
Location: AU Seattle
Credits for Degree: 72 quarter credits
Standard Mode of Instruction: Low residency
Standard time to completion: 39 months

This program is not designed to lead to state licensure.

Program Overview

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. 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

1. 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.

2. A multicultural emphasis on leadership and supervision encourages 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.
3. 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".
4. 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.
5. A cognate core focused on counselor education, counseling supervision, consultation and organizational change, and advanced professional seminar and inquiry. Students may also choose experiences which emphasize creative arts therapy 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.

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 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
- Advanced supervision techniques and practices

Career Choices for Counseling Graduates

With the advanced content area preparation, 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 in counseling and education settings. Graduates may 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 must be completed as part of doctoral study. Doctoral candidates are also expected to enter the program with competency in the use of technology.

1. Students are assumed to have achieved master's level competence in counseling and/or the appropriate area of practice
2. Doctoral candidates are expected to have the potential to write at a scholarly level.

3. 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.
   Counselor Education Year 1 Core Courses

Plan of Study

Required Courses

- COUN-7000: Academic Writing & Scholarship
- COUN-7100: Research in Counselor Education
- COUN-7120: Research Methodology: Quantitative
- COUN-7140: Research Method: Qualitative
- COUN-7200: Advanced Clinical Counseling Theories
- COUN-7300: Instructional Design and Adult Learning
- COUN-7340: Global Mental Health Issues and Professional Sustainability
- COUN-7500: Advocacy, Social Justice, and Profession
- COUN-7400: Multicultural Supervision
- COUN-7610: Professional Identity and Leadership: Liberation and Multicultural Discourse
  Internship

CES Internship

Take 4 quarters (8 credits) of CES Internship & Supervision

- COUN-8000: Internship and Supervision
  Counselor Education Year 2 Core Courses

Required Courses

- COUN-7180: Program Development and Evaluation
- COUN-7320: Counselor Education & Clinical Training
- COUN-7420: Advanced Counseling Supervision
- COUN-7440: Advanced Legal and Ethical Issues
- COUN-7520: Consultation and Organizational Change
- COUN-7620: Civil Enrichment, Public Policy, and Resilient Narratives
- COUN-7210: Advanced Group Counseling
- COUN-7220: Advanced Trauma Counseling & Crisis Response
  Counselor Education Year 3 Dissertation & Courses
- COUN-8100: Dissertation (4 credits)
  NOTE: A student may finish the dissertation in three quarters by adding the last credit to the third quarter of dissertation.
- COUN-8950: Advanced Professional Seminar & Inquiry (4 credits)

Counselor Education and Supervision, PhD

PhD in Counselor Education and Supervision
Location: AU Seattle
Credits for Degree: 63 semester credits
Standard Mode of Instruction: Low residency
Standard time to completion: 39 months

This program is not designed to lead to state licensure.

Program Overview

Antioch's low-residency PhD program in Counselor Education and Supervision (CES) is a 63-credit doctoral degree program. As a low-residency program, this PhD is primarily composed of online coursework with two four-day residencies. Accredited by the Council for Accreditation of Counseling Related Education Programs (CACREP), this degree is designed to prepare doctoral students 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) multiculturally responsive counseling practice.

The program is offered in a low-residency model with two week-long, in-person residencies held on an Antioch University campus or an affiliate university. 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.

Plan of Study

- COUN-7000: Academic Writing & Scholarship
- COUN-7200: Advanced Clinical Counseling Theories
- COUN-7215: Culturally Sustaining Models of Supervision
- COUN-7235: Qualitative Inquiry and Research Ethics
- COUN-7245: Quantitative Research Design
- COUN-7255: Culturally Sustaining Application of Supervision Models
- COUN-7305: Residency One
- COUN-7315: Andragogy and Culturally Responsive Teaching
- COUN-7325: Program Design and Evaluation
- COUN-7335: Curriculum Design and Instructional Delivery

- COUN-7405: Residency Two
- COUN-7415: Global Impacts & Public Service in Counseling
- COUN-7445: Inclusive Assessment in Teaching & Supervision
- COUN-7505: Transformative Community Engagement & Leadership Practices
- COUN-7515: Comprehensive Examination
- COUN-7610: Professional Identity and Leadership: Liberation and Multicultural Discourse
- COUN-8105: Counseling Internship
- COUN-8115: Internship
- COUN-8155: Scholarly Writing and Dissertation Development
- COUN-8205: Dissertation

Perinatal Mental Health, Certificate

Certificate Perinatal Mental Health
Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 12 months

***Please note: This certificate is not eligible to use Title IV financial aid at this time.

Program Overview

Perinatal mental health is a unique discipline, addressing the needs of pregnant and birthing people and their families. Perinatal mental health conditions such as depression and anxiety affect approximately one in five birthing people. Crisis situations unique to the perinatal period, such as birth trauma, postpartum psychosis, and infant loss require trained clinicians who specialize in supporting clients through this challenging time. The perinatal mental health certificate prepares providers to work with pregnant people and new parents by empowering students with the skills to assess, diagnose, and treat a wide range of perinatal mental health conditions. Students in this certificate will also study ethics, social justice, culture, and advocacy within the realm of reproductive health care. By completing this certificate, students will be equipped to work in a variety of care settings and to affect change in health care systems.

Plan of Study

Complete the following courses:

- COUN-6930: Perinatal Mental Health
- COUN-6931: Reproductive Justice, Advocacy, and Integrated Care
- COUN-6932: Advanced Perinatal Psychotherapy

School Counseling, Certificate

Certificate in School Counseling
Location: AU Online
Credits for Degree: 18 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 24 months

This program is designed to lead to state licensure.

Program Overview

The Certificate in School Counseling provides training in this specialty area for post master's level counselors or supplemental training for current graduate students enrolled in Antioch University in the Clinical Mental Health Counseling programs. The certificate focuses on preparing students to provide culturally responsive services addressing the academic, social/emotional, and career development needs of K-12 students.

The Certificate in School Counseling is designed to be completed over 5 semesters, with students entering in the fall. Students can expect to commit approximately ten hours per class per week to readings, viewings, assignments, and class preparation. The program concludes with clinical field experience totaling 600 hours.

Plan of Study

School Counseling Courses

- COUN-6040: Introduction to School Counseling
- COUN-6042: Program Development and Evaluation in Schools
- COUN-6044: Collaboration and Consultation in Schools and Communities
- COUN-6046: Counseling Children and Adolescents Schools and Communities

Clinical Courses

- COUN-6991: School Counseling Internship (taken 2 times for a total of 6 credits)

School Counseling, MA

MA in School Counseling
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 40 months

This program is designed to lead to state licensure.

Program Overview

This CACREP-aligned school counselor education program trains students in this specialty area through a variety of core and specialty counseling courses including 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, research and program evaluation, introduction to school counseling, counseling children and adolescents, program development and evaluation in schools, and collaboration and consultation in schools and communities. The program prepares students to provide culturally responsive services addressing the academic, social/emotional, and career development needs of K-12 students through a social justice and advocacy lens.

The program is offered online with two week-long, in-person residencies held on an Antioch University campus. The School Counseling MA is designed to be a full-time, 40-month program, with students entering in the fall semester. Students can expect to commit approximately ten hours per class per week to readings, viewings, assignments, and class preparation. 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 700 hours (100 in Practicum and 600 in Internship).

At times students are required to use Zoom (provided by Antioch University) outside of class to work with their peers on class assignments. 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 program includes two required clinical intensive residencies, typically held in May and December. The first intensive, in the semester following successful

completion of the Foundational Counseling Skills course, focuses on the development and demonstration of students' basic counseling skills within small groups. The second intensive occurs in the semester following successful completion of the Group Counseling course, providing an opportunity to lead and/or co-facilitate a group.

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 Program Handbook and the American Counseling Association (ACA) Code of Ethics.

Plan of Study

Core Courses

- COUN-5002: CMHC Residency
- COUN-5102: Introduction to the Program and the Profession
- COUN-5142: Assessment and Testing
- COUN-5222: Career Counseling Development
- COUN-5262: Human Growth and Development
- COUN-5502: Diagnosis and Treatment
- COUN-5542: Counseling Theories
- COUN-5902: Foundational Counseling Skills
- COUN-6030: Group Counseling
- COUN-6032: Professional Orientation and Ethical Practice
- COUN-6062: Social and Cultural Diversity
- COUN-6422: Couple and Family Counseling
- COUN-6902: Research and Evaluation in Counseling
- COUN-6122: Addictions Counseling
- COUN-6752: Crisis Counseling Interventions

Clinical Courses

- COUN-6960: CMHC Practicum
- COUN-6991: School Counseling Internship (taken for a total of 6 credits)

School Counseling Courses

- COUN-6040: Introduction to School Counseling
- COUN-6042: Program Development and Evaluation in Schools
- COUN-6044: Collaboration and Consultation in Schools and Communities
- COUN-6046: Counseling Children and Adolescents Schools and Communities

Trauma Counseling, Certificate (Post-Master's)

Certificate in Trauma Counseling
Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

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 & Loss
- COUN-5332: Trauma & Resiliency
- COUN-6102: Creative Approaches to Trauma-Informed Practice

Division of Relational Therapy

Couple & Family Therapy, Certificate in Respecialization (Post-Master's)

Certificate in Couple and Family Therapy
Location: AU New England
Credits for Degree: 27 min up to 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

This program is not designed to lead to state licensure.

Program Overview

The Post-Master's Certificate Respecialization in CFT is a unique certificate that takes into consideration the student's prior academic and work experience, state requirements and licensure needs, allowing for a minimum of 27 credits up to 30 credits. The program is designed for the working professional who has already earned a clinical graduate degree in a mental health field but seeks specialized training in Couple and Family Therapy. Combining online instruction with optional residency work, the certificate features the same courses as our master's and doctoral CFT programs. Students work with an advisor to design an individualized plan to meet their specific licensure goals, often allowing certificate students to meet licensure requirements in many states, although state requirements vary. It remains for students to ensure they are eligible for licensing in the specific state(s) in which they intend to practice. This certificate can be completed in a minimum of three semesters to a maximum of ten semesters.

Plan of Study

Required Coursework - 12-15 Semester Credits

Master's Level Courses

- CFT-5500: Systemic Assessment and Treatment Planning (may be waived if taken in prior degree)
- CFT-5760: Postmodern Approaches to Family Therapy
- CFT-6000: CFT Identity, Law and Ethics
- CFT-6420: Foundational Theories in Couple and Family Therapy
- CFT-6060: Culture, Diversity, and Power in Couple and Family Therapy

OR PhD Level Course

- CFT-7010: Social Justice Theory and Application

Elective Coursework - 15 credits from list below

Master's Level Courses

- CFT-5150: Family Violence and Larger Systems
- CFT-5180: Human Sexuality & Sex Therapy
- CFT-5190: Family Studies Through the Lens of Human Development
- CFT-5260: Human Development: Lifespan & Systems
- CFT-5800: Research & Evaluation in CFT (Note: May be required for licensure in some states)
- CFT-6480: Introduction to Couples Therapy: Dyadic And Expanded Partnerships

PhD Level Courses

- CFT-7040: Family Policy & Advocacy
- CFT-7090: Supervision in CFT I

Couple & Family Therapy, MA

MA in Couple and Family Therapy
Location: AU New England
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 28 months

This program is designed to lead to state licensure for all states including California.

Program Overview

The mission of the Couple and Family Therapy (CFT) Master of Arts program at Antioch University is to prepare and train knowledgeable, skilled, self-aware, and ethical couple and family therapists through an experiential educational approach that centers anti-racism, multicultural awareness, and social justice. The program takes a little over 2 years to complete and has two 5-day in-person intensives at the Antioch University Seattle campus; the remaining classes are a combination of synchronous (zoom class meetings) and asynchronous (recorded lectures, small group activities, written discussions, and various experiential activities). In addition to comprehensive CFT education and clinical training, students enrolled in the CFT Master of Arts also have the opportunity to complete a certificate during their elective series. Certificate offerings include Play Therapy, Sex Therapy, Sex Education, Trauma Informed Practice, and Gender Affirming Clinical Practice.

Antioch University New England's MA and PhD in Couple and Family Therapy programs are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). This specialized professional accreditation ensures that the program meets national standards, not just state or regional standards for couple and family therapy education. The MA program has been accredited since 1993.

Upon completion of post-graduate clinical requirements, graduates of the Couple and Family Therapy Program are eligible for American Association for Marriage and Family Therapy (AAMFT) clinical membership and state licensure.

Plan of Study

Core Courses (39 Semester Credits)

- CFT-5101: Family Systems Perspectives: Foundational Theories in Couple and Family Therapy
- CFT-5102: Beginning Clinical Skills and Culturally Responsive Therapy
- CFT-5103: Applied Couples and Relational Therapy
- CFT-5110: CFT Identity, Law, and Ethics
- CFT-5120: Human Development and the Family Life Cycle
- CFT-5210: Assessment & Diagnosis 1: Psychopathology& Psychodiagnostics
- CFT-5230: Applied Individual Theory in Systemic Clinical Practice
- CFT-5240: Applied Child & Family Theory and Clinical Practice
- CFT-5220: Assessment & Diagnosis 2: Systemic Case Conceptualization & Treatment Planning
- CFT-5300: Human Sexuality & Gender Affirming Care
- CFT-6800: Research & Evaluation in CFT
- CFT-6850: Trauma-Informed Care in Family Systems
- CFT-6860: Substance Use and Behavioral Dependencies in Systemic Therapy

Clinical Courses (12 Semester Credits)

Take 12 semester credits from:

- CFT-6990: CFT Internship

Elective Courses (9 Semester Credits)

Students must earn 9 credits in electives from any of the following areas: Addictions, Trauma, Gender Affirming Clinical Practice, or General Electives.

Couple & Family Therapy, PhD

PhD in Couple and Family Therapy
Location: AU New England
Credits for Degree: 86 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 60 months

This program is not designed to lead to state licensure.

Program Overview

The Doctor of Philosophy in CFT is designed to be completed in a minimum of three years of full-time enrollment. The PhD program is offered through a low-residency format. In-person residencies are required throughout the three-year program as follows: Students must attend six 5-day-long in-person residencies (one in each of the first six semesters of the program). Residencies typically take place on or near one of the Antioch University campuses; California, New Hampshire, Ohio, or Washington. Between residencies, students work on course material both asynchronously through online assignments and synchronously through virtual (Zoom) class meetings. Students engage in clinical practice their first year and advanced practical experience in their second year (e.g., supervision, research, leadership, teaching). During these practice experiences, students will be required to attend weekly virtual (Zoom) supervision meetings, in addition to attending on-site supervision meetings at their internship placement/site.

In addition to the course requirements, degree requirements include:

- Satisfactory performance on the Qualifying Examinations after completion of the academic coursework in the doctoral program, and satisfactory completion of a doctoral dissertation which demonstrates doctoral level scholarship during the final year of the program.
- The minimum length of time for program completion is three years (36 months), the standard time to completion is 5 years (60 months) and the maximum time to completion (with financial aid eligibility) is 7.5 years (90 months) from initial enrollment to complete all course requirements, practical experience requirements and dissertation.
- 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 (including additional clinical work, teaching, consultation, leadership, and/or supervision). Students may take up to one additional year of professional seminar courses to continue to receive advanced practical experience supervision and up to one additional year of advanced practice professional seminar courses. 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.

Plan of Study

Core Courses - 50 Semester Credits

- CFT-7010: Social Justice Theory and Application
- CFT-7020: Intro Research/Research Ethics
- CFT-7030: Relational/Systemic Theory & Application
- CFT-7040: Family Policy & Advocacy
- CFT-7050: Introduction to Statistics
- CFT-7090: Supervision in CFT I
- CFT-7110: Intro to Quantitative Methods
- CFT-7120: Grant Writing & Prof Writ CFT
- CFT-7150: Introduction to Teaching in CFT
- CFT-7190: Intro to Qualitative Methods
- CFT-7200: Teaching Applications in CFT
- CFT-7300: Clinical Innovations W/ Diverse Population
- CFT-7500: Advanced Clinical Skills and Clinical Ethics
- CFT-7510: Advanced Supervision
- CFT-7920: Adv Rsrch Mth: Prog Eval & App
- CFT-7930: Advanced Statistics
- CFT-7940: Advanced Research Seminar
- CFT-8000: CFT Dissertation Seminar
- CFT-8100: Qualifying Examinations

Clinical Practice - 9 Semester Credits

- CFT-7401: Doctoral Professional Seminar I
- CFT-7402: Doctoral Professional Seminar II
- CFT-7403: Doctoral Professional Seminar III

Optional Elective Credits - Students can take 0 to 9 credits

- CFT-7204: T/C/L/S Professional Seminar IV
- CFT-7205: T/C/L/S Professional Seminar V

- CFT-7206: T/C/L/S Professional Seminar VI
- CFT-7404: Doctoral Professional Seminar IV
- CFT-7405: Doctoral Professional Seminar V
- CFT-7406: Doctoral Professional Seminar VI
- CFT-8901: CFT Dissertation Writing Seminar I
- CFT-8902: CFT Dissertation Writing Seminar II
- CFT-8903: CFT Dissertation Writing Seminar III

Clinical Supervision - 9 Semester Credits

- CFT-7201: T/C/L/S Professional Seminar I
- CFT-7202: T/C/L/S Professional Seminar II
- CFT-7203: T/C/L/S Professional Seminar III

Candidacy and Dissertation - 18 Semester Credits

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

- CFT-7990: CFT Doctoral Candidacy Continuation
- CFT-8981: CFT Dissertation I
- CFT-8982: CFT Dissertation II
- CFT-8983: CFT Dissertation III
- CFT-8990X: CFT Dissertation Continuation

Required

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

Couple and Family Therapy, Art Therapy specialization, MA

MA in Couple and Family Therapy: Art Therapy
Location: AU New England
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 32 months

This program is designed to lead to state licensure.

This program is designed to lead to a national art therapy certificate.

Program Overview

The MA in Couple & Family Therapy degree has an Art Therapy specialization combined with Couple and Family Therapy (CFT). You receive comprehensive clinical training, making it one of the few degree programs in the U.S. featuring art therapy with a clinical focus. The CFT/AT program is part of the CFT MA program and offers an additional specialization in Art Therapy alongside COAMFTE accreditation. Students receive comprehensive clinical training, making it one of the few degree programs in the U.S. that features art therapy with a strong clinical focus.

The program takes approximately 2.5 years to complete and has two 8-day in-person intensives at the Antioch University Seattle campus; the remaining classes are a combination of synchronous (zoom class meetings) and asynchronous (recorded lectures, small group activities, written discussions, and various experiential activities).

Plan of Study

- CFT-6990: CFT Internship
- CFT-6800: Research & Evaluation in CFT
- CFT-6850: Trauma-Informed Care in Family Systems
- CFT-6860: Substance Use and Behavioral Dependencies in Systemic Therapy
- CFT-5230: Applied Individual Theory in Systemic Clinical Practice
- CFT-5240: Applied Child & Family Theory and Clinical Practice
- CFT-5300: Human Sexuality & Gender Affirming Care
- CFT-5101: Family Systems Perspectives: Foundational Theories in Couple and Family Therapy
- CFT-5102: Beginning Clinical Skills and Culturally Responsive Therapy

- CFT-5103: Applied Couples and Relational Therapy
- CFT-5110: CFT Identity, Law, and Ethics
- CFT-5120: Human Development and the Family Life Cycle
- CFT-5210: Assessment & Diagnosis 1: Psychopathology& Psychodiagnostics
- CFT-5220: Assessment & Diagnosis 2: Systemic Case Conceptualization & Treatment Planning
- CFT-5410: Specialization 1: History, Creativity, And Practices in Art
- CFT-5420: Specialization 2: Relational Group Art Therapy
- CFT-6430: Specialization 3: Evaluations and Art Therapy Assessment
- CFT-6440: Specialization 4: Art Therapy in Diverse Settings
- CFT-6481: Specialization 7: Art Therapy Applied Research Project

Dance/Movement Therapy, Certificate of Respecialization (Post-Master's)

Certificate in Dance/Movement Therapy
Location: AU New England
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 36 months

*Please note: This certificate is not eligible to use Title IV financial aid at this time.

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 begins with a summer entry point and is completed over seven semesters includes five residencies and internship support.

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 to qualify for the R-DMT.) Please check with your state licensing boards regarding private practice.
- Significant experience in at least two distinct dance or movement traditions or practices, grounded in relational accountability, respect for cultural sovereignty, and non-extractive, consent-based learning. This may include popular or street practices, Indigenous and land-based traditions, liturgical, ballroom, traditional/ethnic/folk, African and African diasporic, Caribbean, Korean, Latin, Middle Eastern, Native American, and other culturally grounded, community-held, or lineage-transmitted movement practices.
- 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

Required Coursework - 29 semester credits

- DMT-5010: Psychomotor Assessment of Adults
- DMT-5020: Psychomotor Assessment of Children
- DMT-5700: Research and Evaluation in Systemic and Creative Arts Therapies
- DMT-6010: Psychopathology and Treatment Planning: DMT Perspectives
- DMT-6041: Group Work in DMT: Liberatory Practices
- DMT-6200: Social Identities, Power, and Inequities : a Systemic Perspective
- DMT-6220: DMT & Systemic Approaches to Crisis and Trauma
- DMT-6410: Foundational Theories of DMT
- DMT-6500: Advanced DMT Seminar: Professional Identity
- DMT-6951: Case Consultation/ Supervision I Applications
- DMT-6952: Case Consultation/ Supervision II Applications

Dance/Movement Therapy, Couple & Family Therapy, MA (low residency)

MA in Dance/Movement Therapy: Couple and Family Therapy (low-residency)
Location: AU New England
Credits for Degree: 60-65 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 32 months

This program is designed to lead to state licensure.

Program Overview

The Master's program in Dance/Movement Therapy at Antioch University New England (AUNE) was one of the first to be approved by the American Dance Therapy Association (ADTA). Students can become registered Dance/Movement Therapists (R-DMT) upon completion of the master's degree requirements. The Concentration in CFT also meets education requirements in many states for licensure as a Couple and Family Therapist upon completion of postgraduate clinical and supervision hour requirements commensurate with state licensing regulations. See licensure in CFT, above.

The MA is designed to be completed in 36 months of full-time enrollment. The Low-Residency Model (online w/ five intensive residencies) is 9 semesters with a summer entry point.

Students engage in both DMT and CFT courses. Students also complete DMT practicum and engage in 2 internship placements in both CFT and DMT. Supervision for DMT internship is completed by a Board Certified Dance/Movement Therapist (BC-DMT). Supervision for CFT internship is completed by an American Association for Marriage and Family Therapy (AAMFT) approved supervisor. Students work closely with their academic advisors and Director of Clinical Training to provide support for successful completion of coursework and field work. However, it remains the responsibility for each student to ensure they are eligible for licensing/credentialing in the specific state(s) in which they intend to practice.

Plan of Study

Summer I

- DMT-6200: Social Identities, Power, and Inequities : a Systemic Perspective
- DMT-6410: Foundational Theories of DMT

Fall I

- DMT-5101: Family Systems Perspectives: Foundational Theories in Couple and Family Therapy
- DMT-5230: Applied Individual Theory in Systemic and DMT Clinical Practice
- DMT-6002: DMT/CFT Identity, Law, and Ethics

Spring I

- DMT-5170: Human Development and Lifespan Systems
- DMT-5220: Neurodevelopmental and Embodied Assessment: Children and Families
- DMT-5240: Applied Child & Family Theory and Clinical Practice

Summer II

- DMT-5210: Psychopathology and Psychodiagnostics in Systemic and Creative Arts Therapies
- DMT-6220: DMT & Systemic Approaches to Crisis and Trauma

Fall II

- CFT-6961: CFT Internship I
- DMT-5800: Foundational Theories of Creative Arts Therapies
- DMT-6480: Introduction to Couples and Sex Therapy

Spring II

- CFT-6962: CFT Internship II
- DMT-5700: Research and Evaluation in Systemic and CreativeArts Therapies

Summer III

- DMT-6040: Integrative Neuro-Embodied Assessment and Clinical Treatment Planning
- DMT-6041: Group Work in DMT: Liberatory Practices
- DMT-6941: Internship in DMT I
- CFT-6963: CFT Internship III (as needed)
- CFT-6980X: Practicum / Internship Continuation CFT (as needed)

Fall III

- DMT-6860: Substance Use and Behavioral Dependencies in Systemic Therapy
- DMT-6942: Internship in DMT II
- CFT-6980X: Practicum / Internship Continuation CFT (as needed)
- DMT-6951: Case Consultation/ Supervision I Applications (as needed)

Spring III

- DMT-5180: Gender, Sexual, Erotic and Relational (GSERD) Diversity in Therapy
- DMT-6943: Internship in DMT III
- DMT-6952: Case Consultation/ Supervision II Applications (as needed)

Gender Affirming Clinical Practice, Certificate

Certificate in Gender Affirming Clinical Practice
Location: AU New England
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Low-residency & Online
Standard time to completion: 16 months

Program Overview

The Certificate in Gender Affirming Clinical Practice is offered through the Relational Therapy Division and 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. This program focuses on developing culturally sensitive therapists and counselors who are more informed and better trained to work with members of the transgender and gender non-conforming (TGNC) population.

Students work on course material both asynchronously (e.g. recorded lectures, online assignments and discussions, small group engagement) and synchronously through virtual (Zoom) class meetings. The certificate consists of four 3-credit classes to be completed in four concurrent semesters. The summer courses are held in 8-week sessions; the fall and spring courses are 15-week sessions. Students who can demonstrate they have completed graduate-level study of gender and transgender experiences (e.g., as part of a qualified graduate-level human sexuality course) may request to apply this coursework toward the introductory course in the certificate.

Plan of Study

Required Coursework - 12 semester credits

- CFT-6210: Transgender Experiences: An Introduction
- CFT-6220: Working with TGNC Families: An Introduction
- CFT-6230: Gender in Context: An Intersectional Approach
- CFT-6240: Gender Affirming Clinical Practice

Play Therapy, Certificate

Certificate in Play Therapy
Location: AU Seattle
Credits for Degree: 12 quarter credits
Standard Mode of Instruction: In Person
Standard time to completion: 12 months

This program is not designed to lead to state licensure.

Program Overview

The AU Play Therapy Certificate exceeds the minimum requirements set by the Association of Play Therapy and applies towards credentialing as a Registered Play Therapist. Classes meet on the campus of Antioch University Seattle one weekend per month. The certificate courses may fit entirely within the required CFT and CMHC quarter 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 in a mental discipline.
- If enrolled in a program outside of Antioch University, the applicant must provide an MA transcript.
- If already licensed, the applicant must provide a copy of their license.
- Statement of Purpose (for students not currently attending AUS)

Plan of Study

Complete the following courses:

- COUC-5600: Introduction to Play Therapy
- COUC-5610: Advanced Play Therapy
- COUC-5630: Seminar in Play: Sandtray
- COUC-5640: Seminar in Play 2: Filial Therapy

Sex Therapy, Certificate

Certificate in Sex Therapy
Location: AU Seattle
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 12 months

Please note: This certificate is not eligible to use Title IV financial aid at this time.

This program is not designed to lead to state licensure.

Program Overview

The 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. This certificate is offered through the Relational Therapy Division.

The program consists of one 1-credit course and one 3-credit course each semester. In-person attendance is required at two 2-day residencies in-person (one in the fall semester and one in the summer semester); both residencies are at the Antioch University Seattle campus. Program delivery is a combination of synchronous (zoom class meetings) and asynchronous (recorded lectures, small group activities, written discussions, and various experiential activities).

The 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 state that is an approved provider of AASECT Continuing Education Credits (provider ID# 18-123-AU). Students will receive up to 200 hours of Continuing Education Credits during the course of the program.

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; Psy.D. 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

Certificate Courses

- CFT-5300: Human Sexuality & Gender Affirming Care *
- CFT-6301: Sexual Attitude Reassessment (SAR)
- CFT-6302: Sex & Relationships
- CFT-6303: Knowledge Showcase
- CFT-6310: Intermediate Sex Therapy
- CFT-6320: Advanced Sex Therapy

**CFT 5750: Gender Affirming Care can be substituted. This course may also be waived (with program approval) if a like course has been completed in the last 5 years. Students will need to take an additional 1 credit of a Gender Affirming Care course if CFT-5300 is waived.*

School of Interdisciplinary and Professional Studies

Division of Education

Dyslexia Studies, Certificate

Certificate in Dyslexia Studies Location: AU New England
Credits for Degree: 18 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

Program Overview

The Certificate in Dyslexia Studies is built upon the latest research and best practices for working with students with dyslexia. Antioch University New England's Dyslexia Studies concentration 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.

The 18-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

To earn the Certificate in Dyslexia Studies, students must successfully complete a total of 18 credits as outlined below.

Certificate Courses - 18 Semester Credits

Students are required to take the following courses:

- RLE-5055: Foundations & Psychology of Reading
- RLE-5156: Introduction to Dyslexia
- RLE-5255: Advanced Phonics & Appl Field Study
- RLE-5355: Diagnosis/Assmt for Students W/ Dyslexia
- RLE-6155: Structured Language Teaching I
- RLE-6255: Structured Language Teaching II

Educating for Sustainability, Certificate

Certificate in Educating for Sustainability Location: AU New England
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 12 months

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 - 9 Semester Credits

All students must take the following:

- EDP-6160: Real World Sustainability
- EDT-6162: Principles of Sustainability & Climate Change
- EDT-6202: The Nexus of Climate Change & Sustainability Education

Elective Course - 3 Semester Credits

Choose from the list below, or any other elective approved by advisor:

- EDP-6550: Sustainable Leadership
- EDR-6200: Practicum-Equity & Change
- EDR-6940: Practicum-Curriculum
- EDT-5500: Critical Skills Classroom Immersion (take 3 semester credits)

Educational and Professional Practice, Critical Pedagogy, Ed.D.

EdD in Education & Professional Practice: Critical Pedagogy
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Critical Pedagogy Specialization

The Specialization of Critical Pedagogy helps students to question and reflect upon the situated nature of how institutional and personal/collective forms of power can be contested or negotiated in places of professional practice towards the achievement of more just, emancipatory, and democratic goals. Students of this specialization are concerned with understanding educational practices culturally and politically, as well as in studying the political or cultural problems that frame their professional lives as educational events that conserve within them the possible hope of more humane and transformed futures. Key interests of students and faculty may include: Formal educational questions pertaining to

the relationship between the social order and the design and administration of schools (or other educational organizations), the content of curricula, and the relevance of pedagogical approaches; nonformal educational matters related to the work and membership of community-based organizations or social movements that help to raise conscience and foment change on crucial issues of public life; and the critical interrogation of all professional endeavors as forms of habitude that may work to reproduce the intersectional outcomes of dehumanized classist, racist, sexist and gender-normed, ableist, ageist, speciesist, colonialist/settler colonialist or other historical modes of community antagonism.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8010: Foundations of Critical Pedagogy

Special Topics

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

- EDU-8110: Special Topics in Critical Pedagogy I
- EDU-8210: Special Topics in Critical Pedagogy II
- EDU-8310: Special Topics in Critical Pedagogy III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Environmental Sustainability Education, Ed.D.

EdD in Educational and Professional Practice: Environmental Sustainability Education
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Environmental and Sustainability Specialization

The Environmental and Sustainability Education Specialization allows students to conduct in-depth inquiry into currently pressing questions about the relationship between our professional practices, the land base and natural resources required to sustain these practices, as well as the larger sets of law, policy, and normalized procedure that organize and orient these practices systematically in either more or less sustainable forms. Students may conduct research into their practice as such relates to, for example: Macrosystem ecocrises such as climate

destabilization, planetary mass extinction, food and water system insecurities or issues of social/environmental toxicology; Indigenous Traditional Ecological Knowledge; place-based and other contemporary frameworks for environmental and ecological literacy; globalization and the normalization of a mass consumer society, etc. Formal educational practitioners might consider practice-based questions related generally to instituting "Sustainability Across the Curriculum" or transdisciplinary forms of Environmental Education. Other professionals might conduct action research into how their organizational practices further or limit the possibilities of corporate social responsibility. Additionally, grassroots environmental activists might reflect deeply upon the design and outcomes of their educational campaigns and the ways in which the organizations and their membership themselves can better learn to "walk their talk" on behalf of social, economic, and environmental justice.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8030: Foundations of Environmental and Sustainability Education

Special Topics

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

- EDU-8130: Special Topics in Environmental and Sustainability Education I
- EDU-8230: Special Topics in Environmental and Sustainability Education II
- EDU-8330: Special Topics in Environmental and Sustainability Education III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Humane Education, Ed.D.

EdD in Educational and Professional Practice: Humane Education
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Humane Education Specialization

The EdD Program offers the specialization in Humane Education in collaboration with the Institute for Humane Education (IHE) and is the only program of its kind at the doctoral level. According to the founders of IHE, "Education is the key to creating a more peaceful, just, and sustainable world. We prepare people to foster compassion and teach critical, systems, strategic, and creative thinking to students of all ages and in a range of educational settings" (humaneeducation.org). Humane Education is an innovative, socially-relevant educational movement that draws connections between human rights,

environmental preservation, animal protection, and culture. The EdD in Educational and Professional Practice with a specialization in Humane Education will enable those grounded in Humane Education at the master's level to develop doctoral research skills to pursue solutions to local and global problems that they encounter in their schools, organizations, and communities. Students in this specialization will explore, in an intersectional manner, issues such as environmental ethics, animal protection, human rights, culture and change, arts and social change, food systems, and "solutionary" education in the classroom. Humane Education students will have opportunities to engage with faculty from IHE both virtually and in Maine.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (15 Semester Credits)

Foundations

- ED-5010: Introduction to Humane Education

Special Topics

- ED-6100: Environmental Ethics
- ED-6200: Animal Protection
- ED-6300: Human Rights
- ED-6400: Culture and Change

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Multicultural and Anti- Racist Education, Ed.D.

EdD in Educational & Professional Practice: Multicultural and Anti-Racist Education
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Multicultural and Anti-Racist Education Specialization

The specialization in Multicultural and Antiracist Education affords students the opportunity to address issues of difference and social justice in educational systems, organizations, and communities, with an eye on interrogating and dismantling oppressive systems and practices in education. The specialization brings together theories and arguments from two approaches that have been in critical discourse with one another in terms of focus and strategies. Scholars and practitioners of multicultural education aim to produce culturally responsive

environments in which high levels of academic achievement are accessible to all students. As proposed by leading theorist James Banks, multicultural education's dimensions include content integration, knowledge construction, bias reduction, equity pedagogy, and the development of an empowering school culture enabling students from diverse groups to experience equity in their educational experiences. Those who design and study school curricula address such issues as racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

Anti-racist education directly confronts racist social structures and practices, aiming to address the roots of institutional racism within the structure of educational systems. In this specialization, students will examine advantages and critiques of both multicultural and antiracist education, deciding for themselves which theoretical and practical arguments and commitments best resonate with their social change educational practices.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8040: Foundations of Multicultural and Anti-Racist Education

Special Topics

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

- EDU-8140: Special Topics in Multicultural and Anti-Racist Education I
- EDU-8240: Special Topics in Multicultural and Anti-Racist Education II
- EDU-8340: Special Topics in Multicultural and Anti-Racist Education III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Self-Designed, Ed.D.

EdD in Educational and Professional Practice: Self-Designed
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Self-Designed Specialization

Consistent with Antioch University's commitment to individualized learning based on student interests and professional goals, the Ed.D. program offers a Self-Designed specialization. Students interested in designing a specialization will work closely with an advisor to construct 12 credits of specialization course work best supporting their development of specialized knowledge that serves as a foundation for the Practice-Based Dissertation. Self-Designed specializations must align with the purpose and mission of the Ed.D. program and fall within areas supported by current Antioch faculty expertise.

Coursework may include seminars, individualized study, and approved coursework across Antioch University programs, in accordance with program requirements. Students may also choose to take courses in other Antioch programs and to transfer in credits from previous graduate work. Each student's dissertation topic will fall within their chosen specialization.

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8000: Foundations (Self-Designed)

Special Topics

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

- EDU-8100: Special Topics (Self-Designed) I
- EDU-8200: Special Topics (Self-Designed) II
- EDU-8300: Special Topics (Self-Designed) III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Social Emotional Learning, Ed.D.

EdD in Educational and Professional Practice: Social Emotional Learning
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Social Emotional Learning Specialization

Social Emotional Learning (SEL) is the process through which young people and adults develop a set of skills for becoming emotionally literate, are able to combine thinking and feeling to make optimal decisions, deepen and maintain healthy relationships, solve problems, and reach personal and collective goals. SEL also comprises the strategies and processes for promoting and infusing SEL into the fabric of an educational community.

Educators who practice and promote these SEL competencies enable students to learn, grow, and thrive, with more positive social behaviors, increased academic performance, and greater engagement with peers and adults. Longitudinal studies affirm that SEL programs promote positive youth development, with student outcomes reflecting school, career, and life success, along with commitment to community.

The field of social emotional learning has blossomed over the past several decades and is increasingly recognized as an essential component of education in K-12, higher education, and community settings. This SEL specialization will lay the groundwork for educators in school and community based organizations and independent SEL consultants to advocate for, develop, implement, and assess social emotional learning instruction, curriculum, policies, and procedures. Acknowledging that the scope of SEL is broad, the SEL specialization allows for much flexibility in focus while maintaining consistency and rigor with a deep inquiry into the broad range of SEL scholarship and practice. All students in the SEL specialization will develop scholar/practitioner and leadership, assessment, and intervention skills, applicable in all educational settings. Benchmarks for SEL implementation include all students and adults developing SEL skills, SEL integrated into classrooms to enhance academic learning, and the whole school using SEL to build a thriving learning community. Students in this specialization will also explore the intersectionality of SEL with equity, cultural competence, and social justice.

Throughout the program, students will continue to develop and deepen their own SEL skills for greater self-awareness, intentionality, and purpose, essentially "walking the talk." Through assessments, self-reflection, and cohort discussion, students will develop their own SEL competencies, allowing for more meaningful relationships with their own students and colleagues, reducing stress and burn-out, and modeling SEL behaviors and attitudes for students and the community.

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III

- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

SEL Foundation & Specialization Courses

- EDU-8071: Emotional intelligence for Educational Leadership
- EDU-8072: The Social Emotional Learning Educator
- EDU-8073: Social Emotional Learning Assessment
- EDU-8074: Equity Coaching for Culturally Responsive Social Emotional Learning
- EDU-8075: Evidence-Based Social Emotional Learning Research Project

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Social Justice Leadership, Ed.D.

EdD in Educational and Professional Practice: Social Justice Leadership
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Social Justice Leadership Specialization

Students in the Social Justice Leadership specialization inquire into the theory and practice of leadership with an emphasis on enacting justice and equity in their educational practices whether in schools, non-profit or for-profit organizations, and community-based organizations. Students will read about leadership theories and reflect on their own practices in developing a philosophy that embraces a social justice orientation and employs systems thinking and analysis, relational practices, complexity principles, and mission-based advocacy. In addition to engaging with the challenges of taking leadership theory

into practice, students in the specialization will explore diverse meanings of social justice, including classical western views of justice as well as contemporary perspectives produced by marginalized voices that reconceptualize meanings of justice. Scholar-practitioners in Social Justice Leadership will theorize and engage in the creation of socially just spaces through skilled leadership that involves educational practices. Students will investigate the intersection of leadership, power, ethics, morality, and justice, emphasizing ways in which marginalization and exclusionary processes and systems may be dismantled.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8050: Foundations of Social Justice Leadership

Special Topics

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

- EDU-8150: Special Topics in Social Justice Leadership I
- EDU-8250: Special Topics in Social Justice Leadership II
- EDU-8350: Special Topics in Social Justice Leadership III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Educational and Professional Practice, Waldorf Education, Ed.D.

EdD in Educational and Professional Practice: Waldorf Education
Location: AU Online
Credits for Degree: 60 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 36 months

Program Overview

The Ed.D. program prepares change-oriented scholar-practitioners committed to advancing more just, inclusive, and sustainable schools, organizations, and communities. Through a transdisciplinary approach, the program integrates theory and practice through shared seminars, applied inquiry, and individualized specialization, enabling students to address complex challenges related to equity, ethics, leadership, 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 Emotional Learning; Social Justice Leadership; Waldorf Education; or Self-Designed.

Specializations may include seminars, individualized study, and opportunities to take courses across Antioch University programs. Students may also transfer approved graduate credits in alignment with program requirements. Each student's dissertation will fall within the chosen specialization.

The program culminates in a Practice-Based Dissertation that establishes students as scholar-practitioners who design and implement meaningful, research-informed solutions to complex challenges in schools, organizations, communities, and national and global contexts.

Waldorf Education Specialization

Waldorf education is one of the fastest growing independent school movements in the world, with more than 1,000 Waldorf Schools in 60 countries. By placing an emphasis on imagination, teachers who leverage this approach are better equipped to encourage students to think creatively, critically, and empathetically. It allows students to develop important artistic and social skills, while also promoting free thinking and moral responsibility. The Waldorf Teacher Education Program at Antioch University New England has been at the forefront of Waldorf teacher education in the United States for more than 30 years. We are pleased that the addition of a doctoral-level specialization will provide a unique

opportunity for experienced educators to engage in scholarly inquiry into the theoretical foundations of Waldorf Education and anthroposophy and matters of professional practice that arise in the classroom pertaining to a host of issues such as arts in education, children's cognitive development, parental choice, play in education, technology, student performance, comparative Waldorf education, and curricular issues in math, science, and other subjects.

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

Plan of Study

The Ed.D. degree requires 60 semester credits. The degree is comprised of 28 semester credits of core coursework, 12 semester credits of specialization coursework, and 20 credits of candidacy and dissertation coursework.

Core Courses

- EDU-7001: Portfolio and Proposal Development I
- EDU-7002: Portfolio and Proposal Development II
- EDU-7003: Portfolio and Proposal Development III
- EDU-7004: Portfolio and Proposal Development IV
- EDU-7110: Justice, Equity, Diversity, and Inclusion
- EDU-7200: Social Justice Theory and Practice
- EDU-7210: Doctoral Writing and Studies Workshop
- EDU-7310: Methods of Inquiry: Collecting, Interpreting, and Using Data
- EDU-7320: Foundations of Transdisciplinary Inquiry
- EDU-7360: Advanced Research Methods
- EDU-7500: Leadership for Social Justice
- EDU-7600: Designing and Evaluating Education-Based Change Initiatives

Specialization Courses (12 Semester Credits)

Foundations

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

- EDU-8060: Foundations of Waldorf Education

Special Topics

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

- EDU-8160: Special Topics in Waldorf Education I
- EDU-8260: Special Topics in Waldorf Education II
- EDU-8360: Special Topics in Waldorf Education III

Candidacy and Dissertation Courses

- EDU-8600: Integrated Essay and Portfolio
- EDU-8702: Proposal
- EDU-8850: Learning Community & Dissertation Support I
- EDU-8860: Learning Community & Dissertation Support II
- EDU-8900: Practice-Based Dissertation I
- EDU-8902: Practice-Based Dissertation II
- EDU-8902X: Dissertation Continuation

Foundations of Education, Self-Designed, M.Ed.

MEd in Foundations of Education: Self-Designed
Location: AU New England
Credits for Degree: 33 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 28 months

Program Overview

The Self-designed concentration can be completed in 5-7 semesters with fully online and low residency options available. Students can begin in any semester and typically take 3 credits per term. 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 M.Ed. in Foundations of Education: Self-designed, students must successfully complete a total of 33 credits as outlined below.

Core Courses - 15 Semester Credits

If pursuing the Practice Pathway take the following (15 semester credits)	**If pursuing the Research Pathway take the following (15 semester credits)**
Practicum Courses - 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)	**Research Courses - 6 semester credits** EDR 6400 Foundations of Research (3 semester credits) EDR 6401 Research Capstone (3 semester credits)
Coalition for the Common Good (CCG) Core Courses - 6 semester credits:	**Coalition for the Common Good (CCG) Core Courses - Students must select 9**

EDT 5455: Educational Philosophy, Curriculum, and Social Justice (3 semester credits) **OR** EDT 5456: Culturally Relevant and Responsive Pedagogy (3 semester credits) **AND** EDT 6265: Human Development and Effective Pedagogy (3 semester credits) **OR** EDT 5360: Childhood and Nature (3 semester credits)	**semester credits from the following courses:** EDT 5455: Educational Philosophy, Curriculum, and Social Justice (3 semester credits) EDT 5456: Culturally Relevant and Responsive Pedagogy (3 semester credits) EDT 6265: Human Development and Effective Pedagogy (3 semester credits) EDT 5360: Childhood and Nature (3 semester credits)

Self-Designed Courses - 18 Semester Credits

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 when deemed appropriate by the student and advisor.

Humane Education, Certificate

Certificate in Humane Education Location: AU New England
Credits for Degree: 15 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 20 months

Program Overview

The Graduate Certificate in Humane Education focuses on the intersectional issues of environmental ethics, animal protection, and human rights, and how bringing a "solutionary" lens to our educational efforts can empower changemaking in classrooms and communities.

This 3-5 semester program can be completed fully online. Students can begin in any semester and typically take 3-6 credits per term.

Plan of Study

To earn the Graduate Certificate in Humane Education, students must successfully complete a total of 15 credits as outlined below.

Foundational Courses

- ED-5010: Introduction to Humane Education
- ED-6100: Environmental Ethics
- ED-6200: Animal Protection
- ED-6300: Human Rights
- ED-6400: Culture and Change

Humane Education, M.Ed.

MEd in Humane Education Location: AU New England
Credits for Degree: 33 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 28 months

Program Overview

The MEd in Humane Education focuses on the intersectional issues of environmental ethics, animal protection, and human rights, and how bringing a "solutionary" lens to our educational efforts can empower changemaking in classrooms and communities. This 5-7 semester program can be completed fully online with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine. Students can begin in any semester and typically take 3-6 credits per term. The MEd program is designed for classroom educators at all levels of education. 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 M.Ed. in Humane Education, students must successfully complete a total of 33 credits as outlined below.

Foundational Courses - 18 Semester Credits

Students must take the following 6 courses:

- ED-5010: Introduction to Humane Education
- ED-6100: Environmental Ethics
- ED-6200: Animal Protection
- ED-6300: Human Rights
- ED-6400: Culture and Change
- ED-6445: Building a Solutionary Practice and Pedagogy

Practicum - 3 Semester Credits

- ED-6945: Practicum in Humane Education

Capstone - 3 Semester Credits

- ED-6985: Humane Education Capstone

Electives - 9 Semester Credits

Students must take 9 credits from the following courses:

- ED-6442: Humane Education Residency
  **Strongly Recommended - Students are encouraged to attend the 3-credit Humane Education residency*
- ED-6500: Race, Intersectionality, and Veganism
- ED-6502: Creative Activism: Art and Artists For Social Change
- ED-6503: Pronatalism, Overpopulation, and the Planet
- ED-6504: Just Good Food
- ED-6506: Writing for Social Change And Personal Transformation

Humane Education, MA

MA in Humane Education Location: AU New England Credits for Degree: 33 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 28 months

Program Overview

The MA in Humane Education focuses on the intersectional issues of environmental ethics, animal protection, and human rights, and how bringing a "solutionary" lens to our educational efforts can empower changemaking in classrooms and communities. This 5-7 semester program can be completed fully online with an optional one-week, 3-credit summer residency (immersion course) held at the Institute for Humane Education in Surry, Maine. Students can begin in any semester and typically take 3-6 credits per term. The MA program is designed for non-classroom educators and advocates. Please note this MA degree does not lead to state licensure.

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 - 18 Semester Credits

Students must take the following 6 courses:

- ED-5010: Introduction to Humane Education
- ED-6100: Environmental Ethics
- ED-6200: Animal Protection
- ED-6300: Human Rights
- ED-6400: Culture and Change
- ED-6445: Building a Solutionary Practice and Pedagogy

Practicum - 3 Semester Credits

- ED-6945: Practicum in Humane Education

Capstone - 3 Semester Credits

- ED-6985: Humane Education Capstone

Electives - 9 Semester Credits

Students must take 9 credits from the following courses:

- ED-6442: Humane Education Residency
  **Strongly Recommended - Students are encouraged to attend the 3-credit Humane Education residency*
- ED-6500: Race, Intersectionality, and Veganism
- ED-6502: Creative Activism: Art and Artists For Social Change
- ED-6503: Pronatalism, Overpopulation, and the Planet
- ED-6504: Just Good Food
- ED-6506: Writing for Social Change And Personal Transformation

Integrated STEAM Education, Certificate

Certificate in Integrated STEAM Education Location: AU New England
Credits for Degree: 15 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

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 facilitating instruction and designing curriculum. 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. This is a 15-credit graduate certificate program.

Plan of Study

To earn the Certificate in Integrated STEAM Education, students must successfully complete a total of 15 credits as outlined below.

Required Certificate Courses - 5 Semester credits

- EDC-5504: Arts Integration in K-12 Edu: Empowering Neurodivergent Learners
- EDC-5520: Equitable Math Practices

STEAM Elective Courses - 10 Semester credits

Students select 10 semester credits from the following courses:

- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDC-5280.NE: Ecology of Imagination
- EDC-6825: Building Learning Communities to Support
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDT-5470: Tech Tools for All Learners
- EDT-5506: Classroom Practice 1
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom
- EDT-5500: Critical Skills Classroom Immersion (take 2 or 3 semester credits)

  OR

- EDT-5502: Critical Skills Immersion 1 - Foundations **AND**
- EDT-5504: Critical Skills Immersion 2 - Applications

Mindfulness for Educators, Certificate

Certificate in Mindfulness for Educators Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 10 months

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 M.Ed. 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 Mindfulness Frameworks in Teaching
- EDT-5200: Awareness Body Mind Heart; Path to Chg
- EDT-5220: Inner Landscape of Teachers and Learners

Nature-Based Early Childhood Education, Certificate

Certificate in Nature Based Early Childhood Education
Location: AU New England
Credits for Degree: 12-15 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 16 months

Program Overview

This certificate can be added to the M.Ed. 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
- EDP-5580: Working With Families & Community
- EDP-5600: Business Planning for Nature Preschools
  OR
- EDC-5730: Leading Inclusion in Nature-based Programs (1 semester credit) plus one additional elective credit
- EDP-5620: Risk Management for Nature-based Early Childhood Education

Elective Courses - 5 Semester Credits (3 could be internship or practicum)

Choose from list below or any other AU elective approved by your advisor:

- ECE-5710: Intro to the Reggio-Emilia Approach-A
- ECE-6350: Making Learning Visible
- ED-5610: Natural History for Early Childhood: Teaching in Winter
- EDC-5030.NE: Natural History for Early Childhood
- EDC-6480: Early Childhood Education Pre-K-3rd
- EDC-6650: Movement & Storytelling Pre-K Classroom
- EDT-5100: Landscape Analysis & Design for Nature P lay & Learning
- EDT-5360: Childhood & Nature
- EDT-6500: Adv Topics in Nature based Erly Childhd
- EDC-5280.NE: Ecology of Imagination
- EDC-5730: Leading Inclusion in Nature-based Programs
- EDC-6555: Place-Based Teaching and Learning
- EDL-6400: Principles & Practice of Mindful Ldrshp
- EDT-6220: Mindfulness Practices for Educators
- EDU-5011: Introduction to Becoming a Trauma Informed Educator - A
- EDU-5012: Introduction to Becoming a Trauma Informed Educator - B
- EDU-5040: Trauma Sensitive Learning Environments
- Or various other courses in Elementary/Early Childhood program with approval

Internship/Practica

(optional, not required, for certificate students)

- EDC-5161: Practicum: Sch Change Nature-based Edu

Place-Based Education, Certificate

Certificate in Place-Based Education Location: AU New England
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

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 - 9 Semester Credits

All students must take the following 3 courses:

- EDC-6555: Place-Based Teaching and Learning
- EDP-6160: Real World Sustainability
- EDT-5360: Childhood & Nature

Elective Courses - 3 Semester Credits

Choose from the list below, or any other elective approved by advisor

- EDR-6200: Practicum-Equity & Change
- EDR-6920: Practicum-Child Study
- EDR-6940: Practicum-Curriculum
- EDT-5500: Critical Skills Classroom Immersion (take 3 semester credits)
- EDT-5455: Educational Philosophy, Curriculum, and Social Justice
- EDT-5456: Culturally Relevant and Responsive Pedagogy

Problem Based Learning / Critical Skills, Certificate

Certificate in Problem Based Learning / Critical Skills
Location: AU New England
Credits for Degree: 15 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 20 months

Program Overview

The Certificate in Problem Based Learning / Critical Skills 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. Students can begin in any term and will take 3 credits per semester until completion.

Plan of Study

To earn the Certificate in Problem Based Learning / Critical Skills, students must successfully complete a total of 15 credits as outlined below.

Required Course(s) - 3 semester credits

Complete one of the following options for 3 semester credits.

Take the following course:

- EDT-5500: Critical Skills Classroom Immersion (take 3 semester credits)

OR take the following two courses:

- EDT-5500: Critical Skills Classroom Immersion (take 2 semester credits)
- EDT-5506: Classroom Practice 1

OR take the following three courses:

- EDT-5502: Critical Skills Immersion 1 - Foundations
- EDT-5504: Critical Skills Immersion 2 - Applications
- EDT-5506: Classroom Practice 1

Problem Based Learning / Critical Skills Courses - 12 semester credits

Complete 12 credits selected from the following courses:

- EDC-5032: SEL: Equity, Trauma-Informed Practice, & PBL
- EDC-5520: Equitable Math Practices
- EDC-6555: Place-Based Teaching and Learning
- EDC-6825: Building Learning Communities to Support
- EDC-6871: Principles of STEAM
- EDC-6885: Authentic Lesson Design & Assessment
- EDL-5000: Nature-Based Leadership
- EDT-5470: Tech Tools for All Learners
- EDT-5508: Classroom Practice 2
- EDT-5750: Special Topics in the Critical Skills Classroom

Sexuality Education, Certificate

Certificate in Sexuality Education Location: AU Seattle
Credits for Degree: 20 quarter credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 12 months

This program is not designed to lead to state licensure.

Program Overview

Our Certificate in Sex Education is designed for students, alumni, and community members who hold a Bachelor's Degree-or-higher in Education or Equivalent field 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; Psy.D. 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 (20 total 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.

- COUN-5240: Human Sexuality
- COUN-5471: Diversity in Sexual Expression
- COUN-6801: Sexual Attitude Reassessment (SAR)
- COUN-5910: Special Topics in Sexuality
- EDUC-5830: Fundamentals of Sexuality Education
- EDUC-6120: The Pedagogy of Sexuality Education
- EDUC-6832: Sexuality Educator Practicum
- Take two additional credits of electives (if needed)

Trauma Informed Education, Certificate

Certificate in Trauma Informed Education Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

Please note: This certificate is not eligible to use Title IV financial aid at this time.

Program Overview

The Certificate in Trauma Informed Education examines trauma in the context of the learning environment. These courses are introductory in nature; thus, the approach is to understand broad issues related to trauma informed education rather than a deep, detailed examination of this important field. The program is intended for individuals who seek a basic understanding of how to best support and work with children affected by trauma.

This certificate requires three 3-semester-credit classes that are offered in 15-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 interact with these children and their families. It is offered at the graduate level and is completely online.

Plan of Study

To earn the Certificate in Trauma Informed Education, students must successfully complete a total of 9 credits as outlined below.

- EDU-5020: Physiological, Psychological, and Developmental Effects of Childhood Trauma
- EDU-5013: Introduction to Becoming a Trauma Informed Educator
- EDU-5015: Trauma-Sensitive Educator & Classroom With Community Resources and Support

Teacher Education

Endorsement: Library Media

Endorsement: Library Media Location: AU Seattle
Credits for Endorsement: 21 quarter credits
Standard Mode of Instruction: In Person
Standard Time to Completion: 15 months

This program is designed to lead to state licensure.

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.

Endorsements for Certificated Teachers

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.

Plan of Study

Library Media Coursework (21 quarter credits)
Courses from other institutions, in additional areas of study, supplement those taken at Antioch University Seattle.

- LIBM-6025: Cataloging, Org, & Collection Mgmt
- LIBM-6035: School Library Advocacy
- LIBM-6045: Tech Ldrshp for School Librarians K-8 Gr. K-8
- LIBM-6055: Information Literacy and Research Strategies
- LIBM-6065: School Library Administration
- LIBM-6075: Tech Ldrshp for School Librn, 6-12 Learning, Gr. 6-12
- LIBM-6085: Selections for Collections: Child/YA Literature
- LIBM-6095: Legal and Ethical Issues in School Libraries

Reading (Ohio), Endorsement

Endorsement: K-12 Reading (Ohio) Location: AU Online
Credits for Endorsement: 12 semester credits
Standard Mode of Instruction: Distance
Standard Time to Completion: 8 months

This program is designed to lead to the State of Ohio PK-12 Reading Endorsement.
Please note: This certificate is not eligible to use Title IV financial aid at this time.

Program Overview

Educators in the Ohio PK-12 Reading Endorsement program examine historical and current theories and research in reading acquisition and instruction, with an emphasis on the Science of Reading (SOR). Science of Reading informs instruction and application of methods of reading assessment and evidence-based practices in phonological awareness, phonics, fluency, vocabulary, and comprehension.

To meet program requirements for the Antioch Ohio Reading Endorsement, students must successfully complete the required 12 credits of course work and accrue a minimum of 50 clinical hours (completed and evaluated in conjunction with specific courses).

To qualify for the Ohio Reading Endorsement, students must have also earned 12 additional hours of reading (including phonics) at the undergraduate or graduate level; and pass the Ohio Assessments for Educators (OAE) exam, *Reading Subtests I and II* (038/039). Students apply for the endorsement through the Ohio Department of Education. This program can be completed in 2 semesters, fully online. Students typically take 6 credits per semester.

Required for Admission:

- Current Ohio teacher license (or license in progress) (Expired Ohio Teaching License may be considered with permission of the Associate Dean of Education).
- All prior transcripts, a resume, two letters of recommendation, and an admission essay
- All applicants must have a formal interview with a program representative prior to a formal admission decision.

Plan of Study

To meet program requirements for an Ohio K-12 Reading Endorsement, students must successfully complete the required 12 credits of course work and accrue a minimum of 50 clinical hours (completed and evaluated in conjunction with specific courses).

To qualify for the Ohio Reading Endorsement, students must pass the Ohio Assessments for Educators (OAE) exam, *Reading Subtests I and II* (038/039). Students apply for the endorsement through the Ohio Department of Education.

Ohio Reading Endorsement Courses:

- ED-6640: Reading Assessment and Diagnosis
- ED-6650: Literacy Foundations
- ED-6660: Research Reading and Writing: Grade 4-12
- ED-6670: Specialized Systematic Instruction for Struggling Readers

TESOL (Ohio), Endorsement

Endorsement: K-12 Teaching English to Speakers of Other Languages (Ohio)
Location: AU Online
Credits for Endorsement: 12 semester credits
Standard Mode of Instruction: Distance
Standard Time to Completion: 8 months
This program is designed to lead to the State of Ohio K-12 TESOL Endorsement.

Please note: This certificate is not eligible to use Title IV financial aid at this time.

Program Overview

Educators in the Ohio K-12 TESOL Endorsement program examines historical and current theories of Teaching English to Speakers of Other Languages; acquire and critically engage in advanced level examination of linguistics; analyze, administer and apply English language assessments; and expand evidence-based pedagogical practices through reading, critiquing, and applying research.

This program can be completed in 2 semesters, fully online. Students typically take 6 credits per semester.

To meet program requirements for the Antioch Ohio TESOL Endorsement, students must successfully complete the required 12 credits of course work and accrue a minimum of 50 clinical hours (completed and evaluated in conjunction with specific courses).

To qualify for the Ohio TESOL Endorsement, students must pass the Ohio Assessments for Educators (OAE) exam, English to Speakers of Other Languages (121). Students apply for the endorsement through the Ohio Department of Education.

Required for Admission:

- Current Ohio teacher license (or license in progress); (Expired Ohio Teaching License may be considered with permission of the Associate Dean of Education).
- All prior transcripts, a resume, two letters of recommendation, and an admission essay.
- All applicants must have a formal interview with a program representative prior to a formal admission decision

Plan of Study

To meet program requirements for an Ohio K-12 TESOL Endorsement, students must successfully complete the required 12 credits of course work and accrue a minimum of 50 clinical hours (completed and evaluated in conjunction with specific courses).

To qualify for the Ohio TESOL Endorsement, students must pass the Ohio Assessments for Educators (OAE) exam, English to Speakers of Other Languages (121). Students apply for the endorsement through the Ohio Department of Education.

Ohio TESOL Endorsement Course Sequence:

- ED-6210: Linguistics & Language Acquisition
- ED-6230: Instruction & Assessment for English Language Learners
- ED-6240: TESOL in School & Society
- ED-6250: TESOL Teacher Work Sample

Waldorf Education

Transdisciplinary Studies in Healing Education, Certificate

Certificate in Transdisciplinary Studies in Healing Education
Location: AU New England
Credits for Degree: 28 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 16 months

Program Overview

The Certificate in Transdisciplinary Studies in Healing Education enrolls a cohort every other spring. The program starts in the spring and is designed to be completed in 2 spring and 2 summer 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 a minimum of 5 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-5342: Trauma and Grief Informed Teaching
- EDT-5760: Evolving Consciousness
- EDT-6130: Foundations of Human Experience II
- EDT-6140: Education for Social Renewal

Curriculum and Instruction - 7 Semester Credits

- EDC-5352: Healing Aspects of Music
- EDC-5560: Eurythmy III
- EDC-5655: Healing Image in Story & Color
- EDC-5822: The Writer's Voice
- EDC-5845: Human Development II
- EDC-5895: Transdisciplinary Learning

Education and Social Policy - 8 Semester Credits

- EDP-5820: Leadership Development
- EDP-5841: Contemplative Inquiry
- EDP-5860: Research II
- EDP-6672: Kairos Institute I
- EDP-6512: Kairos Institute II

Plus required Waldorf Workshops - 0 Semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

Teaching Internship or Practicum and Professional Seminar - 4 semester credits

Complete one of the following options for 4 semester credits:

Independent Waldorf School Specialization

If pursuing the Independent Waldorf School specialization take the following:

ED-6916: Internship-Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school in the classroom of an approved Waldorf teacher.

OR

ED-6932: Practicum- Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Public/Charter Waldorf School Specialization

If pursuing the Public/Charter Waldorf School specialization choose one of the following:

ED-6975: Public Waldorf Internship (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school in the classroom of an approved Waldorf teacher.

OR

ED-6935: Public Waldorf Practicum (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Transdisciplinary Studies in Healing Education, M.Ed.

MEd in Transdisciplinary Studies in Healing Education
Location: AU New England
Credits for Degree: 32 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 28 months

Program Overview

The MEd in Transdisciplinary Studies in Healing Education enrolls a cohort every other spring. The program starts in the spring and is designed to be completed in 2 spring and 2 summer semesters. The Master's Project is started in the semester following completion of all other program requirements listed below, with an average time to completion of 3 semesters.

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 M.Ed. 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-5342: Trauma and Grief Informed Teaching
- EDT-5760: Evolving Consciousness
- EDT-6130: Foundations of Human Experience II
- EDT-6140: Education for Social Renewal

Curriculum and Instruction - 7 Semester Credits

- EDC-5352: Healing Aspects of Music
- EDC-5560: Eurythmy III
- EDC-5655: Healing Image in Story & Color
- EDC-5822: The Writer's Voice
- EDC-5845: Human Development II
- EDC-5895: Transdisciplinary Learning

Education and Social Policy - 8 Semester Credits

- EDP-5820: Leadership Development
- EDP-5841: Contemplative Inquiry
- EDP-5860: Research II
- EDP-6672: Kairos Institute I
- EDP-6512: Kairos Institute II

Plus required Waldorf Workshops - 0 semester credits

- ED-5001: Healing Practices I
- ED-5002: Healing Practices II

Teaching Internship or Practicum and Professional Seminar - 4 semester credits

Complete one of the following options for 4 semester credits:

Independent Waldorf School Specialization

If pursuing the Independent Waldorf School specialization take the following:

> ED-6916: Internship-Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school in the classroom of an approved Waldorf teacher.
>
> **OR**
>
> ED-6932: Practicum- Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school.
>
> **AND**
>
> ED-6970: Professional Practice Seminar (take 1 semester credit)

Public/Charter Waldorf School Specialization

If pursuing the Public/Charter Waldorf School specialization choose one of the following:

> ED-6975: Public Waldorf Internship (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school in the classroom of an approved Waldorf teacher.
>
> **OR**

ED-6935: Public Waldorf Practicum (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Master's Project OR Professional Practice Capstone - 4 semester credits
Complete one of the following pathway options for 4 semester credits:

Master's Project Pathway
If pursuing Master's Project pathway take the following:

- ED-6990: Master's Project
- ED-6999: Master's Project Continuation (enroll in subsequent semesters until Master's Project is completed)

Professional Practice Capstone Pathway
If pursuing the Professional Practice Capstone pathway take the following:

- ED-6981: Waldorf Professional Practice Capstone
- ED-6982: Waldorf Professional Practice Capstone Continuation (enroll in subsequent semesters until Capstone Project is completed)

Waldorf Elementary Education, Certificate

Certificate in Waldorf Elementary Education
Location: AU New England
Credits for Degree: 28 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 20 months (Flexible & Regular) or 24 months (NE Regional)

Summer Sequence Flexible Program Overview

The Certificate in Waldorf Elementary Education (Summer Sequence Flexible Program) is designed for students who are eligible for 7 credits of advanced standing (usually based on completion of the Building Bridges Program). Students begin their Antioch program in the fall, and complete their certificate in 4 semesters. There is no residency requirement for either Fall I or Fall II, as Fall I is an independent research project with limited online sessions, and Fall II is fulfilled by the student's internship or practicum, accompanied by an online professional seminar. The one spring semester is fulfilled by a combination of in-person and online classes, often offered at a site convenient for each cohort. The one summer semester is held in-person with limited online sessions.
This option is available to experienced teachers who would like training in the Waldorf approach to education without acquiring the M.Ed. degree.

Summer Sequence Regular Program Overview

The Certificate in Waldorf Elementary Education (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 M.Ed. degree.

Northeast Regional Program Overview

The Certificate in Waldorf Elementary Education (Northeast Regional Program) starts in the summer and is designed to be completed in 2 full academic years (6 consecutive semesters). Both Summer I and Summer II sessions are held in-person with limited online sessions. Both Fall I and Fall II schedules consist of 5 weekend intensives (3 in-person, and 2 online). There is no residency requirement for either Spring I or Spring II, as Spring I is an independent research project with limited online sessions, and Spring II is fulfilled by the

student's internship or practicum, accompanied by an online professional seminar.

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 - 9 semester credits

- EDT-5760: Evolving Consciousness
- EDT-5840: Human Development
- EDT-6070: Foundations of Human Experience
- EDT-6140: Education for Social Renewal

Curriculum & Instruction - 11 semester credits

- EDC-5350: Music Curriculum
- EDC-5360: Science Curriculum
- EDC-5381: Math Methods in the Waldorf Grade School Grade School
- EDC-5382: Language Arts Methods in the Waldorf Grade School
- EDC-5410: Speech I
- EDC-5430: Eurythmy I
- EDC-5460: Visual Arts I
- EDC-5465: Visual Arts II
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II
- EDC-5640: Geometry in the Waldorf Curriculum

Educational and Social Policy - 4 semester credits

- EDP-5920: The Adolescent
- EDP-6041: Research and Self-Development
- EDP-6300: Waldorf School Administration

Plus required Waldorf Workshops - 0 semester credits

- ED-0010: Movement I
- ED-0020: Singing I
- ED-0030: Eurythmy II
- ED-0031: Eurythmy in the Workplace
- ED-0045: Arts to Accompany Foundations
- ED-0050: Games
- ED-0060: Drawing in the Waldorf Grade School
- ED-0070: Enlivening Speech for the Classroom

- ED-0081: Drama in a Waldorf School
- ED-0150: Singing II
- ED-0190: Today's Child

Teaching Internship or Practicum and Professional Seminar - 4 semester credits
Complete one of the following options for 4 semester credits:

Independent Waldorf School Specialization

If pursuing the Independent Waldorf School specialization take the following:

ED-6916: Internship-Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school in the classroom of an approved Waldorf teacher.

OR

ED-6932: Practicum- Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Public/Charter Waldorf School Specialization

If pursuing the Public/Charter Waldorf School specialization choose one of the following:

ED-6975: Public Waldorf Internship (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school in the classroom of an approved Waldorf teacher.

OR

ED-6935: Public Waldorf Practicum (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Waldorf Elementary Education, M.Ed.

MEd in Waldorf Elementary Education Location: AU New England
Credits for Degree: 32 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 32 months (Flexible), 36 months (NE Regional), 40 months (Regular)

Summer Sequence Flexible Program Overview

The MEd in Waldorf Elementary Education (Summer Sequence Flexible Program) is designed for students who are eligible for 7 credits of advanced standing (usually based on completion of the Building Bridges Program). Students begin their Antioch program in the fall, and complete their initial coursework in 4 semesters. There is no residency requirement for either Fall I or Fall II, as Fall I is an independent research project with limited online sessions, and Fall II is fulfilled by the student's internship or practicum, accompanied by an online professional seminar. The one spring semester is fulfilled by a combination of in-person and online classes, often offered at a site convenient for each cohort. The one summer semester is held in-person with limited online sessions. Once students have completed the required 28 credits of coursework, they register to undertake a 4-credit independent research project that results in either a master's thesis or a capstone, as outlined in the Master's Project Handbook. The average time to completion for the master's project is 3 semesters. Upon completion of the initial 28 credits of coursework, students are awarded a Waldorf teaching certificate en passant.

Northeast Regional Program Overview

MEd in Waldorf Elementary Education (Northeast Regional Program) begins with the coursework required to earn a Waldorf teaching certificate. This initial coursework (28-credits) starts in the summer and is designed to be completed in 2 full academic years (6 consecutive semesters). Both Summer I and Summer II sessions are held in-person, with limited online sessions. Both Fall I and Fall II schedules consist of 5 weekend intensives (3 in-person, and 2 online). There is no residency requirement for either Spring I or Spring II, as Spring I is an independent research project with limited online sessions, and Spring II is fulfilled by the student's internship or practicum, accompanied by an online professional seminar. Once students have completed the required 28 credits of initial coursework, they register to undertake a 4-credit independent research project that results in either a master's thesis or a capstone, as outlined in the Master's

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Project Handbook. The average time to completion for the master's project is 3 semesters. Upon completion of the initial 28 credits of coursework, students are awarded a Waldorf teaching certificate en passant.

Summer Sequence Regular Program Overview

The MEd in Waldorf Elementary Education (Summer Sequence Regular Program) starts in the summer and is designed to be completed in 3 summer semesters and 2 Spring semesters. Once students have completed the required 28 credits of coursework, they register to undertake a 4-credit independent research project that results in either a master's thesis or a capstone, as outlined in the Master's Project Handbook. The average time to completion for the master's project is 3 semesters. Upon completion of the initial 28 credits of coursework, students are awarded a Waldorf teaching certificate en passant.

Plan of Study

To earn this M.Ed. degree, students must successfully complete a minimum of 32 credits distributed as follows:

Theoretical & Philosophical Foundations of Education - 9 semester Credits

- EDT-5760: Evolving Consciousness
- EDT-5840: Human Development
- EDT-6070: Foundations of Human Experience
- EDT-6140: Education for Social Renewal

Curriculum & Instruction - 11 semester Credits

- EDC-5350: Music Curriculum
- EDC-5360: Science Curriculum
- EDC-5381: Math Methods in the Waldorf Grade School Grade School
- EDC-5382: Language Arts Methods in the Waldorf Grade School
- EDC-5410: Speech I
- EDC-5430: Eurythmy I
- EDC-5460: Visual Arts I
- EDC-5465: Visual Arts II
- EDC-5591: Waldorf Curriculum Preparation I
- EDC-5593: Waldorf Curriculum Preparation II
- EDC-5640: Geometry in the Waldorf Curriculum

Educational & Social Policy - 4 Semester Credits

- EDP-5920: The Adolescent

- EDP-6041: Research and Self-Development
- EDP-6300: Waldorf School Administration

Plus required Waldorf Workshops - 0 Semester Credits

- ED-0010: Movement I
- ED-0020: Singing I
- ED-0030: Eurythmy II
- ED-0031: Eurythmy in the Workplace
- ED-0045: Arts to Accompany Foundations
- ED-0050: Games
- ED-0060: Drawing in the Waldorf Grade School
- ED-0070: Enlivening Speech for the Classroom
- ED-0081: Drama in a Waldorf School
- ED-0150: Singing II
- ED-0190: Today's Child

Teaching Internship or Practicum and Professional Seminar - 4 semester credits

Complete one of the following options for 4 semester credits:

Independent Waldorf School Specialization

If pursuing the Independent Waldorf School specialization take the following:

> ED-6916: Internship-Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school in the classroom of an approved Waldorf teacher.
>
> **OR**
>
> ED-6932: Practicum- Waldorf School (take 3 semester credits): Twelve weeks of supervised teaching in an approved independent Waldorf elementary school.
>
> **AND**
>
> ED-6970: Professional Practice Seminar (take 1 semester credit)

Public/Charter Waldorf School Specialization

If pursuing the Public/Charter Waldorf School specialization choose one of the following:

ED-6975: Public Waldorf Internship (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school in the classroom of an approved Waldorf teacher.

OR

ED-6935: Public Waldorf Practicum (take 3 semester credits): Twelve weeks of supervised teaching in an approved Waldorf public or charter elementary school.

AND

ED-6970: Professional Practice Seminar (take 1 semester credit)

Master's Project OR Professional Practice Capstone - 4 semester credits

Complete one of the following pathway options for 4 semester credits:

Master's Project Pathway
If pursuing Master's Project pathway take the following:

- ED-6990 Master's Project
- ED-6999 Master's Project Continuation (enroll in subsequent semesters until Master's Project is completed)

Professional Practice Capstone Pathway
If pursuing the Professional Practice Capstone pathway take the following:

- ED-6981 Waldorf Professional Practice Capstone
- ED-6982 Waldorf Professional Practice Capstone Continuation (enroll in subsequent semesters until Capstone Project is completed)

Division of Environmental Studies

Applied Spatial Analysis in GIS, Certificate

Certificate in Applied Spatial Analysis in GIS Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Online or In Person
Standard time to completion: 10 months

Program Overview

A certificate in Applied Spatial Analysis for Geographic Information Systems (GIS) provides students with the essential skills to apply GIS in a variety of professional fields. This online or in-person program meets the growing demand for qualified GIS professionals in nearly every field, including conservation and environmental sciences, urban and regional planning, resource management, marketing and business administration, sustainability, advocacy and social justice, epidemiology and public health, government and military, K12 education, and more.

Gaining specialized training in GIS is an excellent way to establish a strong foundation and develop practical skills in the field. Whether you're just starting out or looking to advance your career as a GIS practitioner, our program can help you take the next step. Designed for both aspiring and early-career professionals-as well as those incorporating GIS into their work-this program offers a comprehensive introduction to key GIS software, processes, and best practices.

This 9-credit one-year certificate program, designed for graduate students, educators, and professionals who already possess a bachelor's degree, focuses on practical applications of GIS, equipping participants to:

- Understand the fundamentals of cartography and GIS.
- Process and analyze spatial, socio-economic, and environmental data from diverse sources.
- Design, interpret, and communicate insights through map visualization.
- Model landscape features and assess spatial relationships.
- Conduct applied geospatial research using advanced analytical tools.
- Evaluate environmental and socio-economic risks, and identify target intervention areas.

- Develop proficiency in non-commercial and commercial GIS platforms, such as ArcGIS and ArcGIS Online, QGIS, Google Earth Engine, ArchGIS etc.

The specialized knowledge you gain through the GIS graduate certificate program can serve as a great jump-start for earning your 36-credit Master's of Science in Environmental Studies program later down the line.

Plan of Study

- ES-5100: Geographic Information Systems (GIS)
- ES-6100: Geographic Info Systems (GIS) Advanced
- ES-6105: Geographic Info Systems(GIS) Applied

Climate Change Education, Certificate

Certificate in Climate Change Education Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 18 months

Program Overview

Climate change education is essential for addressing perhaps the biggest environmental and social challenge in human history. We understand that to overcome this challenge we need to not only meaningfully engage audience, but exponentially increase the number of advocates who are also raising awareness and bringing solutions to bear in their local communities and beyond. Coursework in this certificate grounds the reality of climate change as not only a scientific, technical, or policy challenge, but also as a deeply emotional and relational one. Through empirical scientific data, including an understanding of the biophysical reality of the issue as well as the social-psychological and emotional factors that drive issue engagement, you will become an educator for one of the most pressing threats to a sustainable and healthy future. Furthermore, and as climate change unfolds amidst widespread misinformation, certificate coursework emphasizes critical thinking and effective strategies for combatting false narratives. Students enrolled in this certificate gain skills, knowledge and experiences to meaningfully engage others on the biophysical, social and emotional challenges presented by climate change in ways that meet students and diverse audiences where they are.

Plan of Study

Core Requirement - 6 credits

Complete the following two courses:

- ESC-5720: Earth Systems & Climate Change
- ESE-5480: EE Adv Topics: EnvEd & Built Environmt

Application - 3 credits

To be chosen from:

- ES-5030: Environmental Dispute Resolution
- ES-5820: Climate Impacts: Vulnerability and Adaptation Planning
- ES-5830: Climate Impacts: Communication and Engagement

- ESE-5140: Program Planning & Design
- ESM-6010: Environmental Justice: Futures and Fictions
- ESP-5100: Policy Advocacy: Climate Change
- Professional internship (with Permission)
- Additional course options as available and identified in conversation with the certificate director

Climate Resilience, Certificate

Certificate in Climate Resilience Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 12 months

Program Overview

The impacts from a changing climate are visible and increasing. Build your skills, knowledge, and networks to take effective action. The Climate Resilience Certificate prepares professionals to incorporate resilience strategies into planning, implementation, and evaluation within any domain of resource management, community engagement, and environmental protection.

Plan of Study

Required Course (1 Semester Credit)

- ES-5810: Climate Change: Science, Uncertainty, And Risk
  **If you have taken ESC-5725, ESC-5720, or ES-7030 this will substitute for the ES-5810 requirement*

Foundational Courses (2 Semester Credits)

Complete 2 credits of foundational courses from the options below:

- ES-5820: Climate Impacts: Vulnerability and Adaptation Planning
- ES-5830: Climate Impacts: Communication and Engagement
- ES-5860: Climate Justice and Equitable Adaptation
- ESPE-5610: Zero Waste Strategies
- ESPE-5615: Energy Resilience

Elective Courses (3 Semester Credits)

Complete 3 credits of elective courses from the options below:

- ES-5171: Justice, Equity and the Environment
- ES-5740: Climate Adaptive Lifelong Housing
- ES-5750: Special Topics
- ES-5820: Climate Impacts: Vulnerability and Adaptation Planning
- ES-5830: Climate Impacts: Communication and Engagement
- ES-5840: Business Resilience and Continuity
- ES-5850: Climate Response: Costs and Financing
- ES-5860: Climate Justice and Equitable Adaptation

- ES-5870: Climate Change: Public Health
- ESP-5100: Policy Advocacy: Climate Change
- ESPE-5610: Zero Waste Strategies
- ESPE-5615: Energy Resilience

Capstone (3 Semester Credits)

Complete the following capstone course:

- ES-6995: Climate Resilience Capstone

Conservation Psychology, Certificate

Certificate in Conservation Psychology Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 18 months

Program Overview

Over the past few decades, there has been a growing recognition amongst environmental advocates, resource managers, policymakers and researchers that the underlying cause of most environmental and conservation issues is human behavior and decision-making. In recognizing the role that human decision-making and behavior plays in shaping the environment, the field of Conservation Psychology promotes an interdisciplinary scientific approach to understanding bidirectional relationship between humans and the more than human world with the explicit aim of enhancing environmental and biodiversity conservation.

Through coursework, this certificate introduces students and practitioners to Conservation Psychology approaches and tools; builds an understanding of how social, cognitive, emotional, and contextual processes interact to shape how people understand and respond to environmental threats and offers a range of opportunities to integrate conservation psychology learning through applied skills in communication, behavior change, nature connection, place attachment, cultural competence or program evaluation.

The certificate is ideal for people whose environmental and conservation science work requires additional skills to engage effectively in communicating with the public; for environmental education and advocacy practitioners who want to enhance their program and campaign development approaches; and as an introduction to social research for those whose research programs or questions engage them with human attitudes, values, and behavior.

Plan of Study

Core Requirement - 3 Semester Credits

- ES-5080: Conservation Psychology Theory & Applic

Applications - 6 Semester Credits

To be chosen from:

- ES-5030: Environmental Dispute Resolution
- ES-5090: Fact or Fiction: The Science of Misinformation
- ES-5191: Environmental Data Analysis
- ES-5900: Environ Comm in the Digital Age
- ES-6210: Participatory Action Research

  - Professional internship (with Permission)

  - Additional course options as available and identified in conversation with the certificate director
- ESE-5060: Program Evaluation for Environmental & Conservation Education
- ESE-5280: Exhibit Design and Interpretation
- ESP-5200: Policy Advocacy: Biodiversity Conservation
- ESS-5630: Conservation Biology

Environmental Education and Sustainability, Certificate

Certificate in Environmental Education and Sustainability
Location: AU New England
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Classroom, Fieldwork
Standard time to completion: 12 months

Program Overview

This graduate credit certificate is a partnership between Antioch University New England and Wolf Ridge Environmental Learning Center.

Coursework involves 12 credits in community ecology, environmental education, and field techniques, along with an internship to apply these skills in a professional setting. All courses are delivered at the Wolf Ridge Environmental Learning Center in northern Minnesota.

Plan of Study

- ES-6960: Professional Internship
- ESC-5501: Community Ecology: the Natural History of Lake Superior
- ESE-5020: Foundations of Environmental Education & Sustainability
- ESE-5470: Environmental Education Methods: the Nature of Teaching and Learning

Environmental Studies, Advocacy for Social Justice and Sustainability Concentration, MS

MS in Environmental Studies: Advocacy for Social Justice and Sustainability
Location: AU New England
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed fully virtually, through online learning, or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental Studies 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 a professional internship, and a culminating academic experience. All ES MS students are expected to:

- Take three core courses (9 credits);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, or a second professional internship.

All ES MS concentrations have the same set of core course options. 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 academic 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.

Plan of Study

To earn this MS degree in Environmental Studies, students must complete a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration

Requirements - 6 Semester Credits

- ES-5150: Environmental Advocacy: The Essentials
- ES-5260: Advocacy: Applied Methods

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

Capstone Project or 2nd Internship - 3 credits

Choose one of the following courses:

- ES-6000: Collaborative Service Init-Capstone Project
- ES-6965: Professional Internship Capstone
- ES-6990: Master's Project / Thesis

Environmental Studies, Conservation Biology, MS

MS in Environmental Studies: Conservation Biology
Location: AU New England
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed in one of three ways: 1) fully virtually, 2) through a combination of virtual and face-to-face classes, or 3) fully face-to-face with on-campus and field studies courses. There are a few commonalities across all the Environmental Studies 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);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, or a second professional internship.

All ES MS concentrations have the same set of core course options. 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.

Plan of Study

To earn this MS degree in Environmental Studies, students must complete a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration

Requirements - 6 Semester Credits

- ESS-5630: Conservation Biology
  and
- ES-5191: Environmental Data Analysis
  or
- ES-7270: Research Strategy I - Quantitative *(advisor approval is needed to register for doctoral-level courses)*

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

Capstone Project or 2nd Internship - 3 Semester Credits

Choose one course from the following:

- ES-6000: Collaborative Service Init-Capstone Project
- ES-6965: Professional Internship Capstone
- ES-6990: Master's Project / Thesis

Environmental Studies, Environmental Education Concentration, MS

MS in Environmental Studies: Environmental Education
Location: AU New England
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed in one of three ways: 1) fully face-to-face through campus-based and immersive field studies courses; 2) through a combination of face-to-face and virtual coursework; or 3) fully online. There are a few commonalities across all the Environmental Studies (ES) 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 fieldwork in particular courses, through a professional internship, and a culminating academic experience. All MS students in ES are expected to:

- Take three core courses (9 credits);
- Identify a concentration area (6 credits required courses, 15 credits of methods/electives) in which to specialize;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, or a second professional internship.

All ES MS concentrations have the same set of core course options. 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 academic advisors, students are 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 that 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.

Plan of Study

To earn this MS degree in Environmental Studies, students must complete a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration

Requirements - 6 Semester Credits

- ESE-5020: Foundations of Environmental Education & Sustainability
- ESE-5140: Program Planning & Design

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

Capstone Project or 2nd Internship - 3 Semester Credits

Choose one of the following:

- ES-6965: Professional Internship Capstone
- ES-6990: Master's Project / Thesis

Environmental Studies, PhD

PhD in Environmental Studies Location: AU New England
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 84 months

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 66-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 66 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: 6 day intensive in person, 1 weekend online
- Fall Semester: 1 weekend in person, 3 weekends online

- Spring Semester: 1 weekend in person, 3 weekends online

The Required Courses for This Phase Are:

- ES-7000: Ecological Thought
- ES-7025: Principles of Ecology
- ES-7030: Global Environmental Change
- ES-7040: Environmental History
- ES-7050: Political Economy & Sustainability
- ES-7070: Intro Research Dsgn

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: 6 day intensive in person, 1 weekend online
- Fall Semester: 1 weekend in person, 3 weekends online
- Spring Semester: 1 weekend in person, 3 weekends online
- Doctoral Learning Domain Projects (independent studies, formal courses)

The Required Courses for This Phase Are:

- ES-7260: Doctoral Learning Domain Seminar
- ES-7270: Research Strategy I - Quantitative
- ES-7280: Research Strategy II - Qualitative
- ES-7360: Candidacy Prep & Service Lrng Seminar
- ES Individualized Learning Domains

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: 6-day intensive in person (optional)
- Spring Semester: 1 weekend in person, 3 weekends online

The Required Courses for This Phase Are:

- ES-7710: Doctoral Qualifying Exam
- ES-7740: Dissertation Proposal Seminar
- 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 - 15 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: 6-day intensive in person (optional)
- Fall Semester: 4 weekends online
- Spring Semester: 4 weekends online

The Required Courses for This Phase Are:

- ES-7520: Doctoral Service Project *
- ES-7760: Dissertation Seminar
- ES-8990: Doctoral Dissertation

  **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 - 36 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 36 credits in this PhD program that includes four of the six Phase 1 and all Phase 2 courses. Students must apply for the conferral of this MS degree. Since students may not apply courses to multiple degrees at the same academic level; students with coursework applied to prior MS degrees in a similar discipline often do not qualify for the En Passant masters degree. To apply, students must be currently enrolled in the ES-PhD program. Students earning an en passant, if they wish, may attend the annual commencement event. The course requirements for the En Passant degree are:

Phase 1 Foundation - 12 Semester Credits

Choose 4 of 6:

- ES-7000: Ecological Thought
- ES-7025: Principles of Ecology
- ES-7030: Global Environmental Change
- ES-7050: Political Economy & Sustainability
- ES-7040: Environmental History
- ES-7070: Intro Research Dsgn

Phase 2 Research Strategies and Learning Domains - 24 credits

- ES-7260: Doctoral Learning Domain Seminar
- ES-7270: Research Strategy I - Quantitative
- ES-7280: Research Strategy II - Qualitative
- ES-7310: Doctoral Learning Domain Project I Learning Domain Project I
- ES-7320: Doctoral Learning Domain Project II
- ES-7330: Doctoral Learning Domain Project III
- ES-7340: Doctoral Learning Domain Project IV
- ES-7360: Candidacy Prep & Service Lrng Seminar

Environmental Studies, Self-Designed Studies Concentration, MS

MS in Environmental Studies: Self-Designed Study
Location: AU New England
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 33 months

Program Overview

The MS in Environmental Studies degree requires a minimum of three semesters and 36 credits. The degree may be completed fully virtually, through online learning, or partially virtually and through on campus and field studies courses. There are a few commonalities across all the Environmental Studies 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 SDS ES MS students are expected to:

- Take three core courses (9 credits);
- Identify primary and secondary areas of specialization (21 credits of concentration and skills) ;
- Complete a relevant professional internship (3 credits); and
- Complete a capstone requirement (3 credits) in the form of a master's project, thesis, or a second professional internship.

All ES MS concentrations have the same set of core course options. 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.

Self-Designed Concentration

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 of study 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 this MS degree in Environmental Studies, students must complete a minimum of 36 credits distributed as follows:

Core Areas - 9 Semester Credits

Complete 9 semester credits from the following:

- ESC-5440: Leadership for Change
- ESC-5500: Community Ecology/New England Landscape
- ESC-5520: Applied Ecological Principles
- ESC-5720: Earth Systems & Climate Change
- ESC-6010: Political Economy & Sustainability

Concentration

Requirements - 21 Semester Credits

Complete concentration and skills courses, as designed by the student in their approved course of study plan.

*Optional selection of a 4th Core course may be used to fulfill methods or skills credits.

Internship - 3 Semester Credits

- ES-6960: Professional Internship

Capstone Project or 2nd Internship - 3 Semester Credits

Choose 1 course from the following:

- ES-6000: Collaborative Service Init-Capstone Project
- ES-6965: Professional Internship Capstone
- ES-6990: Master's Project / Thesis

Food Justice and Resilient Communities, Certificate

Certificate in Food Justice & Resilient Communities
Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Low Residency
Standard time to completion: 10 months

Program Overview

A growing number of communities offer innovative, justice-minded food and farm efforts that raise awareness; increase access to culturally appropriate foods for all; and take action to strengthen sustainable agriculture and local food systems. Access to land, workers rights, environmental justices, climate impacts, energy descent, extreme poverty and rising rates of obesity among youth and adults have led to outcries for social change, justice and equity. Through this certificate, gain skills, experiences and understandings of how food justice and community-based education can enhance personal and communal well-being, particularly among people and places most impacted by climate change and other social, economic, and ecological injustices. Students completing this certificate have gone on to serve as leaders and change agents in a wide range of community contexts, as well as farm and food sovereignty efforts in non-profits and higher education. They serve as garden educators, program directors, sustainability coordinators, and food justice leaders in affordable housing, higher education, K-12 schools, nonprofits, small businesses, corporate contexts and more. AUNE's Community Garden Connections (CGC) has several robust food justice and garden education programs to complement this certificate, including community-based gardens, workplace gardens, and campus gardens. Join us!

Program Length

The certificate can be completed within 32 weeks. Food Justice and Resilient Communities certificate courses meet one day/week or as intensives, aligned with our current Environmental Studies' delivery models.

Plan of Study

Certificate Requirement - 3 credits

To be chosen from:

- ESE-5490: EE Field Tech: Civic Ecol Pract & Comm Resilience
- ESP-6050: Civic Participation & Sustainable Communities

Resilience and Ecological Health - 3 credits

To be chosen from:

- ES-5700: Climate Change-Resil/Adap/Mit
- ESS-5730: Soil Ecology
- ESS-5780: Principles of Sustainable Systems

Applications - 3 credits

To be chosen from:

- ES-6960: Professional Internship (with Permission) Additional course options as available and identified in conversation with the certificate director
- ESE-5060: Program Evaluation for Environmental & Conservation Education
- ESE-5140: Program Planning & Design

Socially Responsible Organizational Leadership, Certificate

Certificate in Socially Responsible Organizational Leadership
Location: AU New England
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 12 months

Program Overview

Organizational sustainability, leadership and management skills are essential in nearly any environmental context. Understanding both internal and external organizational issues of justice, human rights, belonging inclusion, and sustainability are essential to social responsibility and leadership. We're here to help you gain the leadership, organizational management, facilitation and community engagement skills to succeed in a variety of organizational contexts-non-profit, governmental, academic and/or for-profit organizational contexts. Students enrolled in this certificate gain skills, knowledge and experiences to address these issues at multiple levels-personal, organizational and environmental-in socially responsible ways to serve as catalysts for change throughout their careers.

Plan of Study

Certificate Requirement (3 credits):

- ESC-5440: Leadership for Change

Organizational Sustainability (3 credits):

- ESAF-5000: Financial Administration
- ESS-5780: Principles of Sustainable Systems

Application (3 credits):

- ES-5030: Environmental Dispute Resolution
- ES-5040: Consulting Skills
- ES-5240: Proposal Writing & Project Planning
- ES-5890: Global Cultural Awareness & Literacy
- ESE-5060: Program Evaluation for Environmental & Conservation Education
- ESPE-5605: Facilitating Organizations Towards Sustainable Practices
- ESPE-5610: Zero Waste Strategies
- ESPE-5615: Energy Resilience

Division of Fine Arts

Creative Writing, MFA

MFA in Creative Writing
Location: AU Los Angeles
Credits for Degree: 48 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 25 months

Program Overview

The Master of Fine Arts in Creative Writing degree is offered by the Creative Writing Department of the Division of Graduate and Professional Studies, and represents the study of literature from the perspective of the writer. The reading and analytical components of each semester project, and the lectures offered during the residencies, provide opportunities for a well-integrated humanities-based curriculum, without sacrifice of direct creative manuscript work and criticism. The MFA in Creative Writing graduate is well-prepared in literature (especially the student's primary genre) as well as in writing. While the MFA is a terminal degree and can help a student achieve their career goals, the MFA in Creative Writing program's goal is not to credential, but rather to help students with their writing and their creative education.

Special Emphases of the MFA in Creative Writing Program

The MFA in Creative Writing program is devoted to the education of literary artists, community engagement or service, and the pursuit of social justice. The program helps writers develop the skills of their craft and teaches them about the various roles of the writer in society. The program also develops awareness of and appreciation for culturally diverse writers and traditions.

Degree Options

This low-residency MFA program for adult students is designed to provide writers with a high level of professional training and an appreciation for the multifaceted relationship of the arts and artists to society. Creative nonfiction, fiction, literary translation, playwriting, poetry, writing for the screen, and young people are offered as primary genres for study.

Students are required to participate in all learning activities specified as "required" for their specific cohort in the Student Handbook. The following curriculum plan illustrates a typical program of study. Bracketed items may be

taken during any residency or project period in which they are offered. This is a representative plan, but each student's progress through the program is designed individually in consultation with her or his faculty mentors.

- Single genre option - the student chooses one genre as the designated field of study and works in that genre for four terms (two years)
- Mixed genre option - the student chooses to spend three terms in a primary genre and one term in a second genre (two years). This is referred to as a 'Genre Jump'.
- Dual concentration - the student spends three terms in the primary genre and two terms in a second genre (two and one half years). Before the beginning of their fourth residency, students seeking this option, 1) must have spent one term in the second genre, and 2) must have declared their intent to pursue a dual concentration.

Degree Requirements

The decision to grant the MFA degree is made by the MFA Faculty Committee upon recommendation of the faculty mentor. The student's record must demonstrate the following:

- Full participation in five residencies (six for the dual concentration option)
- Successful completion of four project periods (five for the dual concentration option)
- Completion of the Art of Translation Seminar and online Art of Translation Course
- Completion of the Critical Paper
- Working with at least three different faculty mentors (during the project periods) during the course of the program
- Completion of a Core Faculty-approved Field Study
- Broad reading and the preparation of a cumulative annotated bibliography in creative writing, literature, and the dramatic arts
- Successful completion of the final semester requirements: the graduating student presentation, graduating student reading, and the final manuscript

The criteria for granting the degree includes completion of all the above degree requirements, creative writing ability, engagement with perennial questions of literature and the social role of the writer, experience in applied criticism, and knowledge of the genre/genres studied in the program. It is expected that developing proficiency in these areas will be demonstrated in each residency and project period evaluation, as well as documented specifically in responses to and evaluations of the student's work for each project period, including monthly

packets of creative writing, critical papers, the field study, the final manuscript, and at the end of the student's final residency, the graduating student presentation and reading.

Sample Curriculum Plan

Students are required to participate in all learning activities specified as "required" for their specific cohort in the Student Handbook. The following curriculum plan illustrates a typical program of study. Bracketed items may be taken during any residency or project period in which they are offered. This is a representative plan, but each student's progress through the program is designed individually in consultation with her or his faculty mentors.

Semester 1

Residency 1:

New Student Onboarding on Brightspace
New Student Orientation
Values & Best Practices for the MFA Experience Seminar
Arts, Culture & Society I
[Orientation to the MFA Field Study]
Reading Like a Writer
Mentor panel and selection
Writing Workshops
Group and Individual Meetings w/Assigned Mentor
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 1:

Monthly submission of creative work to mentor
How to Write Annotations Workshop
Selected reading and written annotations
Submission of workshop material for Residency 2
MFA field study preparation
Book Circle Discussions on Zoom
Project Period Student Learning Analysis and Student Evaluation of Mentor

Semester 2

Residency 2:

Mentor panel and selection
[Arts, Culture and Society II (topic varies each residency, can be taken any time during the program)]
Writing Workshops
Group and Individual Meetings w/Assigned Mentor
Seminars/readings/panels/graduating student presentations
[Orientation to the Field Study]
Art of Translation Seminar
Residency Student Learning Analysis and Project Period Contract

Project Period 2:

Monthly submission of creative work to mentor
Selected reading and written annotations
Art of Translation Course
Field study completed
Book Circle Discussions on Zoom
Submission of workshop material for Residency 3
Practice Critical Paper
Project Period Student Learning Analysis and Student Evaluation of Mentor

Semester 3

Residency 3:

Mentor panel and selection
Critical Paper Seminar
Writing Workshops
Group and Individual Meetings w/Assigned Mentor
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 3:

Monthly submission of creative work to mentor
Selected reading and written annotations
Critical Paper
Book Circle Discussions on Zoom
Submission of workshop material for Residency 4
Project Period Student Learning Analysis and Student Evaluation of Mentor

Semester 4

Residency 4:

How to Prepare and Teach a 20-Minute Presentation/Orientation to the Final Term
Mentor panel and selection
Writing Workshops
Group and Individual Meetings w/Assigned Mentor
Seminars/readings/panels/graduating student presentations
Residency Student Learning Analysis and Project Period Contract

Project Period 4:

Writers-at-Work: How to Give a Reading
Final Manuscript
Preparation of graduating student presentation and public reading
Selected reading and written annotations
Cumulative Annotated Bibliography
Book Circle Discussions on Zoom
Submission of workshop material for Residency 5
Project Period Student Learning Analysis and Student Evaluation of Mentor

Residency 5:

Writing Workshops
Group and Individual Meetings w/Assigned Mentor
Life After Antioch
Seminars/readings/panels/graduating student presentations
Present graduating student presentation
Perform graduating student reading of creative work
Residency Student Learning Analysis

Semester 5 (for dual concentration students only)

Project Period 5:

For Dual Concentration students, same as Project Period 4

Residency 6:

For Dual Concentration students, same as Residency 5

Final Semester Requirements

At the end of at least three successful semesters (four for dual concentration students), and with faculty mentor approval of the Critical Paper, the student proceeds into the final semester's projects. During the final residency, the student is also expected to offer a 20-minute conference-style presentation under faculty

supervision and to present a reading of their work. Final semester work focuses primarily on the preparation of the Cumulative Annotated Bibliography (a complete listing of everything the student has read and studied during the program) and the Final Manuscript, described below.

The Final Manuscript

The Final Manuscript is a volume of the student's best creative work produced in the MFA program, reflecting proportionally the genre(s) the student has studied under the supervision of their mentors each project period.

For students who concentrate in a single genre, the requirements are as follows:

- Creative Nonfiction: At least 100 manuscript pages
- Fiction: At least 100 manuscript pages
- Poetry: At least 40 manuscript pages (one poem/page unless poem is multi-pages)
- Young People: At least 100 manuscript pages
- Literary Translation: At least 100 manuscript pages of translated prose, or at least 40 pages of translated poetry
- Writing for the Screen: At least 100 manuscript pages
- Playwriting: At least 100 manuscript pages

For students who pursue a mixed concentration (3 semesters in a primary genre, 1 in a secondary genre), the minimum page requirements are listed below. Note: Creative Nonfiction, Fiction, Young People, Playwriting, and Writing for the Screen are each calculated as "prose." Depending on a student's project, Literary Translation can be poetry and/or prose.

- Poetry (primary) and prose (secondary): 30 pages of poems, 25 pages of prose
- Prose (primary) and Poetry (secondary): 75 pages of prose, 10 pages of poems
- Prose (primary) and different genre of prose (secondary): 75 pages of primary genre, 25 pages of secondary genre

For students who pursue a Dual Concentration (3 semesters in a primary genre, 2 in a secondary genre), the minimum page requirements are as follows:

- Poetry (primary) and prose, including writing for the screen and playwriting (secondary): 30 pages of poems, 50 pages of prose
- Prose (primary), including writing for the screen and playwriting, and Poetry (secondary): 75 pages of prose, 20 pages of poems

- Prose (primary), , including writing for the screen and playwriting, and different genre of prose (secondary): 75 pages of primary genre, 50 pages of secondary genre

Page Count Guidelines *Contact Program Office for translation guidelines			
Genre	Total Page Count	Primary Genre Page Count	Secondary Genre Page Count
Poetry	40	40	NA
Prose (creative nonfiction, fiction, literary translation, playwriting, writing for the screen, and young people)	100	100	NA
Mixed Concentration (Genre Jump): all prose	100	75	25
Mixed Concentration (Genre Jump): poetry + prose	55	30 poetry	25 prose
Mixed Concentration (Genre Jump): prose + poetry	85	70 prose	10 poetry
Dual Concentration: all prose	125	75	50
Dual Concentration: prose + poetry	95	75 prose	20 poetry
Dual Concentration: poetry + prose	80	30 poetry	50 prose

Plan of Study

- CRW-5100: Residency & Project Period I
- CRW-5200: Residency & Project Period II
- CRW-5300: Residency & Project Period III
- CRW-5400: Residency & Project Period IV

Teaching of Creative Writing, Certificate (Post-MFA)

Certificate in Teaching of Creative Writing
Location: AU Los Angeles
Credits for Degree: 12 semester credits
Standard Mode of Instruction: Low-residency
Standard time to completion: 6 months

Program Overview

The Post-MFA Certificate in the Teaching of Creative Writing program, offered by the Creative Writing Department of the Division of Graduate and Professional Studies, is open to any student holding an MFA in Creative Writing from Antioch University Los Angeles (AULA) or another accredited institution, and is one semester beyond the completion of the MFA degree at Antioch. During this semester, the student engages in systematic study of the theory and practice of teaching creative writing and composition, a salutary preparation for working in classroom and workshop settings at any educational level.

Although the Post-MFA Certificate in the Teaching of Creative Writing is not a formal teaching "credential," it benefits the following groups:

- MFA holders who desire to teach, but have little teaching experience;
- MFA holders who are either college/university writing instructors or public school teachers who want to learn more about the intersection of creative and expository writing pedagogies, and to incorporate this knowledge into their teaching;
- MFA holders who desire to improve their marketability as teachers; and
- MFA holders who have teaching careers well under way and seek to improve their current positions through postgraduate professional development encouraged or required by their employers.

Note: The California Community College system does not recognize either the MFA or the Post-MFA Certificate as a valid teaching credential for instructors of English. In addition, the Post-MFA Certificate is not a program that leads to a teaching credential for secondary or elementary education.

Post-MFA Program Learning Outcomes

All Post-MFA students incorporate five program learning outcomes and activities into their project period work. The first four of these are accomplished during the student's supervised teaching placement (overseen by the on-site supervisor)

and one in the student's independent research on creative writing pedagogy (overseen by the Post-MFA faculty).

Graduates of the Post-MFA program will:

- Demonstrate an understanding of and commitment to the range of responsibilities required of an apprentice teacher who is learning to become a professional educator. These responsibilities include, but are not limited to, the following:
    - Accountability to all chains of command (on-site teaching supervisor, Post-MFA mentor, Creative Writing Department chair, and Creative Writing Department office)
    - Professional demeanor in all activities related to the program and one's teaching assignment
    - Professional documentation, as needed
    - Communicating clearly and in a timely manner with students, supervisors, and colleagues
    - Engaging with the life of the department of the host institution, including attending faculty meetings (when invited)
- Demonstrate an understanding of the dynamics that exist in a particular writing classroom or online setting, including the differing viewpoints and learning styles of individual students.
- Professionally critique one's own strengths and weaknesses as a teacher, and adjust one's own teaching as needed.
- Demonstrate the ability to develop an assignment or lesson plan that responds to the class's stated learning goals.
- Develop a critical vocabulary from research in pedagogy to identify and articulate various teaching methodologies and their relation to student learning styles.

Program Progression

The Post-MFA Certificate in the Teaching of Creative Writing is completed in three stages with the following learning activities:

Stage I: Pre-Project Period Residency

The entering Post-MFA Certificate student must attend a ten-day residency on the Antioch University Los Angeles campus during which the student completes the following requirements:

- "Overview of Post-MFA Certificate Program and Readings in Pedagogy" seminar/ orientation

- "Values and Best Practices for the MFA Experience" Seminar.
- Group and individual meetings with Post-MFA Faculty mentor.
- A Residency Workshop in their chosen writing genre
- Attend all lectures and panels involving Certificate students or pedagogy faculty
- Attend a minimum of 7 Residency learning activities (see "Recommended for Post-MFA Students" in the Handbook Schedule) and 2 community activities (evening readings.)

Post-MFA students are encouraged to generate a list of possible teaching placements (locations and supervisor contact information) before beginning in the program, and to bring it to the first on-campus residency. Students with a list of possible placements prior to Stage I will be able to make the best use of their first on-campus residency.

Stage II: Semester Project Period

During the five-month project period, Post-MFA Certificate students perform the following off-campus activities:

- Attend the online "Designing a Flexible Workshop Syllabus" seminar
- Teaching Apprenticeship: every student will gain direct experience working as a professional instructor's "Teaching Assistant." This apprenticeship will also include some teaching-leadership of the class, guided by the professional instructor.
- Complete Teaching Practicum: every student will have the opportunity to design and lead a teaching experience for real, eager writers, whether in Antioch's online Alumni Circle, or with community organizations like the online PocketMFA.
- Engage with Contemporary and Urgent Texts: every student will read widely in the pedagogy of creative writing and engage regularly in vigorous Zoom and Brightspace discussions with the faculty and other students.
- Develop a Teacher's Toolkit: A top priority of the program is practicality and flexibility, and every student will leave the program with an immediately useful set of tools and documents to take on their journey to making a living as a creative writing instructor.

The details of each of the above are negotiated with each student's mentor and specified in the Project Period Contract.

Stage III: Post-Project Period Short Residency

Post-MFA Certificate students are required to attend at least the first three days of their post-project period residency. A student may choose to attend as many additional days of the post-project period residency as the student wishes. Requirements are as follows:

- Participate in the Post-MFA Panel
- Exit Meeting with Post-MFA Faculty
- Deliver the Annotated Bibliography of Readings in the Field of Writing Pedagogy

Division of Individualized Studies

Humanities, MA

MA in Humanities
Location: AU Online
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The Individualized Master of Arts (IMA) Program offers an MA in Humanities and an MA in Social Sciences. For more than 40 years, students at Antioch University have been individualizing their graduate study in many humanities 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, online 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 studies through 3 foundation courses, co-designed individualized courses with faculty, and seminars making it possible to combine graduate education with professional, personal, and community commitments.

IMA Program Design

The IMA offers a graduate program with the following features:

- 36 semester credit Master of Arts degree
- Students may transfer up 15 semester credits
- Flexible schedule to fit your lifestyle
- Study in small classes with faculty and mentors
- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students

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 in Humanities or Social Sciences with a specialization in their selected area.

Academic Specializations

Students choose a specialization or create their own specialization.

Humanities Specializations:

- Creative Writing
- Intercultural Studies
- Interdisciplinary Humanities
- Create your own specialization

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, experiential 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.

Program Requirements

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

- 3 Foundations courses (9 credits)
- 7-8 Specialization courses - Any combination of seminars and individualized courses (courses you design with instructors) (21-24 credits)
- Capstone (3 credits) or Thesis (6 credits)
- Master's Portfolio (0 credits)

Admission Requirements

- Complete the Online Application (No Application fee!) Start by setting up a username and then select Online campus to get started!
- 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.
- (optional) Two current professional references; one from a professor who has evaluated your academic work preferred
- Admissions Essay:
    - Please provide a statement in 500 words or less as to why you would like to do an Individualized program, what specialization you might be interested in pursuing, what you intend to accomplish in the program, and what qualifications you bring to accomplish that
- No GMAT or GRE required
- 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.

Plan of Study

Three Foundation Courses

- FDN-5001: Introduction to Self-Design

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

- FDN-5002: Foundations of Research Methods
  This course addresses how to do effective Social Science or Humanities research.
- FDN-5003: Foundations in Individualized Study Sciences
  In this course students develop their degree plan, including their specialization, tentative titles for future courses, a syllabus, and they select a mentor if one chooses.
  The individualized curriculum is developed in a collaborative partnership among the student, a Faculty Advisor, a 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.

Seminars & Individualized Learning (21-24 Semester Credits)

Students can self-design a course with an instructor, take any of the IMA Program courses (seminars), courses from other Antioch graduate programs and/or Prior Learning Assessment (PLA). For each of these options students work with their Mentor (optional) and Advisor to ensure the courses are in alignment with their Degree Plan.

For Thesis track students need to complete 8 Courses.

For Capstone track students need to complete 7 Courses.

Seminars

- Seminars are courses that faculty members in the program have designed. Seminars are small, interdisciplinary classes that have asynchronous discussion forums and synchronous tutorials.

Individualized Courses

- With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty.
- Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

IntraUnversity Courses

Students can also enroll in graduate courses in the University system if they meet the prerequisites and there is space.

Prior Learning
Prior experiential learning is gained from workplace training, participation in professional development opportunities, or an individual's own self-guided experience, study, and reflection. By themselves, these experiences do not constitute graduate-level college learning. However, the IMA provides graduate students with a process and structure to demonstrate that the experiences, the learning they drew out from those experiences, and their ability to apply that learning to other experiences are equivalent to the learning outcomes identified in a specific course.

The IMA employs a "course match" approach to the assessment of prior experiential learning using a prior learning portfolio. Students provide both a narrative description of what they have learned and specific evidence to support their narrative.

Students who believe that their previous work, professional, community experiences, or individualized study may be applicable to their graduate degree should meet with their advisor. Upon referral from their advisor, students meet with the IMA Prior Learning Coordinator to discuss the students' history and review any possible avenues for petitioning prior learning credit and other options for obtaining transfer credit. Note a total of 15 credits can be transferred, 9 of these credits can be through the Prior Learning Assessment. Please refer to the IMA Handbook on Prior Learning Assessment for more information.

Synthesis Project

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. The capstone must demonstrate the advancement of Social, Economic, or Environmental Justice. Capstone is offered every semester for the full term.

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. Thesis is offered every semester for the full term. The thesis must demonstrate the advancement of Social, Economic, or Environmental Justice.

Portfolio (0 Semester Credits)

Each student completes a Master's Portfolio in their final semester in the program. The portfolio is used as a tool to gauge one's learning over the course of one's tenure at Antioch, and to use for professional presentations and applications. The portfolio also allows one to reflect on one's progress while serving as a student at Antioch, and may serve as a useful collection to demonstrate what one has learned to outside agencies or graduate schools.

Professional Studies, Certificate

Certificate in Professional Studies
Location: AU Online
Credits for Certificate: 13 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 9 months

Program Overview

The Certificate in Professional Studies is a 13-credit self-designed certificate program to cater to students who prefer a more flexible commitment than the existing 36-credit Liberal Arts MA program. Students will receive a certificate in transdisciplinary studies with a specialization in their self-designed focus. This initiative enables students to delve into individualized graduate-level coursework without a substantial commitment, offering them a valuable glimpse into advanced studies. The certificate is designed for the reflective, committed, and self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their studies through one foundation course, choice of self-designed courses with faculty, seminars, or Intra-University, and one certificate project. Our individualized approach makes it possible to combine graduate education with professional, personal, and community commitments.

The Certificate in Professional Studies caters to students with backgrounds in allied health professions. This specialized program provides targeted coursework aimed at enhancing professional competencies and advancing career prospects in allied health fields. Through a combination of theoretical knowledge and practical skills development, students acquire the necessary expertise to excel in their chosen profession. Whether aiming to enter the workforce or seeking to progress within their current professional roles, this certificate equips students with the tools and credentials essential for success in the allied health sector.

Plan of Study

Core Courses

- FDN-5005: Foundations of Individualized Certificate
- FDN-5500: Certificate Project

Seminars, Intra-University, or Individualized courses (9 credits)

Seminars from the Field of Study

Seminars are courses that faculty members in the program have designed. Seminars are small, interdisciplinary classes that have asynchronous discussion forums and synchronous tutorials.

IntraUniversity Courses
Students can also enroll in graduate courses in the University system if they meet the prerequisites and there is space.

Individualized Courses
With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty.
Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

Social Sciences, MA

MA in Social Sciences
Location: AU Online
Credits for Degree: 36 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The Individualized Master of Arts (IMA) Program offers an MA in Social Sciences and an MA in Humanities. For more than 40 years, students at Antioch University have been individualizing their graduate study in many humanities 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, online 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 studies through 3 foundation courses, co-designed individualized courses with faculty, and seminars making it possible to combine graduate education with professional, personal, and community commitments

IMA Program Design

The IMA offers a graduate program with the following features:

- 36 semester credit Master of Arts degree
- Students may transfer up 15 semester credits
- Flexible schedule to fit your lifestyle
- Study in small classes with faculty and mentors
- Learning that is self-directed
- Integration of theory and practice
- Online coursework
- Online learning communities with faculty and students

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 in Social Sciences with a specialization in their selected area.

Academic Specializations

Students choose a specialization or create their own specialization.

Social Sciences Specializations:

- Educational Studies and Human Development
- Conflict Resolution
- Management of Human and Natural Systems
- Create your own specialization

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, experiential 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.

Program Requirements

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

- 3 Foundations courses (9 credits)
- 7-8 Specialization courses - Any combination of seminars and individualized courses (courses you design with instructors) (21-24 credits)
- Capstone (3 credits) or Thesis (6 credits)
- Master's Portfolio (0 credits)

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- Complete the Online Application (No Application fee!) Start by setting up a username and then select Online campus to get started!
- 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.
- (optional) Two current professional references; one from a professor who has evaluated your academic work preferred
- Admissions Essay:
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  This course addresses how to do effective Social Science or Humanities research.
- FDN-5003: Foundations in Individualized Study Sciences
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  The individualized curriculum is developed in a collaborative partnership among the student, a Faculty Advisor, a 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.

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Students can self-design a course with an instructor, take any of the IMA Program courses (seminars), courses from other Antioch graduate programs and/or Prior Learning Assessment (PLA). For each of these options students work with their Mentor (optional) and Advisor to ensure the courses are in alignment with their Degree Plan.

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For Capstone track students need to complete 7 Courses.

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Individualized Courses

- With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty.
- Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

IntraUnversity Courses

- Students can also enroll in graduate courses in the University system if they meet the prerequisites and there is space.

Prior Learning

Prior experiential learning is gained from workplace training, participation in professional development opportunities, or an individual's own self-guided experience, study, and reflection. By themselves, these experiences do not constitute graduate-level college learning. However, the IMA provides graduate students with a process and structure to demonstrate that the experiences, the learning they drew out from those experiences, and their ability to apply that learning to other experiences are equivalent to the learning outcomes identified in a specific course.

The IMA employs a "course match" approach to the assessment of prior experiential learning using a prior learning portfolio. Students provide both a narrative description of what they have learned and specific evidence to support their narrative.

Students who believe that their previous work, professional, community experiences, or individualized study may be applicable to their graduate degree should meet with their advisor. Upon referral from their advisor, students meet with the IMA Prior Learning Coordinator to discuss the students' history and review any possible avenues for petitioning prior learning credit and other options for obtaining transfer credit. Note a total of 15 credits can be transferred, 9 of these credits can be through the Prior Learning Assessment. Please refer to the IMA Handbook on Prior Learning Assessment for more information.

Synthesis Project

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. The capstone must demonstrate the advancement of Social, Economic, or Environmental Justice. Capstone is offered every semester for the full term.

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. Thesis is offered every semester for the full term. The thesis must demonstrate the advancement of Social, Economic, or Environmental Justice.

Portfolio (0 Semester Credits)

Each student completes a Master's Portfolio in their final semester in the program. The portfolio is used as a tool to gauge one's learning over the course of one's tenure at Antioch, and to use for professional presentations and applications. The portfolio also allows one to reflect on one's progress while serving as a student at Antioch, and may serve as a useful collection to demonstrate what one has learned to outside agencies or graduate schools.

Transdisciplinary Studies, Certificate

Certificate in Transdisciplinary Studies
Location: AU Online
Credits for Degree: 13 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 9 months

Program Overview

The Certificate in Transdisciplinary Studies is a 13-credit self-designed certificate program to cater to students who prefer a more flexible commitment than the existing 36-credit Liberal Arts MA program. Students will receive a certificate in transdisciplinary studies with a specialization in their self-designed focus. This initiative enables students to delve into individualized graduate-level coursework without a substantial commitment, offering them a valuable glimpse into advanced studies. The certificate is designed for the reflective, committed, and self-directed learner who seeks to effect social, organizational, or personal change. Students pursue their studies through one foundation course, choice of self-designed courses with faculty, seminars, or Intra-University, and one certificate project. Our individualized approach makes it possible to combine graduate education with professional, personal, and community commitments.

The Certificate in Transdisciplinary Studies is designed for students aspiring to enhance their teaching and research capabilities. This certificate program offers a multidisciplinary approach, allowing students to explore diverse fields of study and integrate knowledge across traditional academic boundaries. By engaging in transdisciplinary coursework, students develop critical thinking skills and gain a comprehensive understanding of complex issues. This certificate is particularly beneficial for individuals interested in pursuing an academic career or seeking to broaden their expertise in interdisciplinary research.

Plan of Study

Core Courses

- FDN-5005: Foundations of Individualized Certificate
- FDN-5500: Certificate Project

Seminars, Intra-University, or Individualized courses (9 credits)

Seminars from the Field of Study

Seminars are courses that faculty members in the program have designed. Seminars are small, interdisciplinary classes that have asynchronous discussion forums and synchronous tutorials.

IntraUniversity Courses
Students can also enroll in graduate courses in the University system if they meet the prerequisites and there is space.

Individualized Courses
With guidance from their Faculty Advisor and Mentor (optional), students identify faculty members to teach courses in the student's individualized area of study. Occasionally, students may request to study with an external scholar or practitioner, someone who is not on the Antioch faculty. Students submit their individualized course syllabi to their Faculty Advisors and Mentors (optional) for review.

Division of Leadership & Change

Leadership and Change, PhD

PhD in Leadership and Change
Location: AU Online
Credits for Degree: 63 annual credits
Standard Mode of Instruction: Low residency
Standard time to completion: 84 months

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.

The PhDLC 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.

When this program was developed, special emphasis was given to some of the major issues raised in the national discussion on re-envisioning the PhD, which 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.

We view this PhD as a degree that prepares students to enter the community of scholar- practitioners. 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.** 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.* 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. This program highly values collaborative learning, dialogue, and a robust community of learners.

In Spring 2022 and Spring 2010, the PhD program underwent Comprehensive Program Reviews--a process in which external reviewers evaluate the degree to which a degree program is fulfilling its stated mission and purpose, and how well. The 2022 reviewers concluded their assessment by saying, "Without a doubt, the Program should be commended for its novel educational model that has been a source of strength and pride for Antioch University." In 2010, the reviewers concluded that "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 early April 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.

PhD in Leadership and Change | PhD Completion Pathway

Location: AU Online
Credits for Degree: 63 annual credits
Standard Mode of Instruction: Low residency
Standard time to completion: 24-54 months

PhD Completion Pathway Entry Dates: March 1, November 1, July 1, annually

In alignment with the mission, values, and strengths of the PhDLC program, Antioch has created a new pathway for degree completion through the transfer of prior doctoral learning credits to fulfill the PhDLC degree requirements. The PhD Completion Pathway provides an avenue for students who have previously earned a significant number of credits towards a doctorate at a prior accredited U.S. university to bring between a minimum of 8 credits and a maximum of 27 (out of 63) doctoral level credits, with all transfer credits being reviewed and aligned for fit with required program competencies, learning achievements, and program benchmarks. PhDLC Completion Pathway students will ideally complete the program requirements and earn their degree in as few as two years or a maximum of seven years, which is the same time to completion as for all other PhDLC students.

This hybrid, interdisciplinary doctoral pathway offers a streamlined academic pathway that recognizes and honors the knowledge, skills, and scholarly commitment of those who have progressed significantly in their doctoral studies.

How to Apply

Application details can be found here, https://www.antioch.edu/apply

Please note: All materials submitted for application to the PhD program become the property of the PhD program.

Plan of Study

Learning Achievements: 34 Annual Credits

- LC-7100A1: Reflective Leadership Essay
- LC-7100B1: Change Project Proposal

- LC-7100B2: Change Project Final
- LC-7110: Learning Plan
- LC-7150: Ethics Essay
- LC-7160: Cultural Global Essay
- LC-7170: Case Study in Leading Change
- LC-7180A: Nature of Leadership & Change A
- LC-7180B: Nature of Leadership & Change B
- LC-7300B2: Research Redesign Essay
- LC-7310: Critical Review of Research A
- LC-7320: Critical Review of Research B
- LC-7400A: Individualized Agreement Proposal A
- LC-7400B: Individualized Agreement Proposal B
- LC-75011: Individualized Agreement Final A
- LC-76011: Individualized Agreement Final B
- LC-7800: Reflective Int Candidacy Essay

3 ProSeminars: 6 Annual Credits

- LC-7010: Proseminar I
- LC-7020: Proseminar II
- LC-7030: Proseminar III

Attend 9 Residencies: 0 Credits

- Year One Residencies
- Year Two Residencies
- Year Three Residencies

Dissertation: 23 Annual Credits

- LC-8000: Dissertation Proposal
- LC-8110: Dissertation

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Division of Management

Business Administration, Leadership and Teams Concentration, MBA

MBA: Leadership and Teams
Location: AU Online
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 20 months

Program Overview

Antioch University's MBA prepares students to lead sustainable, socially responsible organizations by advancing the "triple bottom line" of people, planet, and profit. The program equips students with in-demand, market-ready skills to achieve organizational goals while promoting social, economic, environmental, and racial justice.

Students tailor their MBA experience by choosing from concentrations in *Leadership & Teams*, *Nonprofit Leadership*, or a flexible *Self-Designed* option aligned with their unique career goals-including those beyond traditional corporate settings.

Early in the program, students complete foundational coursework and earn stackable micro-credentials, each accompanied by a digital badge suitable for sharing on social media. These include those for *Applied Marketing Strategy, Sustainable Business Foundations, Applied Human Resource Practices, and Leading High-Performing Teams.*

After completing 50% of the program, students are awarded a *Graduate Certificate in Sustainable Business Leadership*, recognizing their academic progress and developing expertise.

Courses throughout the MBA emphasize collaboration, experiential learning, personalized support, and practical application. Each course reflects Antioch University's mission and values, ensuring that students build knowledge and skills directly transferable to their professional contexts.

Plan of Study

Course Requirements

There are seven core courses and three concentration courses (30 semester credits).

MBA Core Courses (21 Semester Credits)

- MGT-5005: Principles of Triple Bottom Line and Sustainability
- MGT-5145: Economics and Global Economies
- MGT-5155: Strategy, Innovation and Resilience
- MGT-5285: Human Resources Management
- MGT-5375: Leadership and Change
- MGT-5440: Financial Decision Making
- MKT-5005: Marketing Management and Analytics

Leadership and Teams Concentration (9 Semester Credits)

Choose 3 of the following courses:

- MGT-5242: Leader Identity and Development
- MGT-5340: Leading High Performing Teams
- MGT-5380: Developing People and Performance
- MGT-5418: Advanced Leadership

Business Administration, Nonprofit Leadership Concentration, MBA

MBA: Nonprofit Leadership
Location: AU Online
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 20 months

Program Overview

Antioch University's MBA prepares students to lead sustainable, socially responsible organizations by advancing the "triple bottom line" of people, planet, and profit. The program equips students with in-demand, market-ready skills to achieve organizational goals while promoting social, economic, environmental, and racial justice.

Students tailor their MBA experience by choosing from concentrations in *Leadership & Teams*, *Nonprofit Leadership*, or a flexible *Self-Designed* option aligned with their unique career goals-including those beyond traditional corporate settings.

Early in the program, students complete foundational coursework and earn stackable micro-credentials, each accompanied by a digital badge suitable for sharing on social media. These include those for *Applied Marketing Strategy, Sustainable Business Foundations, Applied Human Resource Practices, and Leading High-Performing Teams.*

After completing 50% of the program, students are awarded a *Graduate Certificate in Sustainable Business Leadership*, recognizing their academic progress and developing expertise.

Courses throughout the MBA emphasize collaboration, experiential learning, personalized support, and practical application. Each course reflects Antioch University's mission and values, ensuring that students build knowledge and skills directly transferable to their professional contexts.

Plan of Study

Course Requirements

There are seven core courses and three concentration courses (30 semester credits).

MBA Core Courses (21 Semester Credits)

- MGT-5005: Principles of Triple Bottom Line and Sustainability
- MGT-5145: Economics and Global Economies
- MGT-5155: Strategy, Innovation and Resilience
- MGT-5285: Human Resources Management
- MGT-5375: Leadership and Change
- MGT-5440: Financial Decision Making
- MKT-5005: Marketing Management and Analytics

Nonprofit Leadership Concentration

Complete the following:

- HSA-5113: Organizational Leadership and Governance
- HSA-5210: Program Planning and Evaluation
- MNM-5210: Development and Fundraising

Business Administration, Self-Designed Concentration, MBA

MBA: Self-Designed
Location: AU Online
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 20 months

Program Overview

Antioch University's MBA prepares students to lead sustainable, socially responsible organizations by advancing the "triple bottom line" of people, planet, and profit. The program equips students with in-demand, market-ready skills to achieve organizational goals while promoting social, economic, environmental, and racial justice.

Students tailor their MBA experience by choosing from concentrations in *Leadership & Teams*, *Nonprofit Leadership*, or a flexible *Self-Designed* option aligned with their unique career goals-including those beyond traditional corporate settings.

Early in the program, students complete foundational coursework and earn stackable micro-credentials, each accompanied by a digital badge suitable for sharing on social media. These include those for *Applied Marketing Strategy, Sustainable Business Foundations, Applied Human Resource Practices, and Leading High-Performing Teams.*

After completing 50% of the program, students are awarded a *Graduate Certificate in Sustainable Business Leadership*, recognizing their academic progress and developing expertise.

Courses throughout the MBA emphasize collaboration, experiential learning, personalized support, and practical application. Each course reflects Antioch University's mission and values, ensuring that students build knowledge and skills directly transferable to their professional contexts.

Plan of Study

Course Requirements

There are seven core courses and three concentration courses (30 semester credits).

MBA Core Courses (21 Semester Credits)

- MGT-5005: Principles of Triple Bottom Line and Sustainability
- MGT-5145: Economics and Global Economies
- MGT-5155: Strategy, Innovation and Resilience
- MGT-5285: Human Resources Management
- MGT-5375: Leadership and Change
- MGT-5440: Financial Decision Making
- MKT-5005: Marketing Management and Analytics

Self-Designed Concentration (9 Semester Credits)

A wide range of elective courses allow students to pursue their special interests in depth. Students can choose elective courses from the MHSA, MANM, and MBA programs. Choice of electives is subject to course scheduling. Some special topics courses are available only in consultation with the student's advisor. **A listing of sample courses is below**:

- HSA-5210: Program Planning and Evaluation
- MGT-5220: Earth Systems and Climate Change
- MGT-5242: Leader Identity and Development
- MGT-5340: Leading High Performing Teams
- MGT-5380: Developing People and Performance
- MGT-5418: Advanced Leadership
- MGT-5420: The Healthcare Sector As a Complex System
- MGT-5426: Strategic Management in Healthcare Organizations
- MGT-5428: Healthcare Innovation and Quality
- MGT-5860: Sustainable Business Strategies
- MGT-5870: Policy, Law, and the Ethics of Sustainability
- MGT-6000: Integrated Keystone Project
- MNM-5210: Development and Fundraising

Executive Management, Graduate Certificate

Graduate Certificate in Executive Management
Location: AU Online
Credits for Degree: 9 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 6 months

Please note: This certificate is not eligible to use Title IV financial aid at this time.

Program Overview

The *Graduate Certificate in Executive Management* is designed for Antioch graduate and doctoral students seeking to strengthen their preparation for executive leadership roles. The 9-credit certificate may be completed as a stand-alone certificate or in conjunction with a degree program by applying related MBA courses toward elective requirements. The curriculum emphasizes strategic leadership, financial acumen, and effective people management, equipping students with practical skills aligned with contemporary executive practice. This emphasis is explored through courses such as *Strategy, Innovation and Resilience*, which develops strategic leadership; *Financial Decision Making*, which builds financial expertise; and *Human Resource Management*, which cultivates organizational and people management capabilities. Courses are delivered asynchronously online in seven-week sessions. The certificate can typically be completed in 6-9 months, depending on course availability. Aligned with the university's mission, the certificate coursework integrates principles of social, racial, economic

Plan of Study

- MGT-5155: Strategy, Innovation and Resilience
- MGT-5280: Human Resources Management
- MGT-5440: Financial Decision Making

Division of Undergraduate Studies

Undergraduate Studies Academic Standards and Practices

Whereas academic policies are established at and apply across all programs at the university, this section describes specific practices used in the Undergraduate Studies Department to support the success of our students and guide instruction in Antioch University undergraduate programs. Additional information specific to each individual academic program is found in the handbooks and resource websites of each program; students are made aware of these through the orientation process and can contact their program offices for more details. Students are advised to familiarize themselves with the information in this section and in the resources specific to their programs.

Undergraduate Learning Objectives

When a student pursues an undergraduate degree at Antioch University, there are certain learning goals that faculty agree should be prioritized no matter how students focus their studies. Faculty from all undergraduate degree programs have created shared program objectives, which are listed below. These objectives inform how faculty develop and update the curriculum and also ensure that student learning across all programs will reflect the mission and values of the department.

Students in Undergraduate Studies develop the ability to:

- 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.

In addition, each course, workshop, independent study, and internship also centers on learning objectives established by the instructor and stated in the syllabus and on the final Student Learning Evaluation form. Whereas the classroom instructor has authority and responsibility for the content and expectations of the course or other learning activity, the School of Interdisciplinary and Professional Studies Curriculum Committee and the Dean are responsible for oversight of the curriculum.

Academic Advising and Degree Planning

The advisor-student relationship is a cornerstone of Antioch's approach to individualized student learning. Students are encouraged to take full advantage of this unique level of support.

Upon enrollment, each student is assigned an academic advisor to assist with degree/program planning, course selection, academic progress, academic support resources, internship placements, prior learning, graduate and postgraduate study options, career pathways, and problem-solving. Academic advisors may communicate with advisees by email, phone, electronic videoconferencing, and/or in person.

Advisors assist students in meeting University academic requirements and understanding University and program procedures, although students are responsible for reading and following procedures and policies published in this Catalog and in additional University publications.

Classroom Learning

Antioch University's undergraduate programs offer multiple course modalities for students to engage in learning. These include synchronous (real-time) classes held on campus or via remote video conferencing as well as asynchronous class formats.

The campus-based undergraduate programs (in Los Angeles, Santa Barbara, and Seattle) primarily conduct classes using synchronous methods, whether meetings are held in person or via remote video conferencing (Zoom), although some asynchronous and hybrid offerings are also available. Asynchronous classes are structured learning opportunities, with each class allowing completion of course assignments during certain timelines within the term. Fully online asynchronous programs are available through Antioch Online. All classes use a Learning Management System Brightspace for sharing course materials, conducting discussions, and/or submitting assigned work.

Synchronous classes are offered for three or four credits and typically meet for anywhere from two and a half to three hours per session. One- to two-credit intensive workshops and classes may meet for one or two full days. Asynchronous classes are typically offered for three credits.

The Undergraduate Studies Department follows best practice in higher education in terms of expectations for student effort for earning academic credit. Minimum hours expected for each learning activity use the following metric:

- 1 quarter credit = 33 clock hours of student work
    - Example: a 3-credit quarter-based course has an expectation of approximately 100 hours, 30 of which would be classroom hours in a synchronous course
- 1 semester credit = 45 clock hours of student work
    - Example: a 3-credit semester-based course has an expectation of approximately 135 hours

Non-Classroom Learning: Independent Studies, Internships, and Prior Learning

Antioch's undergraduate curriculum supplements classroom learning with the opportunity to earn credit through non-classroom learning activities.

Students in the campus-based programs can choose from a diverse mix of non-classroom learning options through independent studies, internships, and prior learning. Students may pursue independent studies in subjects that are not offered in the classroom. Internships provide opportunities for hands-on learning at approved field-based sites. The prior learning process enables students to demonstrate and earn credit for learning acquired prior to Antioch enrollment through a process involving the documentation of past learning and faculty review.

The fully online asynchronous undergraduate programs also provide the opportunity for enrolled students to earn credits through prior learning. Students may earn no more than 25% of their total credits via Prior Learning.

Students work with their advisors and/or non-classroom learning coordinators to build non-classroom learning opportunities that both apply to the student's degree plan and further the student's educational goals and career aspirations. All non-classroom learning activities require the participation of a program-approved faculty evaluator who is qualified in the discipline of the activity. Students are strictly prohibited from providing remuneration to their faculty evaluators under any circumstances.

Further program-specific information for non-classroom learning can be found in the program-specific handbooks and/or resource sites.

Narrative Evaluations and Grade Equivalents

Narrative Evaluations

Antioch courses and other learning activities are evaluated through a narrative assessment written by the instructor who awards credit at the end of the term. This process affirms the core belief that individualized evaluations of student work are more meaningful than simple letter grades. This method of evaluation also reflects Antioch's emphasis on individualized student learning above competition between students.

For each course or learning activity, the instructor indicates "Credit Awarded," "Credit Not Awarded" or "Incomplete" and writes a thoughtful assessment of the student's learning with specific reference to course and program objectives articulated in the syllabus. This provides students with a personalized assessment of their learning for every learning activity, identifying areas of opportunity for growth and highlighting significant accomplishments. These narrative assessments become a part of a student's permanent academic record.

Letter Grade Equivalents

We recognize that students increasingly feel the need to provide letter grade information in order to be reimbursed for tuition by their employer, to apply for certain grants or scholarships, or for admission to graduate programs that require letter grades and/or their equivalents. Due to these external forces, faculty assign letter grade equivalents (LGEs) for all undergraduate courses in addition to narrative evaluations of student learning. Grade equivalents are not assigned for internships, prior learning, or zero credit learning activities.

These grade equivalents by default do not appear on the evaluation unless the student requests to see them, but are archived for future use. Letter grade equivalents or GPA equivalents can be generated by the Office of the Registrar if and when a student needs them. Letter grade equivalents never appear on the student's transcript.

Letter Grade Equivalents are assessments of the entirety of a student's course participation and demonstrated learning determined at the end of the term. The letter grade equivalents being used for undergraduate learning are as follows:

Letter Grade Equivalent	**Points**	**Description**
A	4.0	Work overall is exemplary, highly creative, original, or significant; Excellent understanding of key ideas, as demonstrated through explanations and applications supplied in written assignments, discussions, and other forums; Work is theoretically sophisticated and displays mastery of course methods, techniques, and skills
AB	3.5	Work accomplishes a level between the descriptions corresponding with A and B.
B	3.0	Work overall is solid, comprehensive, and/or well written but does not stand out. Student solidly fulfilled the course requirements and integrated the course material in an effective manner; Demonstrates above average understanding of concepts.
BC	2.5	Work accomplishes a level between the descriptions corresponding with B and C.
C	2.0	Work overall shows average but not outstanding comprehension of concepts; Written work was adequate in content and writing style; Student fulfilled course requirements, and integrated course material as required.
D	1.0	Work overall is written or executed at a below-average level. Displays weak comprehension of concepts and theories
F	0	Student has not submitted the required assignments, participated adequately in the course, or in other ways failed to meet the requirements for engagement in the course;

		Displays no satisfactory comprehension of concepts and theories

Overall Grade Point Average (GPA) Equivalents

Students may request the calculation of an overall Grade Point Average (GPA) equivalent at any time. The GPA equivalent is calculated by the Office of the Registrar, based on performance in all non-exempt activities that a student engaged in as part of her or his degree. It does not include learning activities that were recorded as an Incomplete or Administrative Withdrawal. The GPA equivalent calculation does include No Credit coursework and learning activities for which Incomplete was awarded and later converted to a No Credit. If a student repeats a course for which they earned No Credit and if the student earns credit during this subsequent enrollment, only the Credit Awarded grade equivalent is used in the calculation of the GPA equivalent.

Transfer Credit

Overview

The Antioch University transfer credit policy is aimed at facilitating the transfer of students and credits from a previous college or university to Antioch. The policy seeks to assure maximum utilization of credits earned previously, and is consistent with current and best practices in higher education.

Antioch University has adopted the three criteria of quality, comparability, and applicability for evaluating transfer credits, as articulated in the 2001 Joint Statement on Transfer and Award of Academic Credit, developed by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation:

1. The educational quality of the learning experience which the student transfers;
2. The comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and
3. The appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

Antioch University does not charge transfer credit evaluation processing fees.

Process of determining Transfer Credit Eligibility and Equivalency

Initial determinations of transfer credit eligibility and equivalency are made by the Office of Admissions or the academic department. A course-by-course evaluation of the student's transcript is performed after reviewing the previous institution's accreditation. Information used to evaluate courses for transfer include course codes, course titles, course descriptions, course syllabi, program descriptions, and any current articulation agreements between Antioch and the previous institution. Coursework deemed acceptable will be initially posted to the student's permanent University record and then validated and approved by the Office of the Registrar upon the student's enrollment and the final submission of official transcripts.

Transfer Credit Guidelines

The Undergraduate Studies department has established general transfer credit policies that apply across programs, while respecting individual programs' needs to determine particular details of implementation within these parameters. While specific guidelines and decisions to accept transfer credits rest with each degree program, all campuses must adhere to the following minimum policies:

1. Applicability of Transfer Credits

- Antioch University accepts for transfer only academic credits applicable to the degree requirements of the program the applicant is entering.

2. Eligible Transfer Credits

- The following transfer credits are eligible for consideration as transfer credit, if taken for academic credit at the originating institution and if the student earned a "C" or better. Credits taken as continuing education units (CEUs) or on an audit basis do not qualify for transfer credit.

    A. Credits from institutions accredited by one of the six regional accrediting agencies recognized by the U.S. Department of Education. These six regional accrediting bodies are:

    Middle States Association of Colleges and Schools
    New England Association of Schools and Colleges
    Higher Learning Commission

Northwest Commission on Colleges and Universities

Southern Association of Colleges and Schools
Western Association of Schools and Colleges
And:
Credits from academic institutions accredited by national accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) and/or Department of Education.

B. Learning demonstrated through equivalency examinations (CLEP, DANTES/ DSST, ACT, PEP, etc.) that have been evaluated by the American Council on Education (ACE). Antioch awards lower-division credits for qualifying CLEP and DSST scores following American Council on Education (ACE) recommendations.

C. Learning demonstrated through portfolios that have been evaluated by Council
on Adult and Experiential Learning (CAEL) and are listed on an ACENET transcript.

D. Learning demonstrated through College Board Advanced Placement (AP) examinations: Antioch University campuses use the College Board recommendations to determine the number of credits awarded for a range of credit-granting AP scores.

E. Credits on military transcripts per guidelines established by the American Council on Education (ACE) for the crediting of military experience.

F. International Baccalaureate (IB): Scores of 5 or higher.

G. Credits earned through concurrent registration.

Courses taken concurrently at another institution may be applied toward fulfillment of degree requirements if the following criteria are met:

i. Students have met with their academic advisor to discuss their academic
plan and have obtained their advisor's and department chair's approval on the course content.
ii. The Office of the Registrar has approved the course's eligibility for transfer to AU.

H. Credit from international institutions: Typically, foreign transcripts must undergo, at the applicant's expense, an evaluation by a specialized transcript evaluation service approved by Antioch. Credits for work from foreign institutions of higher learning may also be eligible for transfer based on an evaluation by the Registrar in consultation with the academic program, provided the credits meet standards and guidelines adopted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

I. Eligible credits through the Alternative Credit Project (ACP), a national program of the American Council on Education.

3. Ineligible Transfer Credits

- The following are generally not eligible for consideration as transfer credit:

A. Credits completed at institutions not accredited or approved as indicated above are generally not available for transfer. Exceptions must be approved by the academic unit head on a course-by-course basis, employing the three criteria of quality, comparability, and applicability.

B. Credits completed at other institutions that have been applied to a completed degree are not eligible for transfer credit for a degree at the same academic level.

C. Credits from institutions with candidacy for accreditation. Antioch accepts credit for transfer only if the credits were earned at a time when the school was accredited.
Exception: A student holding a Registered Nurse (R.N.) degree from a National League of Nurses-approved program may be eligible for undergraduate transfer credit despite lack of regional accreditation.

D. Credits for which a student earned a grade of "C-" or lower.

Transfer Credit Evaluation Practices

1. An official transcript from another institution or approved agency is the only basis for awarding transfer credits on the Antioch University student record. A transcript is considered official if:

    - received in hard-copy, contains the official imprint of the Registrar's Office of the sending institution, and is in a sealed envelope, or:
    - delivered electronically to the Office of the Registrar's or the Admissions Office through a secure portal.

2. Unofficial transfer credit evaluations may be made from unofficial materials supplied by the student. No credit will be awarded from these documents, and the unofficial evaluation is subject to change upon receipt of the official document.
3. Students wishing to transfer credit may be required to supply additional documentation (catalog or course description, and/or syllabus from the other institution) to the Antioch faculty and/or Registrar.
4. Only academic courses applicable to the degree requirements may be accepted for transfer credit.
5. Only undergraduate courses with a minimum grade of "C" or better (or equivalent to "C" or better if the other institution operates on a non-graded system) are eligible for transfer.
    - Antioch University accepts undergraduate transfer credit(s) for courses completed with a Pass in a Pass-Fail system, if the Pass is equivalent to a minimum of a C.
6. The number of permitted transfer credits must be consistent with University policy as well as any relevant state policies or guidelines in the state in which that campus is operating.
    - For Undergraduate Programs, no more than 75% of the credits in the degree may be awarded for any combination of transfer credit and prior learning, and no more than 25% may be awarded for Prior Learning alone.
7. Antioch University applies the following credit hour equivalencies:
    - To convert transfer credits to quarter credits the following formulas are used:
        - # of semester credits x 1.5 = # of quarter credits, or
        - # of trimester credits x 1.5 = # of quarter credits.
    - To convert transfer credits to semester credits the following formulas are used:
        - # of quarter credits ÷ 1.5 = # of semester credits, or

- # of trimester credits = # of semester credits.
- Fractions are rounded down to the nearest half-unit.

Undergraduate Studies: General Degree Requirements

Credits for Degree: 180 quarter/120 semester credits
Minimum Upper Division: 60 quarter/40 semester credits *
Minimum Residency Requirement: 45 quarter/30 semester credits
Standard time to completion: 36 months **

* For Santa Barbara City College transfers, see articulation agreement for exceptions to the minimum upper division requirement.
**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.

Overview

The Antioch undergraduate programs use an interdisciplinary approach toward learning that emphasizes critical thinking, creative problem-solving, consideration of multiple perspectives, social and intercultural awareness, civic and community engagement, and an ability to connect learning to one's lived experience. The programs are structured in a way that gives students flexibility while designing their path to a meaningful degree. Across the undergraduate department, programs share core elements, such as the general education and capstone requirements. Within each specific program, however, students complete certain courses and learning activities designed for students in the major. This section describes the common degree requirements for all undergraduates. Please refer to the program pages for information about requirements for a specific degree program.

General Education

A general education framework is defined as the foundational academic breadth that every college-educated individual should acquire. The Antioch University undergraduate faculty have structured the General Education (GE) requirements to include both a distribution of disciplinary expectations, known as Domains of Knowledge, and an Antioch Core that consists of Antioch-specific learning activities critical to the fulfillment of our program learning objectives. A course that fulfills any of these GE requirements can also be applied to fulfill other degree requirements. The GE requirement for all undergraduates includes 30

quarter/21 semester credits in Domains of Knowledge and 15 quarter/9 semester credits in Antioch Core courses, for a total of 45 quarter/30 semester credits.

Domains of Knowledge

The majority of the general education credits (a total of 21 semester/30 quarter credits) represent "disciplinary studies" that reflect familiar categories in higher education. This element of the general education requirement focuses on the priority that students be able to address issues from diverse perspectives, in this case across disciplinary fields. Students may fulfill these domain requirements with any combination of upper and lower division coursework that can be transferred in or completed while at Antioch. Students must complete credits in six Domains of Knowledge to fulfill the disciplinary component of Antioch's GE requirement: arts, communications, humanities, quantitative methods, sciences, and social sciences.

The required credits include a distribution across these six areas of study as follows:

For Quarter-Based Programs (30 credits total):

- Arts: 6 credits
- Humanities: 6 credits
- Science: 6 credits
- Social Sciences: 6 credits
- Communications: 3 credits
- Quantitative Methods: 3 credits

For Semester-Based Programs (21 credits total):

- Arts: 3 credits
- Humanities: 3 credits
- Science: 3 credits
- Social Sciences: 3 credits
- Communications: 3 credits
- Quantitative Methods: 3 credits
- Plus 3 additional credits in any of these areas

Antioch Core

An important subset of students' general education requirements has been created to reflect Antioch and its mission, directly tied to the learning outcomes of

analyzing power, oppression, and resistance in pursuit of justice; and considering diverse perspectives, including opposing points of view and marginalized voices. These credits cannot be transferred in but rather must be earned through engagement at Antioch. For general education, 15 quarter/9 semester credits of Antioch Core coursework must be taken while enrolled at Antioch through Antioch-sponsored learning activities. These include a combination of 9 quarter/6 semester credits of required Foundational Core courses and 6 quarter/3 semester credits of Mission-core electives. Mission-core electives are courses that reflect Antioch's mission and values. Courses that qualify as Mission-core are designated as such by the undergraduate faculty.

- 9 quarter/6 semester credits of required Foundational Core courses
  - Asynchronous Online programs
    - INTD 3000: Empowering Your Purpose and Voice (3 semester credits)
    - INTD 3211: Experience and Expression (3 semester credits)
  - Campus-based programs
    - Required: EDU 3600: Transformative Education (3 quarter credits)
    - Writing 3000 (3 quarter credits)**
    - Writing 4000 (3 quarter credits)**
- 6 quarter/3 semester credits of Mission-core electives

See course options for Mission-core electives in the table at the end of this section.

** Students who are approved to waive either or both writing courses (listed as Foundational Core requirements) must replace those credits with additional Mission-core electives

Capstone Requirements

All undergraduate programs include a degree requirement that reflects the priority of reflective practice for all graduates, an expectation that they will engage in some sort of capstone process that connects experiential and classroom learning to the larger program objectives. Students have options for how they fulfill the capstone but all must complete a minimum of 3 quarter/3 semester credits to fulfill the capstone requirement. Students can register for a capstone only after they have completed 135 quarter/90 semester credits toward the degree.

Capstone Options

The capstone experience provides an important learning experience for students to engage in a reflective practice that highlights the integration of a student's learning experience with the objectives of the undergraduate program. Because students individualize their Antioch experience, the capstone includes multiple options in order to meet students' needs and schedules. Note that a given program can limit the options for the students in a specific major. All capstones are 4000-level learning experiences and can take any of the following forms:

- LIB-4600: Capstone Community Service Learning: This is a one-term learning experience that is externally facing and engages students in a service project that benefits the community.
- LIB-4550: Senior Synthesis Capstone: This capstone begins with a seminar during which students reflect on their undergraduate learning experience and build a portfolio that reflects their achievement of the program learning outcomes. During that seminar, students also propose and carry out an original project, their capstone.
- LIB-4610: Capstone Internship: This capstone involves students working in community through an internship or similar field experience that concludes with a reflective component that synthesizes their learning and connects the field experience to the overall undergraduate learning outcomes.

BA in Liberal Studies

In line with the mission of Antioch University, the BA in Liberal Studies degree completion program is a 180 quarter/120 semester 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 this bachelor's degree completion opportunity for self-directed learners ready to steer their own educational pathways.

Students come to AU 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

The BA Liberal Studies degree requires a minimum of 45 quarter/30 semester residency credits, and must include a minimum of 60 quarter/40 semester upper division credits.

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 competencies learned at home, at work, through independent reading and volunteer activities.

Undergraduate students can earn a BA in Liberal Studies that gives them significant flexibility designing their own degree beyond the GE and capstone requirements. For this degree program, students can transfer in credits from a wide range of disciplinary subjects without needing to follow a specific pattern of prerequisites. The core curriculum is recommended, rather than required, so that students can easily individualize their learning experience. Although all students in the BA in Liberal Studies Program graduate with the same degree, students choose an area of concentration to focus their studies.

Areas of Concentration

In consultation with their academic advisors, students choose 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.

Students must complete a minimum of 40 quarter/27 semester credits and a maximum of 80 quarter/54 semester credits in a Major Area of Concentration. The BA in Liberal Studies programs offer a wide variety of core courses, electives, internships, and independent study opportunities for each. Note that credits counted toward an Area of Concentration can also be used to meet the general education requirements and vice versa.

Students may also opt for a Minor Area of Concentration in any of the specialized Major Areas of Concentration. There are additional Minor Areas of Concentration not available as a Major Area of Concentration. In order to earn a Minor Area of Concentration, a student must accrue at least 20 quarter/15 semester credits in a concentration outside of their specialized Major Area of Concentration. Alternatively, students may have an Emphasis in a specialized area within their Major Area of Concentration by earning a minimum of 12 quarter/8 semester credits in that focus area.

Students have the option of changing their Major or Minor Area of Concentration. Students should meet with their advisor before requesting a concentration change, to make sure they are able to meet the requirements of the new degree program in a timely fashion.

Students are encouraged to work closely with their faculty advisors as they develop degree plans appropriate to their educational and career goals. The faculty strongly recommends that at least half of the credits in the student's chosen Major or Minor Area of Concentration be upper division. Students are also strongly advised to take many of the core courses in the specialized Major Area of Concentration to acquire a strong foundation in their chosen discipline.

The student should work closely with their advisor to identify internship opportunities and independent studies that will reinforce the learning in the chosen discipline.

If a student has not completed 40 credits in their specialized Major Area of Concentration or 20 credits in their specialized Minor Area of Concentration by the time of candidacy review, the Area of Concentration will be designated as Liberal Studies.

See the list of programs by campus for all Concentration options. This list is located on the Undergraduate Studies Department main catalog page.

Optional Emphasis Areas (12 quarter credits minimum)

Students may elect an 'emphasis' of in-depth study within their areas 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.

Major Degrees

Students pursuing an undergraduate degree with a specific major (including all disciplinary and Applied Studies majors) engage in a focused learning experience that has less flexibility but greater depth than the liberal studies degree path. Students pursuing a major must complete a minimum of 54 quarter/36 semester credits in their area and may be required to complete lower-division pre-requisites as well. Each major has a required core curriculum, determined by the program and Undergraduate Department, and may have other mandatory learning activities associated with the degree such as a specific capstone experience.

Please check the list of majors by campus for details specific to each major. This list is located on Undergraduate Studies Department main catalog page.

Students pursuing a major may also choose a minor, which requires a minimum of 24 quarter/16 semester credits outside of the major area of study. Additionally, students may have an Emphasis in a specialized area within their major by earning a minimum of 12 quarter/8 semester credits in that specific focus area.

Course Options

Mission-core Electives (6 quarter credits):

Options for students in quarter-based programs (AULA, AUSB, & AUS)

- BUS 3610: Global Economics
- BUS 4410: Community Problem-Solving
- ENV 3010: Environmental Justice & Advocacy
- ENV 4201: Environmental Health & Justice: Principles, Policies and Practice
- HUM 4040: Queer Theory
- PSY 4910: Sex-Positivity and Social Justice
- SOC 3990: Culture in Professional & Community Contexts
- SOJ 3010 : Confronting Inequality
- SOJ 3014: Freedoms & Unfreedoms in US History
- SOJ 3015 : Sexualities, Genders & Identities
- SOJ 3016: Narrating Change
- SOJ 3030: Power, Privilege & Oppression
- SOJ 3060: Standing for Justice: History of Civil Rights Movement
- SOJ 3130: Radical Economies
- SOJ 3170 : Prisons, Policing and Profiling
- SOJ 3310: The Rise of Black Power Movement & the Black Panther Party
- SOJ 4340: Activism, Art & Social Justice

Mission-core Electives (3 semester credits):

Options for students in semester-based programs (AUO)

- ENV 3700: Culture & Ecology
- ENV 4130: Environmental Justice & Advocacy
- INTD 3350: Culture, Conflict & Social Research
- INTD 3510: Ecology, Technology & Society

Liberal Studies, BA - General Overview

BA in Liberal Studies with academic Concentrations
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Classroom
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

BA in Liberal Studies - General Overview

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Liberal Studies Major Area of Concentration

The Liberal Studies concentration allows students considerable freedom and flexibility in designing their educational program to be active agents by choosing courses and other learning activities based on their individual interests and learning objectives. To this end, there are no set core courses for the Liberal Studies concentration. After transfer credits and Antioch's general education requirements, the undergraduate studies faculty recommends that students earn the remainder of their 180-200 quarter credits across a broad array of disciplines with 9-15 quarter credits in each of the six Domains of Knowledge, but no more than 39 credits in any single Domain. Domains include: arts, communications, humanities, quantitative methods, sciences, and social sciences.

Students choosing the Liberal Studies concentration should work closely with their faculty advisors to develop a degree plan characterized by:

- Breadth across all domains of knowledge
- Depth of study in specific areas of interest
- Development of critical thinking, writing, and oral presentation skills
- Integration of theory and practice
- Independent study
- Cross-disciplinary approaches to issues of power relations, race, class, sex, gender, and diversity issues

Internships

The faculty recommends that students supplement their course work with one or more internships in a setting that acquaints students with the work of community organizations or professional fields in which they are exploring or already engaged in their careers. The prior learning project is another option that affords students the opportunity to reflect on the knowledge, values, and commitments gained in the course of lived experience outside of the formal classroom.

Applied Arts and Media, BA

BA in Applied Arts and Media (BAAM)
Location: AU Los Angeles and Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core Courses, and a Capstone Experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Applied Arts and Media Major

The BA in Applied Arts and Media (BAAM) degree is uniquely designed for undergraduate transfer students who have a minimum of 27 college credits in a specialized or technical area of the arts. The BAAM accepts transferable credits in theater, film, video, photography, design, culinary arts, cosmetology, fashion, music production, and other applied creative fields. A blend of enriching coursework and experiential learning, this interdisciplinary degree honors past professional areas of study while allowing students to expand their creative horizons and explore other disciplines and career paths.

Students gain a critical perspective on the creative and business aspects of arts and media by taking additional arts-related courses as well as courses in areas such as communications, leadership, management, marketing and psychology. The skills learned in the BAAM major prepare students to advance professionally and to pursue graduate work.

Students completing this degree demonstrate the ability to:

- Analyze arts and media as sites of representation across historical eras and cultural contexts
- Create art and media works that reflect their creative and critical abilities

- Articulate a vision for situating one's art and/or media skills in a community, organizational, and/or professional context.

Breakdown of Major Requirements

- 27 minimum transfer credit in one cohesive technical or professional area
- 27 credits of upper division credits (50% of the major)
    - 9 credits of Major Core Courses
    - 9 credits of Professional Competency courses
    - 6 credits of Non-Classroom Learning
    - 3 credits of Capstone (same options available to other undergraduates)

Major Core Courses

Students in the Applied Arts and Media major must select 9 credits (3 courses) of major-related core courses, a selection of which is listed below:

- ART-3100: Sources of Creativity: Theory and Process
- ART-3180: Parallel Worlds: Renaissance to Modern Art Europe & the Americas
- ART-3300: A Joyful Noise: Music, Photography, Dissonance
- ART-3460: Climate Change As Subject
- CIN-3140: Cinematic Los Angeles
- CIN-3290: The Art of Screenwriting
- COM-3900: Power of Communication- What Our Voices Reveal
- LIT-3830: Psychology of Women Through Literature and Film
- MGT-3220: Leadership & Project Management
- MKT-3010: Applied Integrated Marketing Communication
- MKT-3020: Web Analytics
- MKT-3550: Principles of Marketing
- NPM-3250: Non-Profit Management

Professional Competency Courses

Students in the Applied Arts and Media major must select 9 credits (3 courses) of the following courses:

- BUS-3990APS: Applied Studies Seminar: Tech, Self, Soc Self, and Society
- COM-3550: Intercultural Communication

- LDR-3990APS: Applied Studies Seminar: Leadership
- LDR-3991APS: Applied Studies Seminar: Group Dynamics
- SOC-3990: Applied Studies Seminar: Culture in Professional and Community Contexts
- WRT-4210: Professional Writing

Non-Classroom Learning

Students in the Applied Arts and Media major must earn 6 upper-division credits (typically 2 activities) of non-classroom learning related to their major. Non-classroom learning includes a diverse array of options, from internships to prior learning . Students are strongly encouraged to select internship placements relevant to their interests and career goals from Antioch's Internship Office, or to seek out a unique internship placement with the support and approval of Antioch's Internship Office. Similarly, students may consult with their faculty advisor about major-related prior learning projects, which not only deepen understanding around students' lived experiences, but can also save on tuition costs.

Capstone

Students must enroll in one of the following 3- or 4-credit capstone activities, typically in or near the student's final quarter. The Capstone should be directly connected to the student's major:

- LIB-4600: Capstone Community Service Learning: This is a one-term learning experience that is externally facing and engages students in a service project that benefits the community.
- LIB-4550: Senior Synthesis Seminar & Capstone: This capstone begins with a seminar during which students reflect on their undergraduate learning experience and build a portfolio that reflects their achievement of the program learning outcomes. During that seminar, students also propose and carry out an original project, their capstone.
- LIB-4610: Capstone Internship: This capstone involves students working in community through an internship or similar field experience that concludes with a reflective component that synthesizes their learning and connects the field experience to the overall undergraduate learning outcomes.

Applied Studies, BA

BA in Applied Studies
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

This Applied Studies major gives students who have earned at least 18 semester credits 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.

Applied Studies Requirements

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

Professional Core Curriculum

- MGT-3550: Leadership
- MGT-3830: Project Management and Cost/Scheduling

- MGT-4840: Ethical Issues in Management
- ENV-3501: Thinking in Systems

Professional Seminars

- COM-3600: Business Communications
- CRE-3300: Intercultural Conflict
- HUM-3600: Justice and Equity

Capstone

Take 3 credits of Senior Project

- PRO-4970: Senior Project

Applied Studies, BA

BA in Applied Studies
Location: AU Los Angeles and Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Applied Studies Major

The Applied Studies major gives students with technical training in a focused area the opportunity to build upon their previously acquired skills from careers and/or previous technical education. Students gain a broader perspective on their profession while gaining additional knowledge in areas such as communication, management, leadership, and the liberal arts. Students are also encouraged to develop a systems-thinking approach and to consider social and ethical issues related to their academic learning and professional interests.

Students completing the BA in Applied Studies degree demonstrate the ability to:

- Consider career, technical, and professional skills within a broader social and ethical context
- Demonstrate effective communication, leadership, and interpersonal skills that promote professional and personal growth
- Address obstacles in their field from multiple perspectives and offer strategies for problem solving

Breakdown of Major Requirements

- 27 minimum transfer credit in one cohesive technical or professional area

- 27 credits of upper division credits (50% of the major)
    - 9 credits of Major Core courses
    - 9 credits of Professional Competency courses
    - 6 credits of Non-Classroom Learning
    - 3 credits of Capstone (same options available to other undergraduates)

Major Core Courses

Students in the Applied Studies major must select 9 credits (3 courses) of major-related core courses, a selection of which is listed below:

- BUS-3000: Entrepreneurship
- BUS-3300: Business Finance
- BUS-3310: Business Planning and Development
- BUS-3390: Non-Profit Advancement
- BUS-3560: Case Studies in Business Ethics
- BUS-3730: Technology & Business
- BUS-4010: Foundations of Business Practice
- COM-3600: Business Communications
- MGT-3220: Leadership & Project Management
- MGT-3681: Management: Best Practices
- MGT-4310: Social and Ethical Issues in Management
- MKT-3550: Principles of Marketing
- MKT-3900: Social Media Marketing
- NPM-3250: Non-Profit Management

Professional Competency Courses

Students in the Applied Studies major must select 9 credits (3 courses) of the following courses:

- BUS-3990APS: Applied Studies Seminar: Tech, Self, Soc Self, and Society
- COM-3550: Intercultural Communication
- LDR-3990APS: Applied Studies Seminar: Leadership
- LDR-3991APS: Applied Studies Seminar: Group Dynamics
- SOC-3990: Applied Studies Seminar: Culture in Professional and Community Contexts
- WRT-4210: Professional Writing

Non-Classroom Learning

Students in the Applied Studies major must earn 6 upper division credits (typically 2 activities) of non-classroom learning related to their major. Non- classroom learning includes a diverse array of options, from internships to prior learning. Students are strongly encouraged to select internship placements relevant to their interests and career goals from Antioch's Internship Office, or to seek out a unique internship placement with the support and approval of Antioch's Internship Office. Similarly, students may consult with their faculty advisor about major-related prior learning projects, which not only deepen understanding around students' lived experiences, but can also save on tuition costs.

Capstone

Students must enroll in one of the following 3-credit capstone activities, typically in or near the student's final quarter. The Capstone should be directly connected to the student's major:

- Capstone Community Service Learning: This is a one-term learning experience that is externally facing and engages students in a service project that benefits the community.
- Capstone Internship: This capstone involves students working in community through an internship or similar field experience that concludes with an reflective component that synthesizes their learning and connects the field experience to the overall undergraduate learning outcomes.
- Senior Synthesis Seminar & Capstone: This capstone begins with a seminar during which students reflect on their undergraduate learning experience and build a portfolio that reflects their achievement of the program learning outcomes. During that seminar, students also propose an original project, their capstone. The capstone project is registered separately and most likely follows the seminar term, although they could be coincident for a student already engaged in a relevant project.

Applied Technology and Business Leadership, BS

BS in Applied Tech & Business Leadership
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

The Bachelor of Science in Applied Technology and Business Leadership gives students who have earned at least 18 semester credits 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 how they can consider ethical implications in a practical framework.

Applied Technology and Business Leadership Requirements

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

Professional Core Curriculum

- MGT-3550: Leadership
- MGT-3680: Accounting and Budgeting
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management

- MGT-4960: Organizational Behavior

Professional Seminars

- COM-3600: Business Communications
- CRE-3300: Intercultural Conflict
- HUM-3600: Justice and Equity

Capstone

Take 3 credits of Senior Project

- PRO-4970: Senior Project

Applied Technology and Business Leadership, BS

BS in Applied Technology and Business Leadership
Location: AU Santa Barbara and Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Applied Technology & Business Leadership Major

The Bachelor of Science in Applied Technology and Business Leadership gives students with technical skills an opportunity to develop business skills that will help them advance in their professional field. The major prepares students with practical business tools and a leadership perspective that they can apply to their own particular professional area. Antioch's unique focus places an emphasis on understanding how businesses and organizations can benefit from a social lens, and considers ethical implications in a practical framework.

Students completing this degree demonstrate the ability to:

- Use applied technology skills in a professional context while thinking critically about obstacles and their solutions from a leadership perspective
- Apply functional business tools while 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

Pathway to Graduate Management Programs

The Pathway (also known as Fast Track) offers qualified BS in Applied Technology and Business Leadership students the opportunity to save time and tuition costs while progressing from undergraduate to graduate studies in Antioch's fully online Master of Business Administration (MBA) program. Pathway students can take up to 9 semester credits/13.5 quarter credits of coursework that counts towards graduation requirements for both their bachelor's degree and their master's degree.

Breakdown of Major Requirements

- 27 minimum transfer credit in one cohesive technical or professional area
- 27 credits of upper division credits (50% of the major)
    - 9 credits of Major Core courses
    - 9 credits of Professional Competency courses
    - 6 credits of Non-Classroom Learning
    - 3 credits of Capstone (same options available to other undergraduates)

Major Core Courses

Students in the Applied Technology and Business Leadership major must select 9 credits (3 courses) of major-related core courses, a selection of which is listed below:

- BUS-3000: Entrepreneurship
- BUS-3300: Business Finance
- BUS-3310: Business Planning and Development
- BUS-3390: Non-Profit Advancement
- BUS-3560: Case Studies in Business Ethics
- BUS-3610: Global Economics
- BUS-3730: Technology & Business
- BUS-4010: Foundations of Business Practice
- COM-3600: Business Communications
- MAT-3810: Mathematical Thinking: Personal Financial Management
- MGT-3220: Leadership & Project Management
- MGT-3621: Management in the Multicultural Workplace
- MGT-3681: Management: Best Practices
- MGT-3741: Organizational Strategy & Culture
- MGT-4310: Social and Ethical Issues in Management
- MKT-3010: Applied Integrated Marketing Communication
- MKT-3020: Web Analytics

- MKT-3030: Consumer Behavior
- MKT-3550: Principles of Marketing
- MKT-3900: Social Media Marketing
- NPM-3250: Non-Profit Management

Professional Competency Courses

Students in the Applied Technology and Business Leadership major must select 9 credits (3 courses) of the following courses:

- BUS-3990APS: Applied Studies Seminar: Tech, Self, Soc Self, and Society
- COM-3550: Intercultural Communication
- LDR-3990APS: Applied Studies Seminar: Leadership
- LDR-3991APS: Applied Studies Seminar: Group Dynamics
- SOC-3990: Applied Studies Seminar: Culture in Professional and Community Contexts
- WRT-4210: Professional Writing

Non-Classroom Learning

Students in the Applied Technology and Business Leadership major must earn 6 upper division units (typically 2 activities) of Non-classroom Learning related to their major. Non-classroom Learning includes a diverse array of options, from internships to prior learning for credit to capstone courses that involve a direct connection with community. Students are strongly encouraged to select internship placements relevant to their interests and career goals from Antioch's Internship Office, or to seek out a unique internship placement with the support and approval of Antioch's Internship Office. Similarly, students may consult with their faculty advisor about major-related prior learning projects, which can not only deepen understanding around students' lived experiences, but also save on tuition costs.

Capstone

Students must enroll in one of the following 3- or 4-credit capstone activities, typically in or near the student's final quarter. The Capstone should be directly connected to the student's major:

- LIB-4600: Capstone Community Service Learning: This is a one-term learning experience that is externally facing and engages students in a service project that benefits the community.

- LIB-4550: Senior Synthesis & Capstone: This capstone begins with a seminar during which students reflect on their undergraduate learning experience and build a portfolio that reflects their achievement of the program learning outcomes. During that seminar, students also propose and carry out an original project, their capstone.
- LIB-4610: Capstone Internship: This capstone involves students working in community through an internship or similar field experience that concludes with a reflective component that synthesizes their learning and connects the field experience to the overall undergraduate learning outcomes.

Culturally Responsive Early Childhood Education, Certificate

Culturally Responsive Early Childhood Education, Certificate ("CRECE")
Location: AU Seattle
Credits for Certificate: 43 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 9 months
This program is designed to lead to state licensure.

Program Overview

This certificate program assists experienced early childhood educators in earning 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 nine-month certificate program involves 18 current learning credits: two writing classes, two reflective practice courses (focused on developing skills in critical thinking, communication, and articulating learning from practice), and two content courses on topics such as Neighborhood Environmental Science and Mental Wellness and Creative Expression. In addition, students are supported to prepare prior learning portfolios from which students can earn a minimum of 25, but up to 45 prior learning credits over the two quarters, for a possible overall certificate total of 63 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 25 prior learning credits.

The CRECE program is designed as a cohort of up to 24 students who move through the three quarters together with two instructors and 1 or 2 writing coaches. Classes are held on Saturdays and Sundays, approximately every other weekend, via synchronous Zoom.

This is a multilingual-friendly program, which will have at least one bi-lingual instructor per cohort. Live interpretation is provided for the second language designated for the cohort. In addition, some critical materials will be translated into the second language, and some assignments allowed in the second language. English, Spanish, Somali, Arabic and Tigrinya language cohorts are currently being offered. All students must speak and write some English in order to participate, and speakers of all languages are most welcome in any cohort.

Admission Requirements

Applicants to the Culturally Responsive Early Childhood Education - Certificate program 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, or home school certificate; CDA, "30 hours" certificate; or successful completion of CLEP tests; or completion of a continuing education or college course.

Plan of Study

First Quarter Courses

- ECE-2030CR: Reflective Practice in ECE I
- WRT-1000CR: Narrative Writing

Second Quarter Courses

- ECE-2031CR: Reflective Practice in ECE II
- WRT-1010CR: Expository Writing in ECE

Third Quarter Courses

Complete two the following courses in your third quarter:

- SCI-2200CR: Neighborhood Environmental Science

Course Equivalencies/Prior Learning Credits

Students select from among the following options to demonstrate up to 45 total prior learning credits via portfolio:

- ART-2070CR: Cultural Arts
- ECE-1050CR: Intro to Early Childhood Education
- ECE-1200CR: Practicum in Early Childhood Education
- ECE-1600CR: Curriculum Development
- ECE-1800CR: Language and Literacy Development
- EDU-1220CR: Working With Young Dual Language Learners
- EDU-1300CR: Guiding Behavior
- EDU-1320CR: Introduction to Culturally Relevant Anti -Bias Education
- EDU-1420CR: Supporting Children With Special Needs

- EDU-1500CR: Child, Family, and Community
- MAT-1030CR: Business Math
- SCI-2070CR: Science of Nutrition
- SPA-2050CR: Conversational Spanish
- SPA-2051CR: Narrative Writing in Spanish

Environmental Studies, Sustainability, and Sciences, BS

BS in Environmental Studies, Sustainability, and Sciences
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

This B.S. in Environmental Studies, Sustainability, and Sciences (ES3) degree prepares the next generation of environmental professionals. Students with some undergraduate credits transfer to Antioch University to complete their BS degree with engaging online courses and optional field study courses. Students are taught by diverse and engaged faculty with expertise and passion for sustainability, science, advocacy, and leadership. The BS ES3 program emphasizes practitioner preparation and service to new majority, first-generation, and BIPOC student populations.

Program Outcomes

- Understand complex physical and biological aspects of environmental issues
- Critically evaluate the social, economic, and political dynamics of environmental problems
- Analyze environmental challenges through interdisciplinary lenses
- Apply research methods to analyze environmental solutions
- Articulate humans' historical and ethical issues with the natural world
- Use systems thinking to conceptualize sustainable solutions and advocate for effective environmental problem solving that includes the voices of marginalized communities

Unique Aspects

Time is of the essence for environmental studies students to develop the tools to lead as global citizens, prioritizing the health of our planet's ecosystems. The world needs adept, flexible, creative, collaborative, culturally aware leaders, scientists, policy-makers, advocates, artists, philosophers and citizens. The BSES3 program emphasizes practitioner preparation including skills to integrate justice, equity, diversity and inclusion into their practice. Courses in the major include Conservation and Ocean Science, Environmental Health, Climate Justice and Advocacy, Environmental Economics, Environmental Ethics, Human Population and Global Poverty, and Environmental Justice and Advocacy. Our hope is together, we - students, faculty, staff and community members - build our capacity to serve in essential, eclectic roles for the good of the planet.

Students are expected to transfer in a minimum of 6 semester units, including:

1. An Introduction to Environmental Studies/ Environmental Science course from an accredited institution (if none, take SCI-3150 Environmental Science)
2. At least one additional Science course (Geology/Earth Science, Biology, Chemistry, Physics). Antioch options that could help satisfy this requirement would be SCI-4120 Conservation Science or SCI-4110 Ocean Science.

Plan of Study

Required Antioch Science Courses

- SCI-3150: Environmental Science
  (If not already used to fulfill required major course)
- SCI-4110: Ocean Science
- SCI-4120: Conservation Science

Required Major Courses

- SCI-3150: Environmental Science
  or Introduction to Environmental Studies
- PRO-4970: Senior Project

Major Electives

Complete 21 credits of major elective coursework.

- ENV-3600: Human Population and Global Poverty
- ENV-3700: Culture and Ecology
- ENV-4120: Environmental Ethics
- ENV-4130: Environmental Justice and Advocacy
- ENV-4205: Environmental Economics
- ENV-4220: Psychology and the Environment
- ENV-4250: Energy & US Environmental Policy
- ENV-4300: Environmental Health
- ENV-4500: Environmentally Sustainable Business Practices
- INTD-3350: Culture, Conflict and Social Research
- INTD-3510: Ecology, Technology & Society

Leadership Courses (Choose 1 Course)

- ENV-3501: Thinking in Systems
- MGT-3550: Leadership

Health Counseling and Psychology, BA

BA in Health Counseling and Psychology ("HCP")
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

The BA in Health Counseling and Psychology (HCP) is a professional preparation degree embedded within a liberal arts undergraduate framework. Students undertake foundational coursework in psychology, health sciences, mind-body integration, and counseling as well as basic research skills and clinical fieldwork toward understanding and promotion of psychological and physical health and wellbeing. The program addresses biological, social and behavioral factors of health, as well as how culture, geography, identity, experience, and support factor into physical wellness. Students completing the major will gain the following competencies in health counseling and psychology:

- 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 enhance biomedical approaches for promoting health and treating illness.
- Learn about the stress response, trauma, coping and resiliency and their impact on the etiology and course of 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, counseling methods and strength-based approaches can be applied to help individuals prevent, manage and cope with chronic illness, and increase motivation for positive changes.
- Learn and practice building support, and identify the physical and psychological benefits toward healing.

Upon completion of the BA in Health Counseling and Psychology, graduates will be prepared to work in the fast-growing applied healthcare sector in roles such as wellness coordinator, case manager, care coordinator, behavioral health specialist or residential site coordinator. HCP graduates will also be well-prepared to pursue graduate school; indeed many HCP graduates continue into an Antioch MA Psychology program.

Customization is Key

In the BA HCP 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 to shape their studies. Students build on earlier college work and on competencies learned at home, at work, through independent reading, collaboration with other students and community members, and volunteer activities.

Sample Capstone Projects:

- Volunteer or paid work in the field developing resources and connections for advocacy such as housing, dental care, or free activities.
- Create a health campaign around building awareness of neurodiversity for parents.
- Develop, prepare, and facilitate a peer-led support group.
- Design of an innovative program focusing support for community members who are transitioning from incarceration.

Major Coursework

The HCP major requires a minimum of 54 credits, 27 of which must be upper division. The major is comprised of required major coursework, two quarters of supervised field experience**,** electives, an optional emphasis area, a

senior/capstone project, and pathway courses (if accepted into an Antioch Psychology Master's program.)

Core Psychology Coursework (minimum 12 credits)

- PSYC-4940: Abnormal Psychology

Health Psychology Coursework (minimum 9 credits)

Counseling Coursework & Supervised Field Experiences (minimum 12 credits)

Electives, including:

- MAT-4030: Descriptive and Inferential Statistics
- PSY-4090: Research Design and Methodology

Human Development, BA

BA in Human Development
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 Months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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.

Professional Core Curriculum (36 Semester Credits)

- HCA-4000: Econ, Politics & Access in Healthcare
- HCA-4040: Gender & Multicult Issues in Health Care
- HDV-3600: Intro to Resilience and Posttraumatic Growth
- HDV-3900: Caring for the Aging
- HDV-4020: Child and Adolescent Development
- HDV-4030: Adult Development
- HDV-4140: Behavioral Physiology
- HDV-4195: Dying As a Stage of Life
- HDV-4200: Lives in Transition
- HDV-4210: Contemporary Family Patterns

- HDV-4230: Systemic & Generational Trauma
- HDV-4910: Ecology of Human Development
- HSA-4200: Human Services Systems and Grants
- HSA-4300: Issues of Poverty and Hunger In the US

Liberal Studies, Addiction Studies Concentration, BA

BA in Liberal Studies: Addiction Studies
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Addiction Studies Minor

Our Addiction Studies core curriculum fosters a global perspective regarding the impact of addiction on the individual, family, and community while engaging strength-based approaches to prevention, intervention, and treatment. Through the integration of theoretical understanding and experiential learning, students engaged in the Addiction Studies Concentration will gain a critical understanding of addiction and its social implications, as well as the ethical issues surrounding the addiction treatment profession.

Students must complete a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least one half of the credits counted toward the concentration be upper division.

Fast Track into the Graduate Psychology Program

Through the Fast Track program, eligible students may earn 9-12 quarter credits toward the Master of Arts in Psychology (MAP) Program during their final one or two quarters in the BA Program. Fast Track credits count towards graduation requirements for both the bachelor's degree and the master's degree, thus saving time and tuition costs.

Curriculum

Our courses are offered in rotation throughout the year and students are encouraged to build courses from the list below into their program of study. Students are also advised to take a broad range of coursework in the arts, humanities, psychology, science, philosophy, quantitative methods, history, and sociology, in order to gain additional understanding of the complexities that underlie addiction.

Concentration-related Core Courses

- ADS-3010: Addiction & Human Development
- ADS-3150: Group Facilitation for Addiction Counselors
- ADS-3310: Postmodern Approaches to Addiction Treatment
- PSY-3190: Ethics in Counseling and Psychotherapy
- PSY-4340: Contemporary Neuro-Psychology

Internships

Our Addiction Studies Concentration has established relationships with numerous clinical settings, social advocacy groups, and human service organizations throughout the Los Angeles area. Students in the Addiction Studies Concentration have the option of completing internship units to fulfill a portion of their Concentration requirement, and their overall credit requirement. These placements enable students to gain firsthand experience and to connect classroom learning with practical applications in the field.

Liberal Studies, Applied Psychology Concentration, BA

BA in Liberal Studies: Applied Psychology
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Liberal Studies, Applied Psychology - General Overview

The curriculum for the BA in Liberal Studies, with a concentration in Applied Psychology addresses the wide range of sub-disciplines within the psychology field, preparing you for whatever professional direction you choose to take and paying particular attention to diverse communities and practices.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Concentration-related Core Courses

The BA in Liberal Studies, concentration in Applied Psychology curriculum addresses the wide range of sub-disciplines within the psychology field, preparing you for whatever professional direction you choose to take and paying particular attention to diverse communities and practices.

- PSY-3330: Culture & Emotion
- PSY-3350: Psychopathology: the Nature of Mental Il
- PSY-3400: Theories of Personality
- PSY-3451: Contemporary Practices in Community Mental Health

- PSY-3470: Cognitive Psychology
- PSY-4340: Contemporary Neuro-Psychology

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- ADS-3010: Addiction & Human Development
- ADS-3150: Group Facilitation for Addiction Counselors
- ADS-3170: Counseling Addiction & Co-Occurring Disorders
- ADS-3310: Postmodern Approaches to Addiction Treatment
- CDE-3060: Media, Technology & Children
- CDE-3200: Parent Child Relationship in a Diverse Society
- CDE-3320: Adolescent Development
- MAT-4030: Descriptive and Inferential Statistics
- PSY-3020: Mindfulness
- PSY-3031: Origins of Psychodynamic Theory
- PSY-3080: Existential Psychology: Roots, Theory, and Practice
- PSY-3090: Abnormal Psychology
- PSY-3100: Global Perspectives on Stress
- PSY-3190: Ethics in Counseling and Psychotherapy
- PSY-3214: Somatic Awareness: Engaging the Body
- PSY-3218: Creative Arts Healing
- PSY-3270: Constructions of Masculinity in America
- PSY-3281: Psychology of Gender & Sexuality
- PSY-3310: Child Development
- PSY-3391: Positive Psychology
- PSY-3410: Transformation of Consciousness
- PSY-3460: Cross-Cultural Child Development
- PSY-3480: Learning and Memory
- PSY-3550: Healing From Trauma
- PSY-3680: Family Systems & Interventions
- PSY-3690: Adult Development & Aging
- PSY-3850: Adult Levels of Psycho-Sexual Development
- PSY-3800: Immigration & Trauma
- PSY-3831: Myth and the Psyche: Analysis of the Concept of Self
- PSY-4010: Embracing Neurodiversity
- PSY-4014: Trauma & Boundaries
- PSY-4018: Healthy Relationships & Emotional Regulation

- PSY-4090: Research Design and Methodology
- PSY-4110: Selected Research Issues in Ethical and Spiritual Development of Compassion
- PSY-4250: Global Approaches to Normal & Abnormal Psychology
- PSY-4640: Introduction to Postmodern Psychotherapies
- PSY-4910: Sex-Positivity and Social Justice

Liberal Studies, Arts and Literature Area Concentration, BA

BA in Liberal Studies: Arts & Literature
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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.

Elective coursework for concentration

Sample Capstone Projects:

- Completed the first draft of a science fiction novel
- Curated an art show
- Painted a series of portraits
- Staged a reading of one act of an original play

Liberal Studies, BA

BA in Liberal Studies
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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 a defined focus area. Students work with their advisor to develop an individualized learning plan including focus area requirements and electives.

Liberal Studies Concentration Courses (27 credits)

Design a degree plan to meet the minimum 27 credits needed.

Literature and Creative Writing Concentration Courses (27 Credits)

9 classes (27 semester credits) from LIT or COM areas.

Environmental Studies & Sustainability Concentration Courses (27 credits)

Any 9 of the 14 courses listed below (unless satisfied by transfer of an equivalent course):

- ENV-3501: Thinking in Systems

- ENV-3600: Human Population and Global Poverty
- ENV-3700: Culture and Ecology
- ENV-4120: Environmental Ethics
- ENV-4130: Environmental Justice and Advocacy
- ENV-4205: Environmental Economics
- ENV-4250: Energy & US Environmental Policy
- ENV-4300: Environmental Health
- ENV-4500: Environmentally Sustainable Business Practices
- INTD-3350: Culture, Conflict and Social Research
- MGT-3550: Leadership
- SCI-3150: Environmental Science
- SCI-4110: Ocean Science
- SCI-4120: Conservation Science

Management Concentration Courses (27 credits)

Any 9 of the 16 courses listed below (unless satisfied by transfer of an equivalent course):

- BUS-3720: Business Law
- BUS-3880: Contracting and Purchasing
- ENV-3501: Thinking in Systems
- HCA-4250: Fundamentals of Healthcare Administration
- HCA-4000: Econ, Politics & Access in Healthcare
- HCA-4040: Gender & Multicult Issues in Health Care
- HCA-4800: Experiential Learning in Healthcare Admin
- MGT-3550: Leadership
- MGT-3680: Accounting and Budgeting
- MGT-3830: Project Management and Cost/Scheduling
- MGT-3850: Quality Management
- MGT-3900: Human Resource Management
- MGT-4410: Economics (Micro and Macro)
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior

Liberal Studies, Business and Entrepreneurship Concentration, BA

BA in Liberal Studies: Business & Entrepreneurship
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Liberal Studies, Business & Entrepreneurship - General Overview

Whether you are preparing for entrepreneurship or looking to rise as a leader within an existing organization, AUSB's Business and Entrepreneurship concentration provides students with the broad knowledge they need to tackle diverse and complex issues within the business world, pursue successful leadership careers in a variety of professional settings, and be at the forefront of socially just and ethical practices. Put your own ideas into action and launch the business endeavors you've always dreamed of attaining.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Concentration-related Core Courses

Coursework in this concentration will explore topics in a social, ethical, political, and global context, paying particular attention to sustainable practices and global stewardship.

- BUS-3000: Entrepreneurship
- BUS-3300: Business Finance
- BUS-3310: Business Planning and Development
- BUS-3610: Global Economics
- MGT-3220: Leadership & Project Management
- MGT-3230: Managing in a Global Environment
- MGT-3681: Management: Best Practices
- WRT-4210: Professional Writing

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- BUS-3241: Special Topics in Business
- BUS-3560: Case Studies in Business Ethics
- BUS-3730: Technology & Business
- BUS-3741: Organizational Strategy and Development
- BUS-3990APS: Applied Studies Seminar: Tech, Self, Soc Self, and Society
- BUS-4010: Foundations of Business Practice
- BUS-4410: Community Problem Solving: Confronting Challenges in Local Communities
- MGT-3220: Leadership & Project Management
- MGT-3621: Management in the Multicultural Workplace
- MGT-3650: Responsible Management and Global Sustainability
- MGT-4310: Social and Ethical Issues in Management
- NPM-3250: Non-Profit Management

Liberal Studies, Business and Management Studies Concentration, BA

BA in Liberal Studies: Business and Management Studies
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Business and Management Studies Major and Minor Areas of Concentration

The Business and Management Studies Concentration (BMS) at AULA is designed to equip students with the necessary skills and knowledge to navigate the complexities of the global economy while addressing pressing issues such as diversity, sustainability, and the role of technology in business. Interdisciplinary course work in the theory and practice of socially responsible business management prepares students for careers as entrepreneurs and managers of small businesses and corporations, as well as public and nonprofit organizations.

The curriculum emphasizes leadership, ethics, and economics within a social justice framework. Students are prepared to become leaders and agents of change in community-based organizations, businesses, and local community initiatives, applying management principles in ways that promote equity, accountability, and collective well-being.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least one half of the credits counted toward the concentration be upper division.

Pathway to Antioch University Master of Business Administration (MBA) Program

The Pathway (also known as Fast Track) offers qualified Business and Management Studies students the opportunity to save time and tuition costs while progressing from undergraduate to graduate studies in Antioch's fully online Master of Business Administration (MBA) program. Pathway students can take up to 9 semester credits/13.5 quarter credits of courses that count towards graduation requirements for both their bachelor's degree and their master's degree.

Concentration-related Core Courses

Students in the Business and Management Studies Concentration are advised to build the following core courses into their programs of study to the extent that scheduling allows.

- BUS-3300: Business Finance
- BUS-3530: Internship
- BUS-3585: Management Best Practices
- BUS-4010: Foundations of Business Practice
- LDR-3990APS: Applied Studies Seminar: Leadership
  OR LDR-4050: Psychology of Leadership
- MGT-4310: Social and Ethical Issues in Management
- MKT-3550: Principles of Marketing

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- BUS-3610: Global Economics
- BUS-3720: Business Law
- MGT-3230: Managing in a Global Environment
- MGT-4860: Strategic Human Resources Management and Leadership
- MKT-3900: Social Media Marketing

Internships

Students should incorporate at least one internship into the design of their program of study in consultation with their advisor. Students can select an

internship site from pre-existing opportunities available through Antioch, or propose a new internship site related to their particular interests and goals. An internship could also entail developing new learning in the student's current job setting for activities such as designing a training program, implementing new management information systems, or researching alternative means for marketing a new product.

- BUS-3530: Internship

Liberal Studies, Child Development and Education Concentration, BA

BA in Liberal Studies: Child Development and Education
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Liberal Studies, Child Development & Education - General Overview

The Child Development & Education concentration weaves a cohesive understanding of child development (from birth through adolescence), family systems, and social contexts to prepare culturally responsive 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.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Concentration-related Core Courses

At AUSB, we focus on child advocacy, cultural context, and global current affairs to prepare you for the diverse and complex issues that educators face every day. Course subjects include psychology, child and adolescent development, early childhood education, and additional liberal arts disciplines.

- CDE-3040: Emerging Models of Childhood Education Through a DEI Lens
- CDE-3060: Media, Technology & Children
- CDE-3080: Spec Education: Response to Intervention
- CDE-3200: Parent Child Relationship in a Diverse Society
- CDE-3320: Adolescent Development
- PSY-3470: Cognitive Psychology
- PSY-3480: Learning and Memory

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- PSY-3460: Cross-Cultural Child Development
- PSY-4010: Embracing Neurodiversity

Liberal Studies, Creative Writing Concentration, BA

BA in Liberal Studies: Creative Writing
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Creative Writing Major and Minor Areas of Concentration

The Creative Writing concentration encourages students to explore literary expression in order to achieve greater proficiency in their own craft. Since creative writing is a highly rigorous practice with a history of diverse conventions, methods, and forms, the concentration also encourages students to learn a critical vocabulary for talking about and reflecting on texts. Creative Writing students are encouraged to gain a strong familiarity with the literature of various genres as a means of expanding their appreciation of the complexities of language. The concentration introduces students to elements such as language, form and expression, theory and literary models, and practical concerns shared by working writers. Creative Writing students are encouraged to experiment with form by blurring the lines between traditional genres as well as working in multi-generic modes and considering alternate narrative strategies. AULA's Creative Writing concentration is distinguished by its emphasis on the ethical import of language and story, attention to the socio-political context within which work is produced, and the role of the writer in society.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Students in the Creative Writing Concentration develop and demonstrate the following:

1. **The craft of writing in multiple genres.** This objective encourages students to explore literary expression in order to achieve greater proficiency in their own craft as writers. The practice of writing in multiple genres introduces students to different forms of creative writing, including (but not limited to) fiction, creative nonfiction, poetry, screenwriting, and the blurring of genres often found in more experimental forms of creative writing.
2. **The ability to do a close reading of literature.** This objective cultivates students' ability to examine the craft of other writers (both historical and contemporary), looking at formal elements of the work, including language, character, story, theme, rhythm, and tone. Exposure to different styles and content often expands a writer's own sense of voice, style, and creative interests. Identifying literary models among historical and contemporary writers can also help students begin to understand the work within a context of time, place, and culture.
3. **The ability to analyze writers' roles in local and global communities.** This objective calls upon students to consider the impact of creative writing on our world. Students are encouraged to consider the importance of writers in community, society, and culture. In doing so, students may consider political issues that affect writers, such as censorship, the role of activist literature, independent versus corporate publishing and bookselling, and the inclusion of previously marginalized voices. Students are also called to consider personal responsibilities in their work, such as questions of representation, identification of self in society, agency, and considerations of truth in writing.
4. **The ability to apply creative writing professional skills.** These skills include the ability to comment on the work of other writers, participate in a writing community, and apply best practices of editing. These abilities help establish the foundation for professional effectiveness and continued academic study.

Curriculum

The core curriculum serves as a guide to students in the concentration for establishing a strong foundation in the theory and practice of creative writing. The

faculty strongly recommends that Creative Writing students take as many of the core courses as possible during their enrollment. Creative Writing students are also advised to take a broad range of liberal arts courses in literature, the arts, humanities, business, psychology, philosophy, and history in addition to the courses listed above.

Concentration-related Core Courses

- CIN-3290: The Art of Screenwriting
- CRW-3090: The Art of Fiction
- CRW-4900: Multi-Genre Creative Writing Workshop (repeatable for credit)*
- ENG-3530: Internship
- LIT-3720: Journeys in Creative Nonfiction
- LIT-4370: Special Topics in Contemporary Literature (repeatable for credit)*

Electives

- CRW-3260: Urban Adventures: Re-Writing Urban Space
- CRW-3630: Works in Progress: Poetry Discussion Group
- LIT-3550: Trauma Memoir
- LIT-3830: Psychology of Women Through Literature and Film
- LIT-3910: Blackness & Identity in Nonfiction
- LIT-4370: Special Topics in Contemporary Literature
- SPR-3400: Spiritual Writing: Epiphanies and Soul J Perspectives

Internships

Creative Writing concentration students may take advantage of an array of internship opportunities. Community partners such as 826LA, Reading Partners, and Writopia are engaged in creative writing education and literacy with a social justice lens, including First Amendment advocacy, and production of public literary events. Internships in these areas provide opportunities for Creative Writing students to extend their practice beyond the discipline of writing into the larger community where they have the opportunity to facilitate the emergence of the voices of others. Students may also gain practical experience in the day-to-day operations of literary publication by serving on the editorial board of Two Hawks Quarterly, an online journal sponsored by the AULA Undergraduate Studies department. Students who have written professionally prior to their

matriculation may be eligible to receive credit for college-level learning through prior learning projects.

Fast Track into the MFA in Creative Writing Program

The Fast Track offers qualified Creative Writing students the opportunity to save time and tuition costs while progressing from the undergraduate program to Antioch's low residency Master of Fine Arts in Creative Writing program. Fast Track students take 12 semester credits/18 quarter units of courses that count towards graduation requirements for both their bachelor's degree and their MFA in Creative Writing.

Liberal Studies, Education Concentration, BA

BA in Liberal Studies: Education
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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, the need for equity, justice and systems reforms and a student-centered focus throughout all forms and levels of education. Students with an education concentration may be early childhood educators or paraeducators 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.

Possible coursework for concentration

- SOJ-3014: Freedoms & Unfreedoms in US History
- SOJ-3016: Narrating Change: Stories for Collective Action
- EDUC-5110: Curriculum Studies & Reflective Practice
- EDUC-5460: Leadership and Reform
- EDUC-6442: Becoming a Race-Conscious Educator
- EDUC-5040: Diversity and Equity
- EDUC-6710: Adult Teaching & Learning Frameworks
- EDUC-6721: Professional Opportunities in Education
  **With advisor and MA chair permission, BA students can include certain graduate Education courses in their programs.*

Sample Capstone Experiences:

- Create a syllabus for a college course
- Develop a peer mentoring program for youth
- Work with nonprofits to create art, theatre and dance programs in local schools.

Liberal Studies, Environmental Studies Concentration, BA

BA in Liberal Studies: Environmental Studies
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Liberal Studies, Environmental Studies - General Overview

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.

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).

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Concentration-related Core Courses

The Environmental Studies concentration explores numerous disciplines, including global studies, psychology, business, and multiculturalism, within experiential and engaging coursework.

- ENV-3010: Environmental Justice & Advocacy

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- ENV-3022: Sacred Botany: Re-Seeing the Plant Kingdom
- ENV-3640: The Climate Crisis: Root Causes and Remedies
- ENV-4200: Environmental Health & Justice: Principles, Policies and Practice
- PSY-4024: Ecopsychology
- SCI-3352: Introduction to Earth System Science

Liberal Studies, Leadership and Sustainable Business Concentration, BA

BA in Liberal Studies: Leadership and Sustainable Business
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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.

Possible coursework for concentration

- MGT-3681: Management: Best Practices
- MGT-3850: Quality Management
- MGT-4960: Organizational Behavior
- SOJ-3016: Narrating Change: Stories for Collective Action

Sample Capstone Experiences:

- 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
- 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

Liberal Studies, Liberal Arts Concentration, BA

BA in Liberal Studies: Liberal Arts
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Liberal Studies, Liberal Arts - General Overview

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.

Plan of Study

The Liberal Arts concentration is the most flexible with no prerequisites and ample course options 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.

Liberal Studies, Psychology and Counseling Concentration, BA

BA in Liberal Studies: Psychology and Counseling
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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.

Possible coursework for concentration

- PSYC-3218: Creative Arts Healing
- PSYC-4250: Neuropsychology
- PSYC-4940: Abnormal Psychology

Sample Capstone 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
- 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

Liberal Studies, Psychology Concentration, BA

BA in Liberal Studies: Psychology
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Psychology Major and Minor Areas of Concentration

The BA in Liberal Studies Psychology Concentration began at Antioch with the university's inception in 1972. Since that time, the Concentration has provided AULA's diverse adult-learner population with a comprehensive and cutting-edge education in psychological theory and practice, while emphasizing the core issues of social justice and intercultural studies. Our curriculum continues to train students in numerous areas within the field of psychology, including clinical work and counseling, case management, diverse approaches in psychology, and treatment and recovery from addictive behaviors. Additionally, students receive preparation for graduate studies as well as a variety of related careers, in education, nonprofit work, community organizing, and social work.

Students must complete a minimum of 40 credits for a Major Area of Concentration, and a minimum of 20 credits for a Minor Area of Concentration. The faculty recommends that at least half of the credits counted toward the concentration be upper division.

Fast Track into the Graduate Psychology Program

Through the Fast Track program, eligible students may earn 9-12 quarter credits toward the Master of Arts in Psychology (MAP) Program during their final one or two quarters in the BA Program. Fast Track credits count towards graduation

requirements for both the bachelor's degree and the master's degree, thus saving time and tuition costs.

Curriculum

Our core curriculum falls into the following four categories, with courses offered in regular rotation. Students in the Psychology Concentration are advised to build these courses into their programs of study to the extent that scheduling allows, with the two identified "gateway" courses - HUM-3710 The Politics of Psychology and PSY-3271: Critical Psychology - highly recommended for all psychology students.

Psychologies in Context

- HUM-4730: Psychedelics Revisioned: The Cultural Politics of Consciousness
- PSY-3271: Critical Psychology
- PSY-4024: Ecopsychology
- PSY-4910: Sex-Positivity and Social Justice

Integrated Theories

- PSY-3190: Ethics in Counseling and Psychotherapy
- PSY-3214: Somatic Awareness: Engaging the Body
- PSY-3580: Community Psychology: Context and Change
- PSY-4250: Global Approaches to Normal & Abnormal Psychology

Applied Theories

- PSY-3080: Existential Psychology: Roots, Theory, and Practice
- PSY-3110: Contemporary Modes of Counseling
- PSY-3218: Creative Arts Healing
- PSY-3550: Healing From Trauma
- PSY-3680: Family Systems & Interventions
- PSY-4640: Introduction to Postmodern Psychotherapies

Empirical Foundations

- MAT-4030: Descriptive and Inferential Statistics
- PSY-3090: Abnormal Psychology
- PSY-4090: Research Design and Methodology

- PSY-4220: Neuropsychology

Electives

- HUM-3940: Madness in American History and Film
- PSY-3281: Psychology of Gender & Sexuality
- PSY-3330: Culture & Emotion
- PSY-3690: Adult Development & Aging
- PSY-3850: Adult Levels of Psycho-Sexual Development
- PSY-3920B: Documentary Film & the American Psyche
- PSY-4014: Trauma & Boundaries

Internships

Our Psychology Concentration has established relationships with numerous clinical settings, social advocacy groups, and human service organizations throughout the Los Angeles area. Students in the Psychology Concentration have the option of completing internship credits to fulfill a portion of their Concentration requirement and their overall credit requirement. These placements enable students to gain firsthand experience and to connect classroom learning with practical applications in the field.

Fast Track into the Graduate Psychology Program

Through the Fast Track program, eligible students may earn 9-12 quarter units toward a Master of Arts in Psychology (MAP) Program during their final one or two quarters in the BA Program. Fast Track units count towards graduation requirements for both the bachelor's degree and the master's degree, thus saving time and tuition costs.

Additional Info

In accordance with American Psychological Association (APA) recommendations, students in the Psychology Concentration are advised to take a broad range of liberal arts courses. Specifically, the APA recommends courses in the arts, humanities, science, philosophy, and quantitative methods in addition to psychology.

Liberal Studies, Queer Studies Concentration, BA

BA in Liberal Studies: Queer Studies
Location: AU Los Angeles
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Antioch Core courses, and a Capstone experience. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Queer Studies: Minor Area of Concentration

Queer Studies is an interdisciplinary field that emerged from feminist, LGBT+, and HIV/AIDS activism, in combination with postmodern thought and practice. Consequently, the Queer Studies Minor Concentration combines interdisciplinary academic study with opportunities for community, social, and political engagement and activism. Academically, Queer Studies focuses on a wide range of issues related to the lives of Queer, Non-Binary, and LGBT+ identified persons, situating them within larger historical and cultural contexts concerned with the social production and political regulation of bodies, identities, sex, sexuality, and gender. Queer Studies fosters resistance, resilience, analysis, and creative engagement in the ongoing work of social justice for Gender-Sexual-Minorities and the world at large.

Curriculum

The Queer Studies Minor requires 20 units of study in related course work and internships, with options for independent study.

Concentration-related Core Courses

- HUM-4040: Queer Theory

- PSY-4910: Sex-Positivity and Social Justice

Electives

Elective courses and workshops offered throughout the academic year include:

- HUM-3902: Queering Spiritual Activism: Anzaldua's Inner Work and Social Change
- PSY-3271: Critical Psychology
- PSY-3932: Transgender Identities: a Multicultural View of Gender Variance
- SOC-3480A: Gay & Lesbian History Through Documentary Film

Internships

Queer Studies students are encouraged to get involved in Community-based Learning by doing internships at local organizations. Past internship placements have included the following sites: APLA Health, Being Alive, Brave Trails, Foothill AIDS Project, Lifeworks, Los Angeles LGBT Center, Minority AIDS Project, One National Gay & Lesbian Archives, Outfest, Outwords Archive, and Queer Works.

Additional Info

As a field of study rooted in a history of social engagement and activism, Queer Studies courses benefit all students regardless of their area of concentration and/or career path. Students learn how histories of oppression and resistance inform the present in a variety of areas, including housing, employment, education, and health care. They learn how theory and practice dialectically inform one another. They learn to view the world through a Queer framework, and how to queer education, professions, creativity, culture, relationships, institutions, and politics. Queer Studies courses affirm LGBT+ and Queer students, providing supportive learning environments and experiences that promote personal, professional, and political growth. Courses are taught by faculty in solidarity with LGBT+, Non-Binary, and Queer students, and their allies.

Liberal Studies, Spiritual Studies Concentration, BA

BA in Liberal Studies: Spiritual Studies
Location: AU Seattle
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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.

Sample Capstone 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
- 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

Management, BA

BA in Management
Location: AU Online
Credits for Degree: 120 semester credits
Standard Mode of Instruction: Online
Standard time to completion: 36 months

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

Program Overview

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).

Professional Core Curriculum

- BUS-3720: Business Law
- ENV-3501: Thinking in Systems
- MGT-3550: Leadership
- MGT-3680: Accounting and Budgeting
- MGT-3900: Human Resource Management
- MGT-4780: Strategic Marketing
- MGT-4840: Ethical Issues in Management
- MGT-4960: Organizational Behavior

Community Leadership Emphasis (12 credits)

Any 4 of the 12 courses listed below:

- COM-4325: Community Activism in a Digital Age
- CRE-3300: Intercultural Conflict
- CRE-3600: Conflict Inside of Organizations
- CRE-4300: Politics, Power and Conflict
- HSA-4300: Issues of Poverty and Hunger In the US
- HUM-3600: Justice and Equity
- INTD-3350: Culture, Conflict and Social Research
- MGT-4600: Social Enterprise
- MGT-4780: Strategic Marketing
- SOJ-4525: Community Engagement & Service Learning

Health & Human Services Emphasis (12 credits)

Any 4 of the 10 courses listed below:

- CRE-3500: Identity and Conflict Analysis
- ENV-4300: Environmental Health
- HCA-4000: Econ, Politics & Access in Healthcare
- HCA-4040: Gender & Multicult Issues in Health Care
- HSA-4200: Human Services Systems and Grants
- HSA-4300: Issues of Poverty and Hunger In the US
- HCA-4250: Fundamentals of Healthcare Administration
- HCA-4800: Experiential Learning in Healthcare Admin
- SOJ-4525: Community Engagement & Service Learning

Individualized Emphasis (12 credits)

Any 4 courses, approved by Advisor & Chair

Management, BA

BA in Management
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to completion: 36 months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Management - General Overview

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.

Within the Management major, students can add optional emphases in the following areas: Communication, Entrepreneurship, Globalization, and Marketing. Students can also design their own emphasis provided that appropriate coursework is available on that topic. Adding emphases give students the opportunity to focus on studying areas within Management that might be of particular interest to them.

Students must complete a minimum of 54 quarter credits in management for a major. At least 27 of those credits need to be upper-division coursework.

Management Minor

Students must complete a minimum of 24 quarter credits in management for a minor. At least 12 of those credits need to be upper-division coursework.

Major-related Core Courses

Our program builds on your experience, teaching immediately-applicable skills for a wide variety of business functions, including marketing, human resources, general management, and project management.

- BUS-3300: Business Finance
- MGT-3681: Management: Best Practices

Communication

Choose at least 6 quarter units:

- COM-3550: Intercultural Communication
- WRT-4210: Professional Writing

Entrepreneurship

Choose at least 6 quarter units:

- BUS-3000: Entrepreneurship
- BUS-3310: Business Planning and Development
- BUS-3390: Non-Profit Advancement

Globalization

Choose at least 6 quarter units:

- BUS-3610: Global Economics
- MGT-3230: Managing in a Global Environment
- MGT-3650: Responsible Management and Global Sustainability

Marketing

Choose at least 6 quarter units:

- COM-3740: Advertising & Culture
- MKT-3010: Applied Integrated Marketing Communication
- MKT-3020: Web Analytics
- MKT-3030: Consumer Behavior

- MKT-3060: Advanced Public Relations
- MKT-3140: Video Marketing
- MKT-3900: Social Media Marketing

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- BUS-3730: Technology & Business
- BUS-3741: Organizational Strategy and Development
- BUS-4010: Foundations of Business Practice
- MGT-3220: Leadership & Project Management
- MGT-3621: Management in the Multicultural Workplace
- MGT-4310: Social and Ethical Issues in Management
- NPM-3250: Non-Profit Management

Psychology, BA

BA in Psychology
Location: AU Santa Barbara
Credits for Degree: 180 quarter credits
Standard Mode of Instruction: Flexible
Standard time to cGompletion: 36
months

**Actual time to completion ranges from 9 to 36 months, depending on the number of transfer credits.*

General Degree Requirements

All Antioch University undergraduates must meet general education requirements in the areas of Liberal Arts (called Domains of Knowledge), Academic Writing, and Mission-core classes. See the Undergraduate Studies: General Degree Requirements page for an explanation of undergraduate general education requirements.

BA in Psychology - General Overview

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.

Students must complete a minimum of 54 quarter credits in psychology for a major. At least 27 of those credits need to be upper-division coursework.

Psychology Minor

Students must complete a minimum of 24 quarter credits in psychology for a minor. At least 12 of those credits need to be upper-division coursework.

Major-related Core Courses

Our courses are offered in rotation throughout the year and students are encouraged to build core and elective courses from the list below into their

program of study. Students are also advised to take a broad range of coursework

in the arts, humanities, psychology, science, philosophy, quantitative methods, history, and sociology.

- MAT-4030: Descriptive and Inferential Statistics
- PSY-3400: Theories of Personality
- PSY-4090: Research Design and Methodology
- PSY-4340: Contemporary Neuro-Psychology

Development & Aging

Choose at least 1 course (3 quarter units):

- CDE-3320: Adolescent Development

Learning & Cognition

Choose at least 1 course (3 quarter units):

- PSY-3480: Learning and Memory
- PSY-3470: Cognitive Psychology

Social & Community

Choose at least 1 course (3 quarter units):

- PSY-3451: Contemporary Practices in Community Mental Health
- PSY-3845: Social Psychology

Contemporary Issues in Culture & Practice

Choose at least 1 course (3 quarter units):

- PSY-3020: Mindfulness
- PSY-3100: Global Perspectives on Stress
- PSY-3140: Conflict Management: Nature and Cause of Conflict
- PSY-3200: Counseling Theory & Technique
- PSY-3281: Psychology of Gender & Sexuality
- PSY-3330: Culture & Emotion
- PSY-3410: Transformation of Consciousness
- PSY-3391: Positive Psychology
- PSY-3550: Healing From Trauma
- PSY-3680: Family Systems & Interventions

Electives

In addition to the core courses listed above, an array of elective courses is offered each quarter. A representative sampling of elective course offerings includes:

- ADS-3010: Addiction & Human Development
- ADS-3150: Group Facilitation for Addiction Counselors
- ADS-3170: Counseling Addiction & Co-Occurring Disorders
- ADS-3310: Postmodern Approaches to Addiction Treatment
- CDE-3060: Media, Technology & Children
- CDE-3200: Parent Child Relationship in a Diverse Society
- PSY-3031: Origins of Psychodynamic Theory
- PSY-3080: Existential Psychology: Roots, Theory, and Practice
- PSY-3090: Abnormal Psychology
- PSY-3190: Ethics in Counseling and Psychotherapy
- PSY-3214: Somatic Awareness: Engaging the Body
- PSY-3218: Creative Arts Healing
- PSY-3310: Child Development
- PSY-3460: Cross-Cultural Child Development
- PSY-3690: Adult Development & Aging
- PSY-3800: Immigration & Trauma
- PSY-3831: Myth and the Psyche: Analysis of the Concept of Self
- PSY-3850: Adult Levels of Psycho-Sexual Development
- PSY-4010: Embracing Neurodiversity
- PSY-4014: Trauma & Boundaries
- PSY-4018: Healthy Relationships & Emotional Regulation
- PSY-4110: Selected Research Issues in Ethical and Spiritual Development of Compassion
- PSY-4250: Global Approaches to Normal & Abnormal Psychology
- PSY-4280: Health Psychology & Promotion
- PSY-4640: Introduction to Postmodern Psychotherapies
- PSY-4910: Sex-Positivity and Social Justice

Graduate School of Nursing and Health Professions

Division of Health Professions

Allied Health, Exercise and Health Science, MS

MS in Allied Health: Exercise and Health Science
Location: AU Online
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The Master of Science in Allied Health with a concentration in **Exercise and Health Science** is a transformative graduate program that prepares students to become leaders in health promotion, disease prevention, and wellness equity. This degree integrates the science of human performance and physical wellness with a commitment to advancing health equity in underserved and marginalized communities.

Rooted in a mission of social responsibility, the program emphasizes the role of exercise science as a vehicle for health justice. Students explore the complex relationship between physical activity, chronic disease, and systemic health disparities, gaining the skills to design inclusive, culturally-responsive interventions that address the needs of diverse populations.

Through a curriculum that blends advanced coursework in physiology, kinesiology, and public health with applied research and community engagement, students are empowered to create and lead programs that promote wellness, reduce health disparities, and advocate for equitable access to preventive care.

Key Features:

- Emphasis on social determinants of health and culturally-competent care
- Experiential learning through service-based practicum
- Applied research opportunities focused on physical activity and underserved populations

Graduates of this program are equipped to lead in clinical, academic, community, and policy settings-bringing evidence-based exercise and health science practices to populations that have historically been overlooked or underserved. Whether pursuing careers in health education, rehabilitation, wellness program development, or public health advocacy, alumni of this program are prepared to be agents of change and champions of justice for **the common good**.

Mission: To prepare competent health professionals who self-reflect on personal values and bias to embrace the diversity and value of all humanity and become catalysts for healthcare change through the lens of social justice.

Licensure: There is no national licensure required in this program.

Plan of Study

Core Courses

- AHLTH-5000: Research Design
- AHLTH-5050: Allied Healthcare Administration
- AHLTH-5100: Racism: Beyond Black and White
- AHLTH-5220: Evidence-Based Practice and Informatics I
- AHLTH-5230: Leadership and Advocacy in Policy and Healthcare Organization
- AHLTH-5300: Program Planning and Evaluation

Exercise & Health Science Specialization Courses

- AHLTH-5150: Advanced Strength and Conditioning
- AHLTH-6450: Foundations and Theory of Health Behavior
- AHLTH-6900: Practicum I
- AHLTH-6901: Advanced Practicum

Allied Health, Healthcare Administration, MS

MS in Allied Health: Healthcare Administration
Location: AU Online
Credits for Degree: 30 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The Master of Science in Allied Health with a concentration in **Healthcare Administration** (MSAH) is designed for individuals who aspire to become transformative leaders in the healthcare sector, committed to advancing equity, ethical practice, and community well-being. This program combines rigorous training in healthcare management, policy, and research with an emphasis on social determinants of health, health equity, and advocacy for vulnerable populations.

Grounded in the values of compassion, service, and justice, the curriculum prepares graduates to address systemic disparities in healthcare access and outcomes. Students learn to implement data-driven strategies, lead mission-driven organizations, and influence policy from a framework of ethical responsibility and cultural humility.

Through experiential learning opportunities, and case studies, students gain practical skills in organizational leadership, policy development, and inclusive health systems design. Graduates are prepared to take on leadership roles in hospitals, public health agencies, nonprofit organizations, and policy institutions, where they can drive meaningful change at both the local and national levels.

Key Features:

- Focus on ethical leadership and health equity
- Courses in health policy, management, and research
- Fieldwork and practicum experiences with mission-driven organizations
- Opportunities for advocacy, community engagement, and policy impact
- Capstone project addressing a real-world social justice issue in healthcare

This MSAH program empowers students to not only manage healthcare organizations effectively but also to lead with a commitment to justice, compassion, and **the common good**.

Mission: To prepare competent health professionals who self-reflect on personal values and bias to embrace the diversity and value of all humanity and become catalysts for healthcare change through the lens of social justice.

Licensure: There is no national licensure required in this program.

Plan of Study

Core Courses

- AHLTH-5000: Research Design
- AHLTH-5050: Allied Healthcare Administration
- AHLTH-5100: Racism: Beyond Black and White
- AHLTH-5220: Evidence-Based Practice and Informatics I
- AHLTH-5230: Leadership and Advocacy in Policy and Healthcare Organization
- AHLTH-5300: Program Planning and Evaluation

Healthcare Administration Specialization Courses

- AHLTH-5500: United States Healthcare Policy
- AHLTH-6510: Ethical Healthcare Leadership

Healthcare Administrative Elective

- AHLTH-5200: Social Determinants of Health
  OR
- AHLTH-5400: Emergency Preparedness and Emergency Management

Master's Thesis

- AHLTH-6960: Capstone

Athletic Training, MS

MS in Athletic Training
Location: AU Online
Credits for Degree: 56 semester credits
Standard Mode of Instruction: Flexible
Standard time to completion: 24 months

Program Overview

The Master of Science in Athletic Training (MSAT) combines a liberal education base with professional academic and clinical experiences necessary to qualify a student to sit for the Board of Certification examination. The clinical experiences will involve, but not be limited to, assignments from the collegiate, high school, clinical, pediatric, geriatric, recreational, theater, equine and other unique settings. The inclusiveness of these experiences is designed to help produce a well-rounded athletic trainer, one who is genuinely concerned about the health and well-being of many different types of physically active individuals.

Antioch University's Master of Science in Athletic Training program is designed for aspiring athletic trainers who want to excel in a dynamic and growing field. This innovative program equips students with the essential clinical skills, evidence-based practices, and critical thinking necessary to provide high-quality care to athletes and active individuals across various settings.

The MSAT program emphasizes hands-on experience through clinical placements, allowing students to apply their knowledge in real-world environments, including schools, sports teams, and healthcare facilities. With a focus on injury prevention, assessment, rehabilitation, and performance enhancement, graduates will be well-prepared to meet the demands of athletic training and improve the health and wellness of their communities.

Year one courses are hybrid, offered online and on the Otterbein University campus in Westerville, Ohio. In year two, online learning options offer flexibility, making it easier to balance your education with personal and professional commitments. You will engage in collaborative learning with a diverse group of peers and experienced faculty, fostering an enriching educational experience that promotes teamwork and communication skills essential for success in athletic training.

The MSAT program at Antioch University is dedicated to addressing the challenges of health disparity and promoting social justice in sports and healthcare. Through our partnership with Otterbein University, known for its

strong health and wellness programs, students will benefit from a curriculum that combines academic rigor with practical application, preparing them to be compassionate and effective leaders in the field of athletic training.

Join us at Antioch University to advance your career and make a meaningful impact in the lives of athletes and active individuals.

Plan of Study

Core Courses

- AHLTH-5000: Research Design
- AHLTH-5150: Advanced Strength and Conditioning
- AHLTH-5230: Leadership and Advocacy in Policy and Healthcare Organization
- ATR-5010: Clinical Anatomy and Functional Assessment
- ATR-5025: Evidence Based Research and Healthcare Informatics in Athletic Training
- ATR-5110: Orthopedic Assessment 1: Lower Extremity
- ATR-5120: Orthopedic Assessment 2: Upper Extremity
- ATR-5210: Acute Care and Emergency Response
- ATR-5220: Complex Emergencies and Critical Interventions
- ATR-5300: Applied Therapeutic Interventions
- ATR-5301: Applied Therapeutic Interventions Lab
- ATR-5500: Biomechanics and Rehab Biomechanics and Rehabilitation Strategies
- ATR-5501: Biomechanics and Rehabilitation Strategies Lab
- ATR-6000: Medical and Pharmacological Conditions In Athletic Training
- ATR-6100: Organization and Management in Athletic Training

Athletic Training Clinical Courses

- ATR-5410: Clinical Experience I: Lower Extremity Evaluation and Evidence Based Practice Skills
- ATR-5420: Clinical Experience II: Upper Extremity Evaluation and Therapeutic Modalities
- ATR-5430: Clinical Experience III: General Medicine and Pharmacological Applications
- ATR-6410: Clinical Immersion I: Ethics and Certification Readiness
- ATR-6420: Clinical Immersion II: Certification and Professional Practice

Athletic Training Thesis Courses

- ATR-6510: Thesis I
- ATR-6520: Thesis II
- ATR-6530: Thesis III

Nutrition and Dietetics, MS

MS in Nutrition and Dietetics
Location: AU Online
Credits for Degree: 44 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 21 months

Program Overview

The Master of Science in Nutrition and Dietetics (MSND) at Antioch University prepares graduates to become competent, compassionate, and collaborative registered dietitian who are committed to improving nutrition and health outcomes for diverse individuals and communities. Guided by the program's mission to develop leaders and advocates who work to eliminate health disparities, the MSND program emphasizes evidence-based nutrition practice, interdisciplinary collaboration, and a strong commitment to equity and public health. Students develop the knowledge, skills, and professional values necessary to provide high-quality nutrition care while addressing the social, economic, and structural factors that influence health and food access.

The curriculum integrates rigorous academic coursework with supervised experiential learning (SEL) at program-provided sites throughout Central Ohio. Through these experiences, students apply nutrition science in real-world settings including hospitals, outpatient clinics, long-term care facilities, schools, public health departments, and community organizations. Antioch coordinates these placements through established partnerships, allowing students to focus on developing professional competencies while engaging in meaningful practice experiences.

A distinguishing feature of the MSND program is its systems-based approach to nutrition and health. Students explore the full continuum of the food system, from local food production and sustainable agriculture to community nutrition programs and clinical care. Students examine the structural drivers of food insecurity, health inequities, and diet-related disease. Learning experiences include engagement with community partners such as local farmers, food banks, and public health initiatives, helping students understand how dietitians can influence food systems, strengthen community health, and expand equitable access to nutritious foods.

The MSND program is delivered primarily through distance learning with select in-person workshops held on the campus of Otterbein University. These short,

intensive sessions allow students to develop and practice essential clinical and professional skills in a collaborative learning environment alongside faculty and peers. Because supervised experiential learning placements occur at program-provided sites throughout Central Ohio, students are expected to reside in the region during the program.

Graduates of the MSND program are prepared to sit for the registration examination administered by the Commission on Dietetic Registration and pursue credentialing as registered dietitians.

Plan of Study

Year 1: Fall

- AHLTH-5220: Evidence-Based Practice and Informatics I
- NTRD-5000: Foundations of Dietetics Practice
- NTRD-5050: Human and Nutrient Metabolism

Year 1: Spring

- AHLTH-5000: Research Design
- NTRD-5100: Food Service Management
- NTRD-5150: Lifecycle Nutrition

Year 1: Summer

- NTRD-5200: Public Health Nutrition
- NTRD-5250: Capstone Seminar
- NTRD-5300: Medical Nutrition Therapy I

Year 2: Fall

- AHLTH-5050: Allied Healthcare Administration
- NTRD-6100: Food Systems and Sustainability
- NTRD-6150: Medical Nutrition Therapy II

Year 2: Spring

- NTRD-6200: Clinical Practicum and Seminar
- NTRD-6250: Capstone Completion and RDN Exam Preparation
- NTRD-6300: Weight Management and Counseling

Division of Nursing

Advanced Practice, DNP

DNP in Advanced Practice
Location: AU Online
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

Purpose of the Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) Degree Advanced Practice Nurse track prepares advanced practice nurses to provide healthcare and leadership with an emphasis on social justice and health equity using a holistic caring framework in an increasingly complex environment. This program is designed for currently practicing advanced practice nurses (NP, CNS, CNM) who hold a Master of Science in Nursing (MSN) degree who wish to advance their knowledge, education, and skills to practice nursing at the highest level. The curricula develop advanced practice nurses committed to scholarly, evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the good of all members of society. The development of clinical, organizational, economic, and leadership skills to design, implement, and evaluate programs of care delivery allows students to improve health outcomes and to transform healthcare. Students will gain knowledge and skill sets to promote positive health outcomes for individuals and populations, lead nursing and healthcare organizations, and influence health policy.

Accreditations

CCNE Statement
The master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Antioch University are working toward accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

University Accreditation

Antioch University holds regional accreditation from The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 (800-621-7440; ncahlc.org).

Antioch University is authorized to offer Masters and the Doctor of Nursing Practice degrees by the Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215 (614-466-6000; ohiohighered.org).

Plan of Study

- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional
- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning
- NURS-7210: Scientific and Theoretical Foundations for Advanced Nursing Practice
- NURS-7220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-7230: Biostatistics & Epidemiology for the Health Professional
- NURS-7240: Quality Improvement for Health Equity
- NURS-7250: Healthcare Policy, Politics, and Social Justice
- NURS-7260: Advanced Leadership for the Health Professional
- NURS-7940: DNP Scholarly Project Proposal Development
- NURS-7950: DNP Scholarly Project Implementation & Data Collection
- NURS-8000: DNP Scholarly Project Data Analysis, Defense, & Dissemination

Family Nurse Practitioner (FNP), Certificate

Certificate in Family Nurse Practitioner (FNP) (post-MA)
Location: AU Online
Credits for Degree: 44 semester credits
Standard Mode of Instruction: Low-Residency
Standard time to completion: 24 months

Program Overview

The post-master's Family Nurse Practitioner (FNP) Certificate Program prepares nurses to provide primary family healthcare with an emphasis on social justice and health equity using a holistic caring framework in an increasingly complex environment. This certificate program is designed for nurses who hold a Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy in Nursing (PhD) degree who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an FNP. The Program's emphasis is to foster the FNP's abilities to critically think, make differential diagnoses, use evidence-based findings to improve healthcare outcomes, and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions, and primary care. The FNP provides clinical management of primary care conditions in various clinics and community-based settings. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Required Science Core Courses

All nurse practitioner curricula require the student to have documented that they have taken courses in Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Health Assessment within the last 5 years. Upon application for admission to a Post-Graduate Certificate program, students must demonstrate that they have had these courses prior to matriculation. If a student is unable to demonstrate that they have taken these courses, they will be required to complete them prior to starting courses in the certificate's major.

Furthermore, for initial licensure in Ohio as an Advanced Practice Nurse with prescriptive authority, the student must demonstrate that they have taken Advanced Pharmacology no later than 5 years prior to applying for licensure. If the Advanced Pharmacology of record is older than 5 years, then the student is

required to take Advanced Pharmacology prior to starting courses in the certificate's major.

Time Limit for Completion of Post-Graduate Certificate

After a student has been admitted to a Post-Graduate Certificate major, continuous progress toward completion of the certificate is expected. The time limit for completion of the certificate is three (3) years and is computed from the first date credit is recorded on the University's transcript until the certificate requirements are completed. All students may petition for an extension of the time limit. Petitions requesting an extension of the time limit may be submitted to the Graduate School of Nursing and Health Professions Curriculum Committee via email to the Department of Nursing. Extensions may be considered: (1) if any unusual circumstances beyond the control of the student caused failure to meet the time limit policy, and (2) contingent on space available in the current class.

Curriculum

The FNP major prepares the student for a role in primary care as an advanced practice nurse with the population focus across the lifespan. Students are prepared to sit for the American Nurses Credentialing Center (ANCC) Certification Examination for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. For national board certification to apply to a state board of nursing to practice as a family nurse practitioner, passing only one of these exams is required.

Students completing this curriculum are awarded a Certificate of Completion, which is not a graduate degree. As such, Post-Graduate Certificate students should check with a financial aid counselor about the applicability of student loans to this program.

Plan of Study

- NURS-6520: Procedures, Skills, & Prescribing for the Advanced Practice Nurse
- NURS-6530: Common & Acute Illnesses for the FNP
- NURS-6540: Complex & Chronic Illnesses for the FNP
- NURS-6541: Health Promotion for the Nurse Practitioner
- NURS-6550: Advanced Practicum and the FNP Role
- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional

- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning

Family Nurse Practitioner (FNP), DNP

DNP in Family Nurse Practitioner (FNP)
Location: AU Online
Credits for Degree: 83-92 semester credits
Standard Mode of Instruction: Low-Residency
Standard time to completion: 36 months

Program Overview

Purpose of the Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) Degree BSN to DNP FNP track prepares nurses to provide primary family healthcare and leadership with an emphasis on social justice and health equity using a holistic caring framework in an increasingly complex environment. This program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an FNP. The Program emphasis is to foster the FNP's abilities to think critically, make differential diagnoses, use evidence-based findings to improve healthcare outcomes, and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions, and primary care. The FNP provides clinical management of primary care conditions in various clinics and community-based settings. The curriculum develops nurses committed to scholarly, evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the benefit of all members of society. The development of clinical, organizational, economic, and leadership skills to design, implement, and evaluate programs of care delivery allows students to improve health outcomes and to transform healthcare. Students will gain knowledge and skill sets to promote positive health outcomes for individuals and populations, lead nursing and healthcare organizations, and influence health policy. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Accreditations

CCNE Statement

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University Accreditation

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Plan of Study

- NURS-6520: Procedures, Skills, & Prescribing for the Advanced Practice Nurse
- NURS-6530: Common & Acute Illnesses for the FNP
- NURS-6540: Complex & Chronic Illnesses for the FNP
- NURS-6541: Health Promotion for the Nurse Practitioner
- NURS-6550: Advanced Practicum and the FNP Role
- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional
- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning
- NURS-7210: Scientific and Theoretical Foundations for Advanced Nursing Practice
- NURS-7220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-7230: Biostatistics & Epidemiology for the Health Professional
- NURS-7240: Quality Improvement for Health Equity
- NURS-7250: Healthcare Policy, Politics, and Social Justice
- NURS-7260: Advanced Leadership for the Health Professional
- NURS-7940: DNP Scholarly Project Proposal Development
- NURS-7950: DNP Scholarly Project Implementation & Data Collection
- NURS-8000: DNP Scholarly Project Data Analysis, Defense, & Dissemination

Family Nurse Practitioner (FNP), MSN

MS in Nursing: Family Nurse Practitioner (FNP)
Location: AU Online
Credits for Degree: 53 semester credits
Standard Mode of Instruction: Low-Residency
Standard time to completion: 24 months

Program Overview

The Master of Science in Nursing (MSN) FNP track prepares nurses to provide primary family healthcare with an emphasis on social justice and health equity, utilizing a holistic, caring framework in an increasingly complex environment. This program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an FNP. The Program's emphasis is to foster the FNP's abilities to critically think, make differential diagnoses, use evidence-based findings to improve healthcare outcomes, and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions, and primary care. The FNP provides clinical management of primary care conditions in various clinics and community-based settings. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Required Science Core Courses

All nurse practitioner curricula require the student to have documented that they have taken courses in Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Health Assessment within the last 5 years. Upon application for admission to a Post-Graduate Certificate program, students must demonstrate that they have had these courses prior to matriculation. If a student is unable to demonstrate that they have taken these courses, they will be required to complete them prior to starting courses in the certificate's major.

Furthermore, for initial licensure in Ohio as an Advanced Practice Nurse with prescriptive authority, the student must demonstrate that they have taken Advanced Pharmacology no later than 5 years prior to applying for licensure. If the Advanced Pharmacology of record is older than 5 years, then the student is required to take Advanced Pharmacology prior to starting courses in the certificate's major.

Plan of Study

- NURS-6220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-6230: Epidemiology & Biostatistics for the Health Professional
- NURS-6260: Advanced Leadership for the Health Professional
- NURS-6520: Procedures, Skills, & Prescribing for the Advanced Practice Nurse
- NURS-6530: Common & Acute Illnesses for the FNP
- NURS-6540: Complex & Chronic Illnesses for the FNP
- NURS-6541: Health Promotion for the Nurse Practitioner
- NURS-6550: Advanced Practicum and the FNP Role
- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional
- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning

Nurse Executive, DNP

DNP in Nurse Executive
Location: AU Online
Credits for Degree: 66 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

Purpose of the Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) Degree Nurse Executive track prepares nurse executives to provide healthcare and leadership, with an emphasis on social justice and health equity, using a holistic, caring framework in an increasingly complex environment. This program is designed for currently practicing nurses who hold a graduate degree in nursing and who wish to advance their knowledge, education, and skills to practice nursing at the highest level. The curriculum develops nurse executives committed to scholarly, evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the benefit of all members of society. The development of clinical, organizational, economic, and leadership skills enables students to design, implement, and evaluate programs of care delivery, ultimately improving health outcomes and transforming healthcare. Students will gain knowledge and skill sets to promote positive health outcomes for individuals and populations, lead nursing and healthcare organizations, and influence health policy.

Accreditations

CCNE Statement

The master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Antioch University are working toward accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

University Accreditation

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Plan of Study

- MGT-5155: Strategy, Innovation and Resilience
- MGT-5285: Human Resources Management
- MGT-5340: Leading High Performing Teams
- MGT-5375: Leadership and Change
- MGT-5380: Developing People and Performance
- MGT-5440: Financial Decision Making
- NURS-7210: Scientific and Theoretical Foundations for Advanced Nursing Practice
- NURS-7220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-7230: Biostatistics & Epidemiology for the Health Professional
- NURS-7240: Quality Improvement for Health Equity
- NURS-7250: Healthcare Policy, Politics, and Social Justice
- NURS-7260: Advanced Leadership for the Health Professional
- NURS-7940: DNP Scholarly Project Proposal Development
- NURS-7955: DNP Scholarly Project Implementation & Data Collection: Nurse Executive
- NURS-8000: DNP Scholarly Project Data Analysis, Defense, & Dissemination

Psychiatric & Mental Health Nurse Practitioner (PMHNP), Certificate

Certificate in Psychiatric & Mental Health Nurse Practitioner (PMHNP) (post-MA)
Location: AU Online
Credits for Degree: 59 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The post-master's Psychiatric Mental Health Nurse Practitioner (FNP) Certificate Program prepares nurses to provide psychiatric and mental healthcare with an emphasis on social justice and health equity using a holistic caring framework in an increasingly complex environment. This certificate program is designed for nurses who hold a Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), or Doctor of Philosophy in Nursing (PhD) degree who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an PMHNP. The Program's emphasis is to foster the PMHNP's abilities to critically think, make differential diagnoses, use evidence-based findings to improve healthcare outcomes, and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic mental healthcare conditions, and psychiatric mental healthcare. The PMHNP provides clinical management of primary care conditions in various clinics and community-based settings. Graduates are eligible to sit for the PMHNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Plan of Study

- NURS-6310: Psychopharmacology & Prescribing for the Psychiatric Mental Health Nurse Practitioner
- NURS-6320: Neurobiology & Psychopathology for the Psychiatric Mental Health Nurse Practitioner
- NURS-6330: Psychiatric Diagnosis & Management: Adults
- NURS-6340: Systems Interventions: Individuals & Groups
- NURS-6350: Psychiatric Diagnosis & Management: Children
- NURS-6541: Health Promotion for the Nurse Practitioner
- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional

- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning
- NURS-6420: Clinical Advanced Practice Psychiatric Nursing: Internship I
- NURS-6430: Clinical Advanced Practice Psychiatric Nursing: Internship II
- NURS-6440: Clinical Advanced Practice Psychiatric Nursing: Internship III

Psychiatric & Mental Health Nurse Practitioner (PMHNP), DNP

DNP Psychiatric & Mental Health Nurse Practitioner (PMHNP)
Location: AU Online
Credits for Degree: 98-107 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 36 months

Program Overview

The Doctor of Nursing Practice (DNP) Degree BSN to DNP PMHNP track prepares nurses to provide Psychiatric mental healthcare and leadership with an emphasis on social justice and health equity using a holistic caring framework in an increasingly complex environment. This program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an PMHNP. The Program emphasis is to foster the PMHNP's abilities to think critically, make differential diagnoses, use evidence-based findings to improve mental healthcare outcomes, and be accountable for the provision of mental healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic mental health care conditions, and psychiatric care. The PMHNP provides clinical management of mental health conditions in various clinics and community-based settings. The curriculum develops nurses committed to scholarly, evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the benefit of all members of society. The development of clinical, organizational, economic, and leadership skills to design, implement, and evaluate programs of care delivery allows students to improve mental health outcomes and to transform healthcare. Students will gain knowledge and skill sets to promote positive mental health outcomes for individuals and populations, lead nursing and healthcare organizations, and influence health policy. Graduates are eligible to sit for the PMHNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Plan of Study

- NURS-6310: Psychopharmacology & Prescribing for the Psychiatric Mental Health Nurse Practitioner
- NURS-6320: Neurobiology & Psychopathology for the Psychiatric Mental Health Nurse Practitioner

- NURS-6330: Psychiatric Diagnosis & Management: Adults
- NURS-6340: Systems Interventions: Individuals & Groups
- NURS-6350: Psychiatric Diagnosis & Management: Children
- NURS-6420: Clinical Advanced Practice Psychiatric Nursing: Internship I
- NURS-6430: Clinical Advanced Practice Psychiatric Nursing: Internship II
- NURS-6440: Clinical Advanced Practice Psychiatric Nursing: Internship III
- NURS-6541: Health Promotion for the Nurse Practitioner
- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional
- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning
- NURS-7210: Scientific and Theoretical Foundations for Advanced Nursing Practice
- NURS-7220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-7230: Biostatistics & Epidemiology for the Health Professional
- NURS-7240: Quality Improvement for Health Equity
- NURS-7250: Healthcare Policy, Politics, and Social Justice
- NURS-7260: Advanced Leadership for the Health Professional
- NURS-7940: DNP Scholarly Project Proposal Development
- NURS-7950: DNP Scholarly Project Implementation & Data Collection
- NURS-8000: DNP Scholarly Project Data Analysis, Defense, & Dissemination

Psychiatric & Mental Health Nurse Practitioner (PMHNP), MSN

MS in Nursing: Psychiatric & Mental Health Nurse Practitioner (PMHNP) Location: AU Online
Credits for Degree: 68 semester credits
Standard Mode of Instruction: Distance
Standard time to completion: 24 months

Program Overview

The Master of Science in Nursing (MSN) PMHP track prepares nurses to provide psychiatric mental healthcare with an emphasis on social justice and health equity, utilizing a holistic, caring framework in an increasingly complex environment. This program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an PMHNP. The Program's emphasis is to foster the PMHNP's abilities to critically think, make differential diagnoses, use evidence-based findings to improve healthcare outcomes, and be accountable for the provision of mental healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic mental health conditions, and psychiatric care. The PMHNP provides clinical management of mental healthcare conditions in various clinics and community-based settings. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Plan of Study

- NURS-6220: Transforming Health Equity through Evidence-Based Practice & Informatics
- NURS-6230: Epidemiology & Biostatistics for the Health Professional
- NURS-6260: Advanced Leadership for the Health Professional
- NURS-6310: Psychopharmacology & Prescribing for the Psychiatric Mental Health Nurse Practitioner
- NURS-6320: Neurobiology & Psychopathology for the Psychiatric Mental Health Nurse Practitioner
- NURS-6330: Psychiatric Diagnosis & Management: Adults
- NURS-6340: Systems Interventions: Individuals & Groups
- NURS-6350: Psychiatric Diagnosis & Management: Children
- NURS-6541: Health Promotion for the Nurse Practitioner

- NURS-6810: Advanced Physiology and Pathophysiology for the Health Professional
- NURS-6820: Advanced Pharmacology for the Health Professional
- NURS-6830: Advanced Health Assessment and Diagnostic Reasoning
- NURS-6420: Clinical Advanced Practice Psychiatric Nursing: Internship I
- NURS-6430: Clinical Advanced Practice Psychiatric Nursing: Internship II
- NURS-6440: Clinical Advanced Practice Psychiatric Nursing: Internship III

Course List: A-Z

Please note: The course list for the current academic year is provided in a separate PDF document.

You can view the full list of available courses, including course numbers, titles, and credit hours, by accessing the following link: https://www.antioch.edu/departments/registrar/academic-catalogs/

Faculty List

You can view the full list of faculty via the Faculty Directory, including faculty position and department affiliation by accessing the following link: https://www.antioch.edu/faculty